BASIC

FRESHWATER CRISIS

Energy Security and Economic Growth

United States Diplomacy Center

Discover Diplomacy

The U.S. Diplomacy Center offers educators immersive programs that explore the goals and practice of diplomacy, teach diplomatic skills, build global competence and illustrate how the critical work of American diplomats impacts people's everyday lives. Lesson plans emphasize 21st century skills: creativity and innovation; critical thinking and problem solving; and communication and collaboration. These skills are keys to success for the next generation of global citizens.

The *Diplomatic Simulation Program* is the Center's premier educational tool. In a collaborative learning environment, students step into the shoes of real-life diplomats. The diplomatic simulations are designed for 15-30 participants, plus a teacher/moderator. Students receive a scenario related to a global issue, which could be real-world or hypothetical, current or historic. Within each simulation, there are five to six stakeholder groups (e.g., foreign ministries, NGOs, and international organizations), each with different perspectives and priorities. Students role-play these stakeholders in small teams of three to five. Under set time constraints, the groups are challenged to negotiate a peaceful solution to the crisis in the scenario. Students use the information provided in the simulation packet to develop their group's policy positions and defend or modify their choices in real time.

The simulations have no right or wrong actions or solutions because the process, rather than the end result, is the goal. The learning experience develops organically as the students engage in the simulation. Once the simulation has been completed, students are encouraged to express how their views on diplomacy have evolved as a result of the simulation, and to contemplate how they can apply diplomatic skills to their everyday lives.

To access the complete *Diplomatic Simulation Program*, including training and subject matter expert videos, please visit diplomacy.state.gov.

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Diplomatic Simulations are developed and presented by the U.S. Diplomacy Center as an integral component of the Center's education offerings. This document and all associated materials are intended exclusively for educational use.

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Teaching Diplomacy In The Classroom

The U.S. Diplomacy Center's *Diplomatic Simulations Program* exposes students to diplomacy as both a concept and a practical set of 21st century skills that can be applied to global issues. Working in teams, students build rapport with others, present clear arguments, negotiate, find common ground and compromise to find solutions to a shared global problem. These 21st century skills include:

	Critical thinking: Researching and defining a position on a foreign policy issue, adjusting this position as the negotiation evolves.
	Collaborating: Prioritizing goals and objectives, defining responsibilities within the group.
	Problem-solving: Creatively negotiating, compromising, and resolving conflict.
	Communicating: Active listening, team-and alliance-building, weighing different perspectives and points-of-view, articulating a position and persuading others.
	Global Competence: Investigating a world-wide issue, appreciating different perspectives on that issue, finding opportunities to improve the situation, and taking practical action.

What is Diplomacy?

Diplomacy is the art or practice of conducting international relations, such as negotiating alliances, treaties and agreements, and exercising tact and skill in dealing with people of varied backgrounds to advance a country's national interests.

How does a *Diplomatic Simulation* work?

A diplomatic simulation is a collaborative learning experience in which students step into the role of a real-life diplomat. The U.S. Diplomacy Center's *Diplomatic Simulations* are designed for 15-30 participants. Students receive a scenario related to a global issue, which could be real-world or hypothetical, current or historic. Within each simulation, there are five to six stakeholder groups (e.g., foreign ministries, NGOs, and international organizations), each with different perspectives and priorities. Students role-play these stakeholders in small teams of three to five. Under set time constraints, the groups are challenged to negotiate a peaceful solution to a crisis in the scenario. Students use the information provided in the simulation packet to develop their group's policy positions and defend or modify their choices in real time.

The simulations have no right or wrong actions because it is the process (rather than the end result) that holds the most value for the students. The learning experience develops organically as the students engage in the simulation. Once the simulation has been completed, students are encouraged to express how their views on diplomacy have evolved as a result of their experience and to contemplate how they can apply diplomatic skills to their everyday lives.

Step By Step Simulation Instructions

Teacher's role

You are the facilitator and moderator. The discussion should be fully student-driven. You will guide the negotiation, making sure it stays on topic, moves forward, and is completed in the allotted time (which is determined by the teacher). You may wish to periodically summarize the current position of each stakeholder for the group in order to keep the discussion on track, but avoid expressing your own opinions or suggesting alternative options.

Divide the class into as many stakeholders as the simulation requires (i.e., five or six different groups). Try to keep each group roughly the same size. Make sure everyone in the class knows which group they are in and how to identify the members of the other groups.

Distribute the background information, scenario, worksheet, and map to all students. Students may share materials.

Distribute the individual stakeholder profiles to individual groups. Each group should receive only its specific profile, which has the name of that group at the top of the page. Students may share materials within their group but should not show their profiles to other groups.

Example Simulation Agenda to Give Students:

- **15** minutes: Facilitator-led introduction.
- **20** minutes: Students read packet, focus on the scenario and their role within it, complete worksheet with stakeholder team, select representative to give opening remarks to entire group.
- **15** minutes: Formal negotiation: opening session with initial position statements.
- **15** minutes: Informal negotiations: seek alliances.
- **15** minutes: Formal negotiation: begin to generate agreements.
- **15** minutes: Informal negotiation: finalize solutions.
- **15** minutes: Formal negotiation: present final solutions and proposals.
- **10** minutes: Post-simulation class discussion.

Introduction

15 minutes

The introduction to the simulation is important. It outlines goals and expectations, and describes how the simulation will flow. You can also explain your role and alert the students that you will be discussing the exercise as a group once the simulation is completed.

Before students read the materials and prepare their positions, explain how the simulation will be structured and how long each session will last. Explain the difference between formal and informal negotiations. Ask each stakeholder group to select one person to deliver a brief opening statement laying out that group's view of the situation. This is done to give all groups a succinct summary of the other stakeholders' positions. The person who gives the opening statement is neither the head nor spokesperson of that stakeholder team. You should emphasize that once statements are delivered, all students are encouraged to participate in the formal discussion.

Pre-session preparation

20 minutes

Students read the materials, and prepare their positions and opening statements. Have them complete the worksheet and consider the *list of possible actions.* Tell the students they are not limited to the possible actions listed on the sheet. They are welcome to create their own.

Session one: Formal Negotiations

15 minutes

To begin the simulation, ask each stakeholder group in turn to deliver its opening statement. The stakeholder group that called the meeting within the scenario speaks first, followed by the other groups in no set order. Opening statements should be short, about 60 seconds.

After opening statements, invite the groups to engage in a roundtable discussion. All stakeholders should listen closely to each other and pose questions and express initial reactions to the solutions

proposed. Students should take notes during the discussion. Anyone within a group may address the room, but only one person at a time. You should make sure no individual or group dominates the discussion and that no group is left out. At the end of the formal negotiations, briefly summarize the current position of each group without giving your own opinion or suggesting other options.

Session Two: Informal Negotiations

15 minutes

Immediately after formal negotiations, group members should determine internally the stakeholders with whom they want to speak and what solutions they want to pose or suggest. Stakeholders should then have private discussions with members of other groups that take place away from the main table. Students should be encouraged to maximize their time by sending members to different groups for simultaneous discussions, rather than clustering together in one conversation with only one other stakeholder team.

Session Three: Formal Negotiations

15 minutes

Invite the students back to the table for another 15-minute round of formal discussions.

Session Four: Informal Negotiations

15 minutes

Students will move into their second and final informal discussions.

Session Five: Formal Negotiations

15 minutes

Return to the table for the final formal discussion.

Post-session Discussion

10 minutes

Ask students if they enjoyed the simulation. What happened? What did they learn? Encourage them to explain what they have learned about diplomacy and to consider how they might apply diplomatic skills to their everyday lives. Ask students why it is important to know about the global issue illustrated in this simulation and whether they think it can be solved by diplomatic means.

What Do I Need To Facilitate A Simulation?

Simulation materials: Students should have the background, scenario, stakeholder profiles, worksheet, and map. Stakeholder groups should receive only their individual profiles.

Group size: The simulation activity works best with a group size of 25-30 participants (i.e., stakeholder group size of four to six). However, you can run the simulation with as few as 12 people.

Space: The simulation will flow between formal negotiations (which take place at the main table) and informal negotiations (which take place away from the table), so it's helpful to have a space where students can move around easily. For the formal sessions, seat the students around a circular or oval table or arrange the desks in this fashion.

Materials: Pens and paper for notes; tent cards identifying each delegation; name tags indicating which stakeholder group each participant belongs to; a clock or watch to keep time; and a computer and video projector if you choose to run an introductory PowerPoint presentation.

Negotiate immediately within your group if you see that you no longer have consensus.

Climate Change and Water

- Nearly 70% of the world is covered by water so it would appear that there should be no shortage of water resources for the planet's ecosystems and inhabitants. However, 97% of Earth's water is salt water in the oceans, while only 3% is freshwater. Most of this freshwater is locked away in ice and glaciers or trapped underground, meaning that only a very small portion (1%) is immediately available for use.
- All plants and animals on land – including humans – depend on freshwater to survive and thrive. Freshwater is essential for drinking, bathing, cleaning, growing food, and many other essentials of everyday life.
- Human beings also use water for activities that are not directly connected to sustaining life, such as generating power, mining for minerals, and manufacturing things like plastic and glass. In addition, people use freshwater for many non-essential things like washing the car or filling the swimming pool.
- **Climate change** is affecting the amount of freshwater on Earth. Each year, some areas get more rain and snow than they did the year before, while others get less and less. Areas which previously had stable, balanced environments are more vulnerable to frequent floods or extended droughts.
- 126,000 animal species around the world including birds, reptiles, and many fish live in freshwater **habitats.** Unfortunately, animals living in freshwater habitats are disappearing 4-6 times *faster* than animals living on land or in salt water. Nearly *half* of all **endangered species** in the U.S. are freshwater species.
- All over the world, countries must strike the right balance between using freshwater for keeping people healthy, improving their economies, and preserving freshwater for local plants and animals.
- Many water sources cross boundaries from one country to another. In these cases, the countries that share the water source should decide together how to use these resources. However, disagreements can and do occur. This simulation concerns one such disagreement.

Nearly *half* of all **endangered species** in the U.S. are freshwater species.

Sources: Freshwater Crisis, National Geographic Magazine, April 2010; *Human Development Report 2006*, United Nations Development Program; United Nations World Water Development Report 2015.

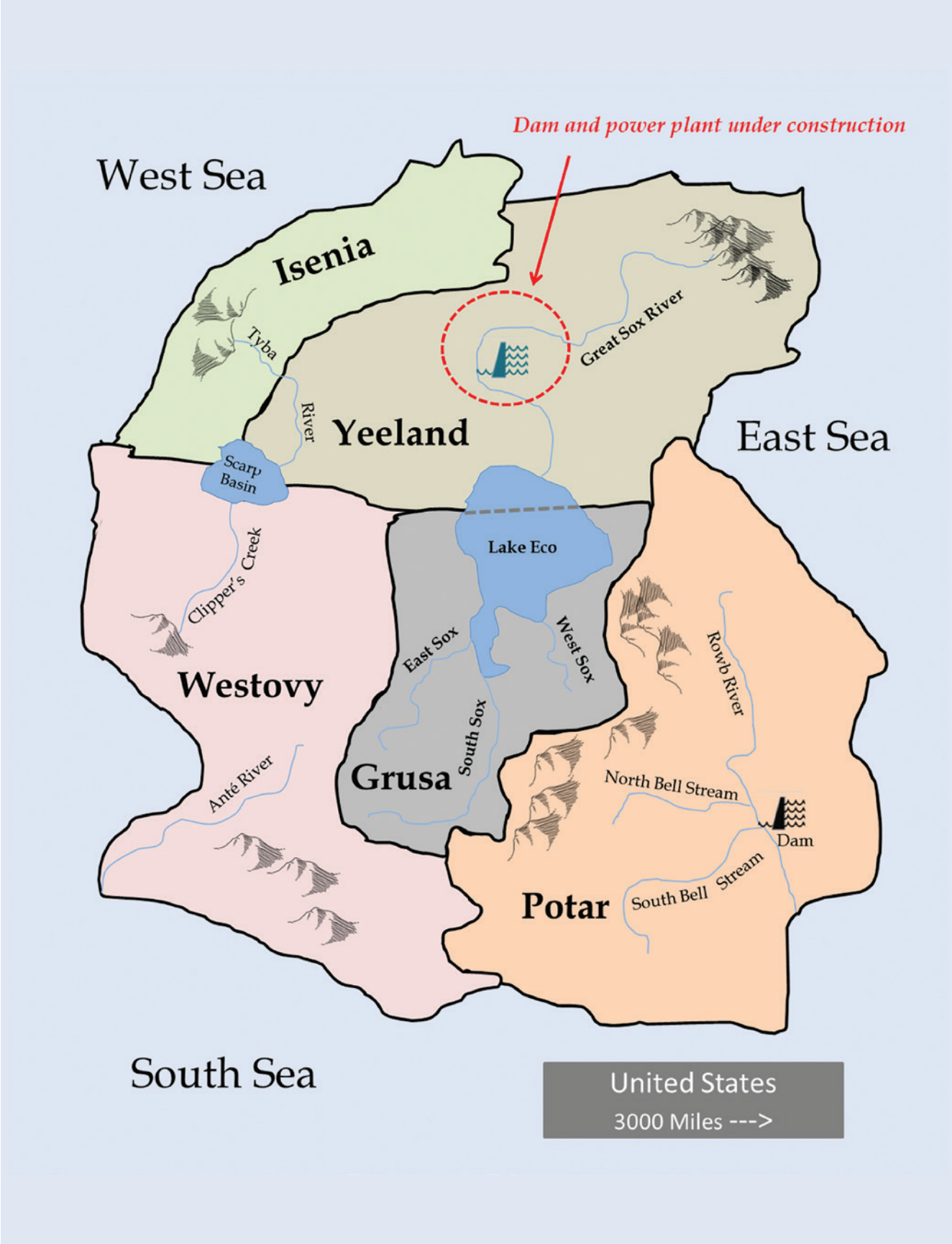
Today's simulation involves a hypothetical scenario but deals with the real world problem of increasingly scarce freshwater resources. You will be on one of four delegations (teams) at an international meeting trying to negotiate a solution. The delegations are:

U.S. Department of State

The Foreign Ministry of Yeeland

The Foreign Ministry of Grusa

Save Our Avian Resources (SOAR)


Dam and power plant under construction
West Sea
Isenia
Tyba
River
Great Sox River
Yeeland
East Sea
Scarp Basin
Clipper's Creek
Lake Eco
East Sox
West Sox
South Sox
Rowb River
Westovy
Grusa
Anté River
North Bell Stream
Dam
South Bell Stream
Potar
South Sea
United States
3000 Miles --->

Yeeland and **Grusa** are neighboring countries that share a common border (see map). Yeeland is an industrialized country with a medium-sized population. Most people live in cities and towns. Grusa is a rural country with a much smaller population. Most people are farmers. Yeeland, Grusa and the **United States** are **economically interdependent**. Grusa grows wheat that it sells to Yeeland and the United States. Yeeland manufactures farming equipment that it sells to Grusa and the United States.

In addition to sharing a border, Yeeland and Grusa share something else – water. The Great Sox River is a freshwater river that flows down from the northern mountains of Yeeland, passes through Lake Eco, and runs into Grusa. There it branches into the East Sox, South Sox and West Sox rivers (collectively called the "Lesser Sox" rivers). Lake Eco straddles the border between Yeeland and Grusa. The lake is the **natural habitat** for an **endangered species** of **crane** called the Lauret crane. Lake Eco happens to be one of the few places on Earth where these birds still live in the wild.

About 20 years ago, Yeeland and Grusa created the Lake Eco Wetlands Preserve to protect the Lauret cranes from local **extinction**. They jointly manage the lake and the land around it. Yeeland controls about one-quarter and Grusa controls the rest. Every year, thousands of tourists from different countries visit the Lake Eco Wetlands Preserve to see these rare cranes. They spend a lot of money. 10% of Yeelanders and 30% of Grusans work at the Lake Eco Wetlands Preserve or in the nearby hotels, shops, and restaurants that cater to so-called "crane tourists." At the same time, crane tourism is very profitable for American airlines and sightseeing companies that lead nature tours around the wetlands preserve.

Save Our Avian Resources (SOAR) is a **non-governmental organization (NGO)** dedicated to protecting cranes. Members of SOAR include people who love nature, especially birds, and scientists who study birds in their natural habitats. SOAR raises donations from bird-lovers around the world to pay the salaries of many of the veterinarians, scientists, and park rangers who work at Lake Eco. SOAR also promotes crane tourism to support the wetlands preserve.

Yeeland, Grusa and the United States have a shared problem: **climate change**. Due to changing weather patterns, each winter less snow falls in the mountains. When the snow melts in the spring there is less water flowing into the Great Sox River. As a result of this climate change, the Great Sox River is at the lowest level it has ever been. The Lake Eco Wetlands Preserve downstream needs every drop it can get to support the cranes and other precious wildlife. Grusan farmers need the water to grow the crops they sell. At the same time, Yeeland's population is growing. Families need more electricity to power their lights, refrigerators, TVs, cell phones and other common electronics. Less power in Yeeland means its factories cannot produce as much farming equipment to sell.

Due to the power shortages, Yeelands's big cities are having blackouts. Yeeland wants to build a new **hydroelectric power plant** using water from the Great Sox River. It would build a **dam** to create an artificial lake, draw water from the river into that artificial lake, and then run the water from the artificial lake through the power plant. The water would spin the turbines (large wheels) that generate electricity. So there would be more electricity for Yeeland's cities and to keep manufacturing farming equipment to sell to the U.S. and Grusa.

Yeeland knows, however, that the dam will reduce the amount of water that flows into Lake Eco and on to the Lesser Sox rivers. It will endanger the cranes, reduce crane tourism, and potentially cut the amount of wheat Grusa can grow and sell to Yeeland and America. However, the government's top priority is stopping the power outages, which are becoming more frequent and lasting longer. They worry especially about hospitals being disrupted.

Grusa is very concerned that Yeeland's dam will draw off too much freshwater. Grusans worry the dam will permanently damage the fragile ecosystem the Lake Eco Wetlands Preserve was created to protect, significantly reduce the already endangered Lauret crane population, and create major water shortages for Grusan farmers who need the water to grow wheat. The fate of the Lauret cranes is also a very emotional issue in Grusa, where that bird is considered the national mascot (like the American Bald Eagle or Australian Red Kangaroo), and Grusans see Yeeland's disregard for the cranes' survival as a great insult to Grusan culture.

SOAR also strongly opposes Yeeland's plan to build the power plant because of the cranes. The group knows from studying birds that Lauret cranes do not live as long in zoos or have as many chicks as they do in their natural habitat. Having more chicks is essential to keeping the cranes from becoming extinct.

The U.S. is an ally to both Yeeland and Grusa and wants to help them resolve this dispute so it can keep buying farming equipment from Yeeland and wheat from Grusa. The U.S. also wants to protect endangered species like the Lauret crane.

As an alternative to hydroelectric power Yeeland could instead invest in wind and solar energy technology, which cost about the same. These technologies do not use water to generate power. However, Yeeland would have to study the possibilities, develop a completely new energy plan, and only then begin building. That process could take up to three years. In the meantime, Yeeland's cities would continue to have blackouts. Besides, the water level in the rivers and the lake is still going down because of climate change, so something has to be done now.

Yeeland and Grusa cannot agree on what to do, and have asked the U.S. to help them find a solution. The U.S. has invited SOAR to the meeting, also, to represent the interests of the cranes.

United States

The United States buys wheat from Grusa and farming equipment from Yeeland. The U.S. tries to help countries balance good jobs and high standards of living with preserving natural habitats for future generations.

Yeeland

Yeeland is a medium-sized industrial country. Most people live in cities and towns. Yeeland buys wheat from Grusa and sells farming equipment to Grusa and the U.S. Yeeland shares responsibility for the Lake Eco Wetlands Preserve with Grusa. About 10% of Yeelanders work at the Wetlands Preserve or in the nearby hotels, shops, and restaurants that cater to "crane tourists."

PEOPLE

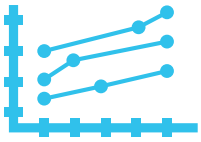
Current Population

25 million

Population Growth

3% per year

ECONOMY



Gross Domestic Product (GDP)

U.S. $75 billion

Primary Industry

Manufacturing
Construction
Tourism

Grusa

Grusa is a small country. Most people are farmers. Grusa buys farming equipment from Yeeland and sells wheat to Yeeland and the U.S. Grusa shares responsibility for the Lake Eco Wetlands Preserve with Yeeland. About 40% of Grusans work at the wetlands preserve or in the nearby hotels, shops, and restaurants that cater to crane tourists. The crane is Grusa's national mascot and a beloved animal.

PEOPLE

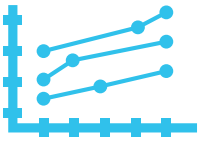
Current Population

15 million

Population Growth

1.2% per year

ECONOMY



Gross Domestic Product (GDP)

U.S. $50 billion

Primary Industry

Tourism
Agricultural products
(e.g., wheat, coffee)

Save Our Avian Resources (SOAR)

SOAR is a non-governmental organization (NGO) dedicated to protecting all species of birds in their natural habitats. Nature lovers from all over the world donate money to SOAR to pay the salaries of veterinarians and park rangers who work at the Lake Eco Wetlands Preserve.

WORKSHEET 1: QUESTIONS TO THINK THROUGH

Whom do you represent?

What is your overall goal?

What goals (in priority order) would you also like to achieve?

Who can help you?

Who might oppose your approach?

What incentives and disincentives can you offer to persuade others?

What should be your strategy in dealing with the other parties, i.e., with whom should you speak first?

Remember: There is no "right" or "wrong" outcome. This is not a debate in which you need to win the argument. Your goal today is to work together to find a solution everyone can agree upon. This situation requires diplomacy and compromise. Build on common ground. Look for areas where you and the other parties agree and try to expand those. Where you disagree, try to create options that address the other parties' concerns.

WORKSHEET 2: POSSIBLE ACTIONS

The following points are *possible* actions to be taken. Agree within your delegation on your top two choices. Feel free to come up with your own solution. You will share your priorities with the other delegations in your opening statement.

_____ **Option:** Yeeland finds an alternative freshwater source for the power plant.

Problem: Where and how will Yeeland get that water?

_____ **Option:** Yeeland invests in wind and solar energy technologies, which do not use water.

Problem: It will take up to three years to study the possibilities and create a completely new energy plan. In the meantime, Yeeland will have blackouts and factories will not produce as much farm equipment to sell.

_____ **Option:** Grusa, Yeeland and SOAR agree to eliminate the wetlands preserve and move the cranes to other habitats or into zoos.

Problem: Lauret cranes will move closer to extinction because Lauret cranes do not live as long or have as many chicks in zoos as they do in the wild. Tourists will stop coming. All income from crane tourism will be lost.

_____ **Option:** Yeeland and Grusa agree to each use 50% of the freshwater they would normally use and to shrink the area of the wetlands preserve by 50%.

Problem: This arrangement is only a short-term solution. It does not solve the long-term problem that due to climate change the total amount of water available for generating power, preserving the wetlands and farming is shrinking each year.

Other

TOOLS FOR NEGOTIATING EFFECTIVELY

Clearly determine your position and reach consensus within your group on actions you propose:

- **Negotiate immediately** within your group if you see that you no longer have consensus.
- Clarify or re-state your position if one of the other stakeholder groups mis-represents it.
- If during informal discussions you decide your group should change its position, discuss it with the other group members as soon as possible so everyone stays on the same page.

Realistically evaluate the possible actions you propose before you offer them:

- Are the proposals **doable**?
- Will they **achieve** the results you want?
- Watch for **unintended consequences**.

Analyze the other stakeholders' positions:

- Why do they **hold** that position?
- Why do they **oppose** or support your proposals?
- Can you apply **pressure** to make stakeholders re-evaluate their positions?
- Can you offer any **incentives** to make stakeholders re-evaluate their positions?

Build alliances:

- **Identify** which stakeholders share your position, and which stakeholders do not.
- Don't spend all your time trying to persuade others. **Listen** carefully to other delegates and absorb what they are saying.
- Try to identify **common interests** you share with stakeholders who oppose your position.
- Try to identify **common concerns** you share.
- Even if you cannot reach full agreement on everything, are there elements you can agree upon?

Identity incentives and disincentives (carrots and sticks):

- If you think another stakeholder group wants something that you can provide, even if not connected to the issue at hand, offer it to them. This may make them more willing to see your points.
- Explain the negative consequences for the other stakeholder group if it does not do things your way. That cost may not be directly connected to the issue at hand.

GLOSSARY OF TERMS

Climate change – Any significant change in temperature, precipitation (rain or snowfall), wind patterns and other weather-related phenomena.

Crane – A long-necked, long-legged bird that lives in wetland habitats.

Dam – A waterproof wall that holds water in a lake so people can control when and where the water flows. The lake could be natural or artificial (man-made).

Economically interdependent – Two or more people, groups or countries that buy from and sell things to each other. If one side stops buying or one side stops selling, that hurts the economy of both sides.

Endangered species – An animal or plant that is in danger of becoming extinct (dying out) within the foreseeable future.

Extinction – When there are no longer any living members of a distinct type of animal or plant species on the Earth.

Hydroelectric power – Power (electricity) generated by water turning turbines (large propellers).

Natural habitat – The location where a particular plant or animal usually lives and thrives. Does not include artificial (man-made) environments like zoos.

Non-governmental organization (NGO) – An organization (group) that is not part of a government. The organization works on particular interests or projects. Examples include charities and social clubs, like the Red Cross or the Girl Scouts.

Power plant – A large building or series of buildings that hold machines which generate electricity for distribution.

Foreign Ministry of Grusa

Grusa is a small rural country. Most people are farmers. Grusa, the United States and Yeeland are **economically interdependent**. Grusa buys farming equipment from Yeeland, and sells wheat to Yeeland and the U.S., Yeeland and Grusa jointly manage the Lake Eco Nature Preserve. The lake is one of the last remaining **natural habitats** on Earth for an **endangered species** called the Lauret **crane**.

Because of **climate change**, the Great Sox River is at a historically low level. Grusa strongly opposes the **hydroelectric power plant** and **dam** Yeeland plans to build. The dam would drain off too much water, leaving too little water for the nature preserve and for Grusan farming. About 40% of Grusans work at the Lake Eco Nature Preserve or in the nearby hotels, shops, and restaurants that cater to "crane tourists." If things change, they could lose their jobs.

This is also a very emotional issue for people in Grusa. The Lauret crane is a beloved animal. It is the national mascot, like the bald eagle in America or the kangaroo in Australia. Grusans believe the crane in its natural habitat symbolizes the country's strength and independence. Having the cranes live only in zoos would be an insult to national pride.

Opening Position: Grusa strongly opposes Yeeland's plan to build a dam and power plant using water from the Great Sox River. Yeeland should get the water from somewhere else or invest in alternative sources of energy that do not use water, like solar or wind power. Both Yeeland and Grusa would be hurt economically if crane tourism goes down.

Foreign Ministry of Yeeland

Yeeland is a medium-sized industrialized country. Most people live in cities and towns. Yeeland, the United States and Grusa are **economically interdependent**. Yeeland manufactures and sells farming equipment to Grusa and the United States, and buys wheat from Grusa. Yeeland and Grusa share responsibility for the Lake Eco Nature Preserve. The lake is one of the last remaining **natural habitats** on Earth for an **endangered species** called the Lauret **crane**. About 10% of Yeeland's adults work at the Lake Eco Nature Preserve or in the nearby hotels, shops, and restaurants that cater to tourists.

Because of **climate change**, the Great Sox River is at a historically low level. At the same time, Yeeland's population has grown larger and families need more electricity. There have already been several blackouts in Yeeland's big cities, impacting homes, schools, factories, and hospitals.

The government wants to build a new **hydroelectric power plant** and **dam** using water from the Great Sox River. This would generate the extra electricity Yeeland's cities need, but reduce the amount of water flowing into Lake Eco and on to Grusa. The government believes the country needs reliable electricity more than it needs the nature preserve.

Opening Position: Yeeland must build the dam and hydroelectric power plant because homes, schools, factories, and hospitals need more electricity. The cranes can be moved into zoos or sent to nature preserves in other countries if necessary.

Save Our Avian Resources (SOAR)

Save Our Avian Resources (SOAR) is a **non-governmental organization (NGO)**. Members of SOAR include people who love nature, especially birds. SOAR wants to protect the **natural habitat** of an **endangered species** called the Lauret **crane**. SOAR raises donations from bird-lovers around the world to pay the salaries of many of the veterinarians, scientists, and park rangers who work at Lake Eco. SOAR also promotes crane tourism to support the wetlands preserve.

SOAR strongly opposes Yeeland's plan to build the **hydroelectric power plant** and **dam** because of the cranes. The group knows from studying birds that Lauret cranes do not live as long in zoos or have as many chicks as they do in their natural habitat. Having more chicks is essential to keeping the cranes from becoming **extinct**.

Opening Position: Building the dam and the power plant is the wrong thing to do. These cranes are an endangered species and both Yeeland and Grusa have a responsibility to protect them in their natural habitat. Crane tourism is not just for fun – it benefits both countries by providing jobs and enhancing their trade with each other and with the United States.

U.S. Department of State

The State Department leads the United States in its relationships with foreign governments, international organizations, and the people of other countries. It aims to promote the security, prosperity and interests of the American people around the world. It does so by creating American jobs through support for open markets for U.S. companies; by issuing passports and providing emergency assistance to U.S. citizens abroad; by negotiating treaties to reduce nuclear weapons and equipping countries to respond to their own security challenges; by helping countries with health, food and humanitarian crises; by promoting stability, peace and human rights; and by increasing understanding of American society and values.

The U.S. tries to help countries cope with **climate change**. This means balancing good jobs and high standards of living with preserving **natural habitats** for future generations. The United States also tries to protect **endangered species** around the world from **extinction**. Once a species is extinct, it is gone forever.

The U.S., Grusa and Yeeland are **economically interdependent**. The U.S. buys wheat from Grusa and farming equipment from Yeeland. The U.S. is concerned that Lake Eco is one of the last remaining natural habitats on Earth for an endangered species called the Lauret **crane**.

The U.S. thinks both Yeeland and Grusa have reasonable goals, but their goals conflict with each other. If the issue were only that Yeeland needs to build a **hydroelectric power plant** and **dam** to provide more electricity to its homes, schools, factories and hospitals, the U.S. would support Yeeland. If the issue were only that Grusa wants to keep the crane tourism jobs and have enough freshwater for farming, the U.S. would support Grusa. The U.S.'s priority today is to find an acceptable compromise.

Opening Position: Jobs, electricity and agriculture are all important, but so is preserving the natural world and endangered species. It is a fact that because of climate change each year there is less water for the rivers and Lake Eco. The U.S. wants to help Yeeland and Grusa decide together on a long-term solution for sharing the water.

Notes:

Notes:

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