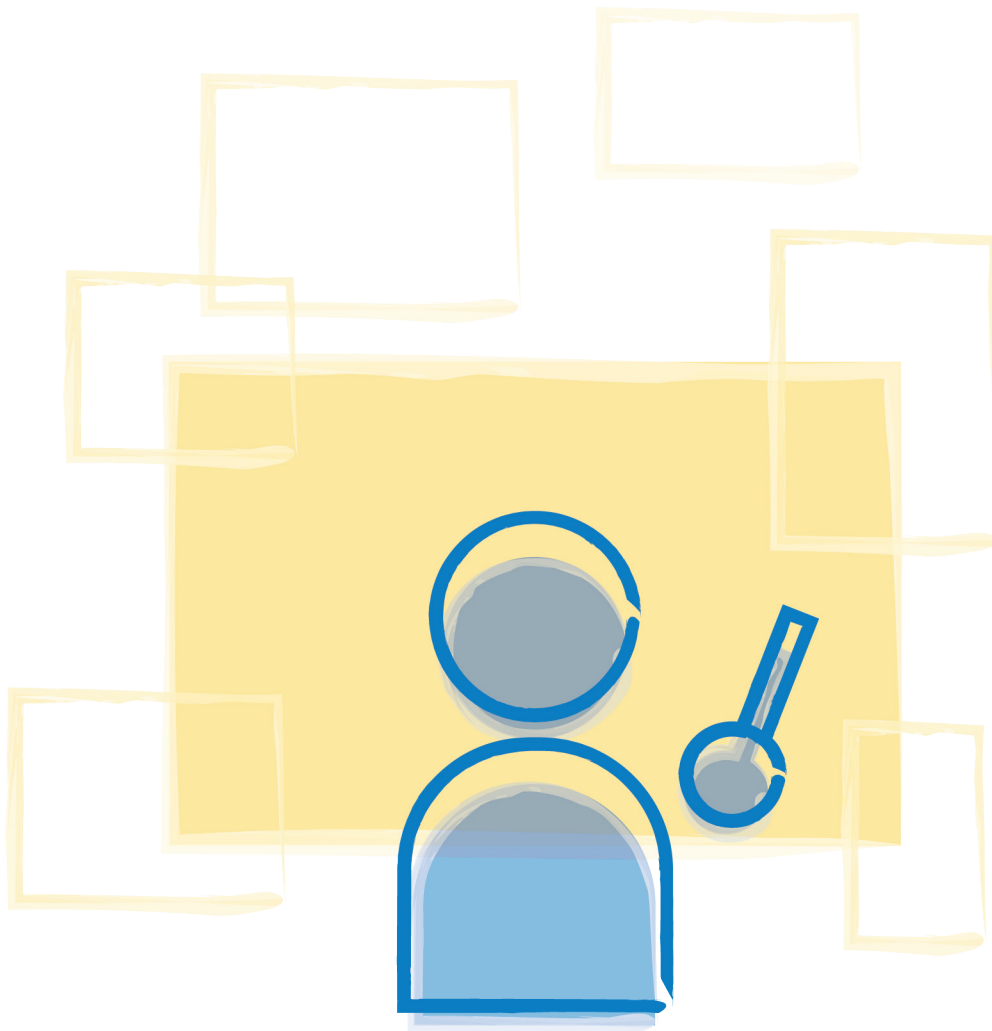


TEACHER GUIDE

Teaching Diplomacy in the Classroom with Diplomatic Simulations



National Museum
of American Diplomacy

The **National Museum of American Diplomacy (NMAD)** tells the story of the history, practice, and challenges of American Diplomacy. Through exhibitions and programs, NMAD inspires the American public to discover diplomacy and how it impacts their lives every day. U.S. diplomats use diplomatic skills to promote peace, support prosperity, and protect American citizens while advancing the interests of the United States abroad.

NMAD's **Diplomacy Simulation Program** offers students an engaging way to learn about the U.S. Department of State and the work of diplomats, build global competence, and practice 21st-century skills. These skills—creativity and innovation; critical thinking and problem solving; and communication and collaboration—are closely linked to the skills of diplomacy. They are also the keys to success for the next generation of global citizens.

During a NMAD Diplomatic Simulation, students step into the shoes of real-life diplomats. Students receive a scenario related to a global issue, which could be real-world or hypothetical, current or historic. Each simulation is designed for 15-30 students, plus a teacher/facilitator. Students are placed into five to six stakeholder groups, each with three to five students. Stakeholders include U.S. diplomats, foreign ministries, NGOs, and international organizations. Students role-play these stakeholders, each with different perspectives and priorities. 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.

NMAD's **Hypothetical Diplomacy Simulations** address issues of national and international concern:

- International Migration Crisis: Human Rights and Border Security
- International Nuclear Crisis: Non-proliferation and National Security
- Global Counterfeit Trade: The High Cost of Cheap Goods
- Freshwater Crisis: Energy Security and Economic Growth
- Crisis in the Oceans: Sustaining Fisheries in International Waters
- International Wildlife Trafficking: Plight of the Pangolins
- HIV/AIDS Crisis: Global Health and Development
- Peace Building: The Challenge of Darfur
- Border Security: Conflict Resolution and Resolution Diplomacy
- International Ebola Crisis: Detecting and Responding to a Public Health Emergency

NMAD's **Historical Diplomacy Simulations** engage students in practicing the skills of diplomacy in the context of a historical event that is addressed in the teaching of U.S. history. Funded by the Una Chapman Cox Foundation, and developed along with partners National History Day and George Mason University's Roy Rosenzweig Center for History and New Media, the Historical Diplomacy Simulation Program offers three historic diplomacy simulations:

- The Barbary Pirates Hostage Crisis: Negotiating Tribute and Trade
- The Spanish and American Conflict of 1898: Treaties and Self-Determination
- The Suez Canal Crisis: National Sovereignty versus International Access to Waterways

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



National Museum
of American Diplomacy

NHD
NATIONAL
HISTORY DAY

Una Chapman Cox
FOUNDATION

ROY ROSENZWEIG
Center FOR
History AND
New Media

1 | Introduction to Diplomacy

NMAD's simulation program teaches students about the work of the U.S. Department of State and the skills and practice of diplomacy as both a concept and a practical set of 21st-century skills. Stepping into the role of diplomats and working in teams, students build rapport with others, present clear arguments, negotiate, find common ground, and compromise to find a potential solution to a real-life historical crisis.

WHAT IS DIPLOMACY?

Diplomacy is the art and practice of building and maintaining relationships and conducting negotiations with people using tact and mutual respect. The people who work to build and maintain these relationships are called diplomats. Some of the American diplomats that work for the United States Department of State are called Foreign Service Officers. Foreign Service Officers and other types of diplomats use **Diplomatic Skills and Tools** to realize the president's foreign policy goals on behalf of the American people.

The Skills of Diplomacy

Exercising tact and skill in working with people of varied backgrounds, diplomats advance their country's national interests. During the simulation, the students will practice the Skills of Diplomacy: leadership, collaboration, composure, analysis, awareness, communication, advocacy, innovation, and management.

Relational:

Leadership: Students will take action and make decisions using the available information. They will keep the big picture in mind and take steps to improve their team's overall position and fill in knowledge gaps.

Collaboration: Students will incorporate the ideas of others and find common ground.

Composure: Students will work with others in a professional manner and learn to calmly deal with a range of attitudes and behaviors exhibited by counterparts, difficult partners, and adversaries.

Informational:

Analysis: Students will study the scenario, research, and think critically about the situation.

Awareness: Students will respect different cultures and customs represented at the table. They will recognize when situations and circumstances are changing and adapt to meet that change. Students will develop an awareness of what they do not know or understand.

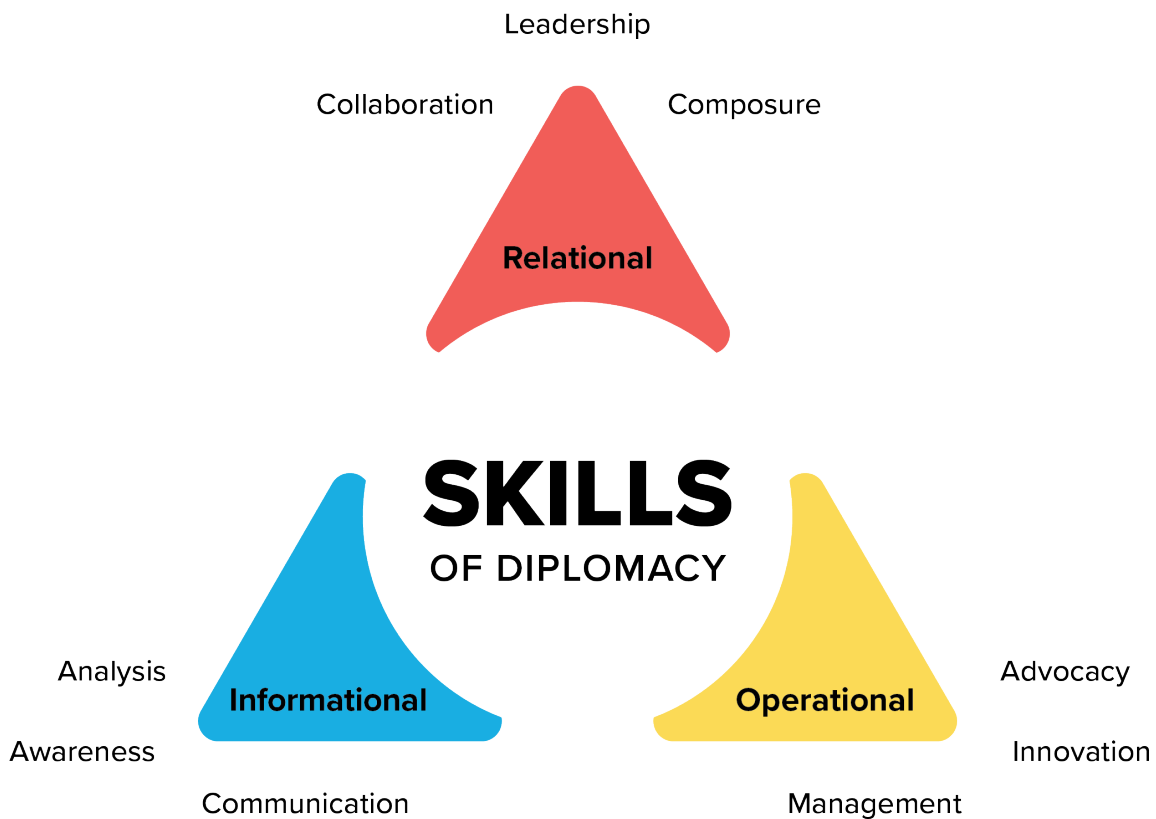
Communication: Students will articulate their position and listen openly to the other country's positions. Students will listen for where interests overlap, confirm positions, and use language to avoid misunderstandings.

Operational:

Advocacy: Students will speak on behalf of the organization or nation they represent and pursue the goals and missions of that organization.

Innovation: Students will formulate alternatives and be flexible in their response to unanticipated circumstances. They will take cues from those around the table when formulating responses and activities.

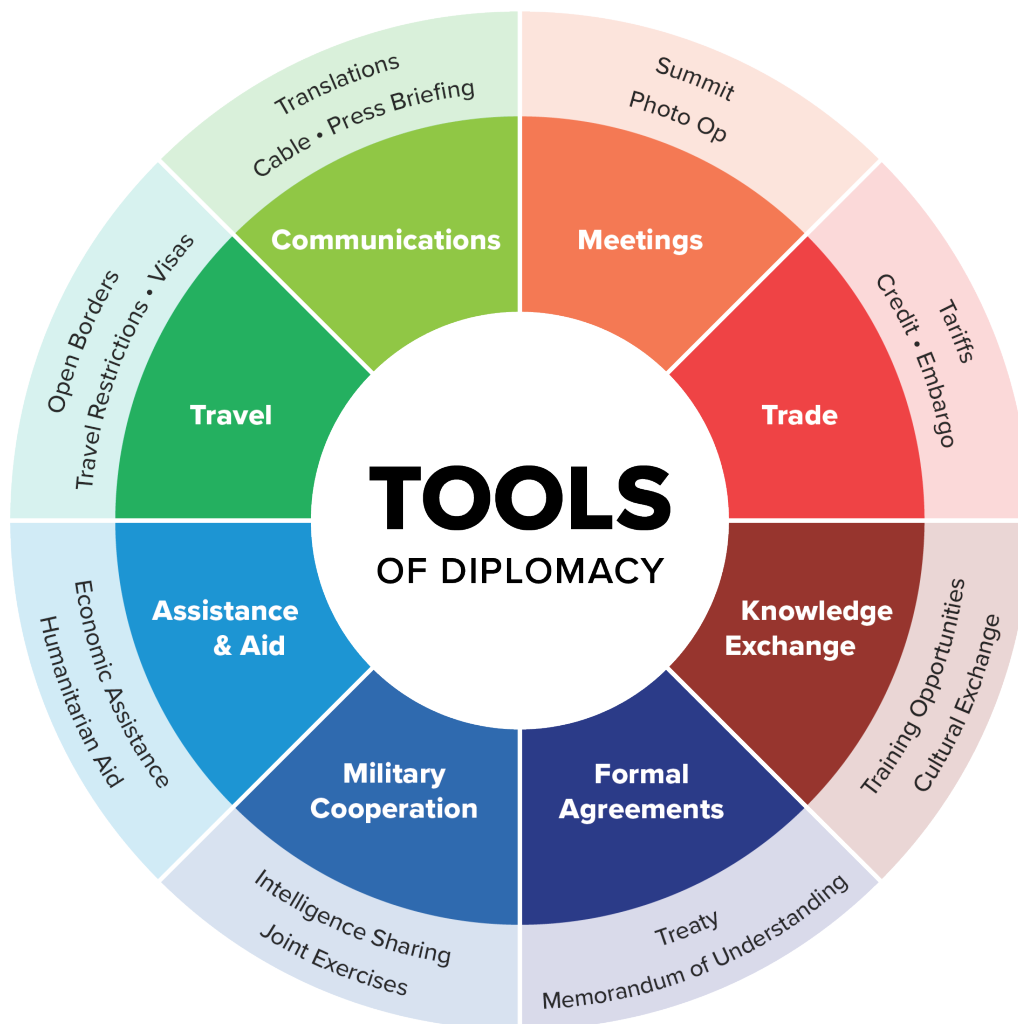
Management: Students will use the skills and strengths of their team members. They will know what tools and resources their team has available, which will help them meet their country’s goals and agenda.



The Tools of Diplomacy

When a diplomat enters into discussions, meetings, talks, or negotiations with another country, they have the full support and backing of their country. Diplomats have resources or “tools” to advance their agenda, or to try and get what they want. These tools, such as money, military support, and the support of heads of state, are provided by their county’s government. Diplomatic tools can include communications, formal agreements, aid, trade, military cooperation, and knowledge exchange. These tools are often used in conjunction with one another and may be framed as incentives or deterrents.

- Communications:** Official information sent from one nation or its representative to another nation or its representative; communications to a foreign public through media or events.
- Formal Agreements:** Official document signed by a nation and at least one other party that states a mutual agreement.
- Assistance and Aid:** Money, services, or goods given from one nation to another that supports, stabilizes, or provides relief.
- Trade:** The exchange of goods and services between countries. A nation's prosperity can increase with trade relations.
- Military Cooperation:** Partnership between two nation's military forces. This can include military training and exercises.
- Travel:** Movement of people from one country to another, made possible and authorized by diplomatic officials and protocol.
- Knowledge Exchange:** The process of sharing ideas, data, expertise, and experiences that benefit and increase the understanding of a particular topic.



WHAT DOES IT MEAN TO NEGOTIATE?

Diplomats use negotiation to advance the interests of the country they represent. Diplomats use the **Skills and Tools of Diplomacy** to **negotiate** with their colleagues, counterparts from other countries, and international partners to determine the best strategy to achieve their goals.

Diplomats negotiate things like trade agreements, peace treaties, and solutions to global problems. They may negotiate what supplies and resources are needed and what organization or persons will manage the process to address a specific challenge.

Strategies for Negotiation

In addition to using the skills of diplomacy with their teammates and country stakeholder groups, students will need to negotiate from their position of interests, as defined in their role sheet. Some of the **strategies of negotiating** include:

- **Know the situation:** Students will gather, research and analyze what information is available.
- **Know your strengths and weaknesses:** Students will understand what to bring to the table. They will know and implement incentives and disincentives (the carrot and the stick).
- **Know your friends and your adversaries:** Students will use relationships to help them get what they want.
- **Know all the options:** Students will weigh different perspectives and look at the situation from different points of view.
- **Know all the angles:** Students will think strategically about what other groups want.
- **Know how to concede:** Students will look for common ground. They will give something up to move their agenda forward.
- **Know your timeframe:** Students will be sensitive to when the situation turns into a crisis.

2

Facilitating a Diplomacy Simulation in the Classroom

A facilitator, a role often fulfilled by a teacher, must moderate the Diplomacy Simulation. The facilitator ensures that the simulation stays on topic and on schedule. The content of the discussions should be student-driven. The simulations have no right or wrong actions or endpoints because it is the process, not the result, that holds the most value for the students. The learning experience develops organically as students engage in the simulation.

Once the simulation has been completed, the facilitator should encourage students to express how their understanding of diplomacy has evolved as a result of the experience and how they can apply diplomatic skills to their everyday lives.

Connections to the NCSS C3 Framework

- D2.Geo.11.9-12.** Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
- D2.His.14.9-12.** Analyze multiple and complex causes and effects of events in the past.
- D3.4.9-12.** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
- D4.2.9-12.** Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g. cause and effect, chronological, procedural, technical).

The National Council for Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).

Objectives

At the conclusion of this simulation activity, students will be able to:

- Describe the role of the U.S. Department of State as a U.S. federal agency and how diplomats carry out the work of diplomacy;
- Identify the goal and interests of various stakeholder groups involved in resolving a challenge;
- Collaborate with others to set goals and effectively communicate to achieve the best possible outcome; and
- Formulate and communicate a practical solution to a real-world problem during a negotiation.

Group size: The simulation activity works best with a group of 15-30 students. Each stakeholder group should have three to five participants.

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 is helpful to have a space where students can move around easily. For the formal sessions, seat students around a circular or oval table, or arrange desks in a circle.

Simulations material resources:

- Introduction slide decks: *What is the U.S. Department of State?* and *What is Diplomacy?*
- Pre-simulation videos if available
- *Diplomacy Simulation Introduction* slide deck
- Simulation student materials
 - Student Guide
 - Simulation Scenario
 - Country Stakeholder Sheets
 - Three worksheets
 - Strategy Worksheet
 - Opening Statement Worksheet
 - Mid-Negotiation Worksheet
 - Post-Negotiation Worksheet
 - Maps
 - Country stakeholder name tags and placards
- Post-simulation historian videos, if applicable
- Primary sources
- Glossary of Terms

ACTIVITY I

Introduction of the State Department, Diplomacy and the Historical Content of the Simulation

Materials

- Introduction slide decks: *What is the U.S. Department of State?* and *What is Diplomacy?*
- Student Guide
- Pre-simulation videos, if applicable

Activity Preparation

- Project or share the introductory video if available or applicable.
- Photocopy (or share the link) to the student materials.

Procedure / 40 minutes

1. Show the introduction slide decks, *What is the U.S. Department of State?* and *What is Diplomacy?*, to the entire class.
2. Discuss the information in the slides: the State Department is the federal agency that conducts foreign affairs on behalf of the United States using the skills of diplomacy. Diplomats work at the State Department and work with counterparts around the world to address global issues.
3. Ask students what they think about diplomacy. How does it impact them on a personal level? On an international level?
4. Explain they will participate in a simulation based on a real historical event. They will step into the shoes of a diplomat and use diplomacy and negotiating skills to seek a solution to avoid a crisis.
5. Show the pre-simulation historian videos. How does this information complement what the students are studying? How does this event connect to the time period in which it is happening? Why is diplomacy needed in this event?
6. Discuss how the work of diplomats and international relations have been central to the success of the United States.

ACTIVITY II

Country Stakeholder Preparation

Materials

- Simulation student materials
 - Student Guide
 - Student Introduction
 - Simulation Scenario
 - Country Stakeholder Sheets
 - Strategy Worksheet
 - Opening Statement Worksheet
 - Maps
 - Glossary of Terms

Activity Preparation

- Project or share the introductory video if available or applicable.
- Photocopy (or share the link) to the student materials.

Procedure / 40 minutes

1. Organize students in their stakeholder country teams. Distribute:
 - The Introduction: The U.S. Department of State and the Goal of Diplomacy
 - Simulation Introduction
 - Simulation Scenario
 - Stakeholder Sheets (should only be given to members of the corresponding stakeholder group)
 - Strategy Worksheet
 - Opening Statement Worksheet
 - Maps

2. Ask students to read the materials and work within their team to define their position and strategy. The materials can be read for homework.
3. Instruct students to complete the Strategy Worksheet and prepare an opening statement that a selected member of their group will deliver at the start of simulation. Opening statements should be short, only about one minute.
4. Explain to the students that the negotiation will transition between three formal and two informal discussions. Each session is timed and lasts 15 minutes:
 - **Formal discussions:** Negotiations that take place at the table and involve all countries. Discussions are open. All countries can hear questions and responses. You should ask questions that help you determine what country stakeholders want.
 - **Informal discussions:** Negotiations that happen away from the formal negotiating table. Country stakeholders self organize and send representatives to hold private discussions with whichever stakeholders country teams are deemed necessary.

SIMULATION

ACTIVITY III

The Negotiation

Materials

- Student scenario materials, which include:
 - Simulation Scenario
 - Stakeholder Sheets
 - Four worksheets
 - Strategy Worksheet
 - Opening Statement Worksheet
 - Mid-Negotiation Worksheet
 - Post-Negotiation Worksheet
 - Maps
 - Country stakeholder name tags and placards
 - Glossary of Terms
- Diplomacy Simulation Introduction* slide deck
- Post-simulation historian videos
- Video projector

Activity Preparation

- Copy country stakeholder name tags and placards identifying each delegation and distribute;
- Set up classroom technology for introduction and historian videos;
- Set up the desks in a circular or oval shape;
- Gather pens or pencils and paper for notes;
- Test all online resources before class and cue up slide deck and videos; and
- Use a clock or watch to keep time.

Procedure / 75 minutes

Introduction / 10 minutes

1. Project the simulation introduction on screen.
2. Describe how the simulation will flow and outline the key goals and expectations.
3. Explain your role and alert students that they will be debriefing the exercise as a group once the simulation is completed. The slide deck includes the following information:
 - The negotiation will transition between three formal and two informal discussions. Each session is timed and lasts 15 minutes or so.
 - **Formal discussions:** Negotiations that take place at the table and involve all countries. Discussions are open. All countries can hear questions and responses. You should ask questions that help you determine what country stakeholders want.
 - **Informal discussions:** Negotiations that happen away from the formal negotiating table. Country stakeholders self organize and send representatives to hold private discussions with whichever stakeholders country teams are deemed necessary.
4. The agenda of the negotiation:
 - a. Individual stakeholder group preparation: Review materials, strategize within your group.
 - b. Formal negotiation: Opening session with statements
 - c. Informal negotiations: Seek alliances
 - d. Regroup with the stakeholder group, consult mid-negotiation worksheet
 - e. Formal negotiation: Begin to make agreements
 - f. Informal negotiation: Finalize solutions
 - g. Formal negotiation: Present solutions and proposals
 - h. Debrief: Discuss the experience
5. **Organize students in their stakeholder groups for small group work / 10 minutes**
 - Students review materials and continue to prepare their positions and opening statements. They will build upon the work they started in the Pre-Simulation Activity.
6. Begin simulation activity.

Formal Meeting I / 10 minutes

- Ask each stakeholder group in turn to deliver its opening statement.
- Invite the groups to engage in a roundtable discussion after opening statements.

- Instruct stakeholders to listen closely to each group, pose questions, and express initial reactions to the solutions proposed.
- Suggest to students that they take notes of the evolving negotiation process.
- Briefly summarize the current position of each group without providing your own opinion or suggesting other options at the close of the formal discussion.
- Make sure no individual or group dominates the discussion and that no group is left out.
- Transition groups into the informal meeting. The groups may address anyone in the room.

Informal Meeting I / 15 minutes

- Invite students to speak privately with their group members and prepare for the first informal meeting. Students should discuss which stakeholders to approach and what solutions they want to pose or suggest.
- Instruct stakeholders to hold private discussions with members of other groups that take place away from the main table.
- Encourage students 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.
- Ask students to report the results of their informal meetings back to their stakeholder groups.
- Students may use the Mid-Negotiation Worksheet at this point.

Formal Meeting II / 10 minutes

- Invite the students back to the table for another 15-minute round of formal discussions.
- Ask students to report the results of their informal meetings back to their stakeholder groups.
- Ask students to use the Post-Negotiation Worksheet to draft their closing statement.

Informal Meeting II / 10 minutes

- Move students into their second and final round of informal discussions.

Formal Meeting III / 10 minutes

- Return to the table for the final formal discussion.

ACTIVITY IV

Debrief

Discuss the following questions:

- What are the roots of the conflict?
- How do politics impact the issue? The economy? The culture?
- What diplomatic solutions were proposed?
- What attitudes were effective or not effective in negotiating a diplomatic solution? What did you learn about the topic?
- What did you learn about the interactions of people in this simulation?
- How did diplomatic skills play a role in this simulation?
- Why is this topic important to consider?
- What do you think the U.S. role should be in this issue?
- What is the best possible outcome?
- What is the most likely outcome?
- How could you use diplomatic skills in your everyday life?