



# Who Gets the Water?

B1-B2 | AGES 16+ | 90 MINUTES | YOUR TOWN. YOUR SUMMER. YOUR CALL.

S01

It is a dry summer in Riverton. You planned to spend time at the summer event. Your friend works at the local bottling plant. A nearby farm supplies the school kitchen. Now the town cannot meet every request for water. Your team must decide who gets how much.

## RIVERTON FEED / 08:12

"Our water activities might close, but bottled water could still leave town. Is that fair?"

## RIVERTON FEED / 08:19

"Cut the farm supply and our next harvest suffers. Food matters too."

## RIVERTON FEED / 08:26

"Rain is forecast tomorrow. Why make any cuts?"

### Your task

Read the real-world source window, then use only the fictional Riverton data for the negotiation. Protect the fixed allocations, share the remaining water, respond to new information and prepare a public statement.

## THE RULES OF THIS SIMULATION

Four roles. One initial agreement. One surprise update.  
Use the figures provided; do not invent new water, jobs or legal rules.  
Riverton, its company, posts, figures and consequences are fictional. They do not describe Nestlé, Vittel or any real community.



# A real debate, different sources

VITTEL AND WATER | ATTRIBUTE CLAIMS BEFORE YOU USE THEM

S02

## 1 / EUROPEAN CONTEXT [1]

The EEA's 2025 assessment explains that climate change increases risks from drought and water scarcity in Europe. Water demand also matters. A regional assessment cannot show that one company caused a particular local drought.

## 2 / PUBLIC OBJECTIONS [2]

A Vosges prefecture consultation page, updated on 9 March 2023, publishes public objections about Nestlé Waters' requested withdrawals around Vittel. Contributors raise concerns about residents, drought and nature. These are public views on a government website, not automatically the government's findings.

## 3 / THE COMPANY'S ACCOUNT [3]

Vittel's website reports that its water withdrawals in the Vosges fell by 23% between 2010 and 2024. This is a company-reported figure. A reduction does not by itself prove that local water supplies are secure.

### Source check

Who makes each statement? Which dates and places does it cover? What would you need to check before deciding whether today's local water use is sustainable?

**Useful words:** withdrawal = taking water from a source; drought = a prolonged unusually dry period; scarcity = not enough water for demands; allocation = a decision about who gets how much.



# The Riverton water dashboard

FICTIONAL DATA | ONE SHARED PLANNING PERIOD

S03

Use whole planning units. They have no real-world litre equivalent. The budget covers both water used by people and water left for nature. All figures refer to the same planning period. Do not add or count an allocation twice.

## AVAILABLE



## TOTAL REQUEST + RESERVE



The gap is \_\_\_\_\_ units. After protecting 75 units, we can negotiate \_\_\_\_\_ units.

| Protected allocation      | Units | What it covers                                  |
|---------------------------|-------|-------------------------------------------------|
| Essential household needs | 40    | Drinking, cooking, sanitation and basic hygiene |
| Medical services          | 10    | Clinical needs; separate from the household 40  |
| Ecological reserve        | 25    | Water left for river and wetland functioning    |

| Negotiable request     | Maximum requested |
|------------------------|-------------------|
| Farms                  | 25 units          |
| Bottling plant         | 15 units          |
| Youth summer programme | 10 units          |

## Non-negotiable simulation rules

Keep the protected 75 unchanged. Each negotiable group may receive 0 up to its requested maximum. Use whole units. Allocations may total less than the available budget; any remainder stays unallocated. No emergency imports are available.

The youth allocation is for leisure activities; safe drinking water and basic health protection are already protected above. These priorities are teaching rules, not a statement of local law.



# Take a seat at the table

CUT-OUT ROLE CARDS | FOUR PEOPLE OR FOUR DELEGATIONS

S04

Every role must make an opening proposal, ask another role a question and offer one concession. Requests and thresholds are scenario assumptions, not facts about real farms or employers.

## FARM REPRESENTATIVE

You request 25 units. At 15 or more, you can protect priority crops. Below 15, extra crop losses are expected. You cannot promise an exact loss figure. Explain why food matters, but listen to other needs.

**Ask: Which cost is your proposal asking us to carry?**

## BOTTLING WORKER DELEGATE

You request 15 units. At 8 or more, reduced production shifts can run. Below 8, production pauses; any water goes only to maintenance. Jobs may be affected, but no exact number is given. You represent workers, not an advertisement.

**Ask: How will the plan support people affected by the cut?**

## YOUTH REPRESENTATIVE

You request 10 units. Five allows a reduced water-based programme, without water jets. Below five, water activities close, but a dry programme can run. Basic drinking water is protected separately. Propose an enjoyable alternative.

**Ask: Can young people help design the alternative?**

## COUNCIL CHAIR

Protect the 75 fixed units. Check every sum. Let everyone speak. Ask who loses most under the plan. Record a first agreement. Be ready to change it when new information arrives. You have no extra water.

**Ask: What evidence would make us change this decision?**



# Negotiate, then adapt

COUNCIL RECORD | DO NOT ERASE YOUR FIRST DECISION

S05

Round 1: agree a plan using 100 units. Give every group a chance to speak. Round 2: wait for the teacher's update, then revise the plan. Keep both versions so you can explain the change.

| Allocation            | Round 1 | Round 2 |
|-----------------------|---------|---------|
| Essential households  | 40      | 40      |
| Medical services      | 10      | 10      |
| Ecological reserve    | 25      | 25      |
| Farms                 |         |         |
| Bottling plant        |         |         |
| Youth programme       |         |         |
| TOTAL ALLOCATED       |         |         |
| Available budget      | 100     |         |
| UNALLOCATED REMAINDER |         |         |

**Who carries the greatest burden, and why is your choice defensible?**

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**A concession or practical support measure**

Explain what will change for one affected group. Do not invent compensation funding or extra supply.

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# The feed is moving fast

FICTIONAL POSTS | CHECK THE CLAIM, NOT THE NUMBER OF LIKES

S06

## POST 1

"The bottling plant takes all our water."

Compare the plant's request with the full 125-unit request and reserve. Is a request the same as an actual allocation?

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## POST 2

"Every group should lose the same number of units. That is fair."

Would the same cut have the same effect on a farm, factory and youth programme? Use one threshold on S04.

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## POST 3

"Tomorrow's rain forecast means we can promise more water now."

The forecast gives no verified extra units. What evidence would you need before increasing the budget?

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## POST YOUR DECISION / maximum 35 words

State your revised plan, acknowledge a difficult consequence and say when it will be reviewed. Be persuasive without promising that everyone wins.

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## S07

7



# Run the emergency meeting

B1-B2 | TEACHER GUIDE | 90 MINUTES

T01

**Learning outcomes:** distinguish climate risk from local attribution; evaluate source ownership; negotiate a constrained resource budget; revise a decision when evidence changes.

**Preparation:** S01–S07 per team, S04 cut into role cards. Keep the update below hidden until round 2. All core work is offline; source links are for checking or extension.

| Time  | Activity                                                         |
|-------|------------------------------------------------------------------|
| 0–8   | Read the fictional feed on S01. Collect initial reactions.       |
| 8–23  | Compare the three real-world source summaries on S02.            |
| 23–33 | Calculate the dashboard gap and negotiable budget on S03.        |
| 33–48 | Assign S04 roles. Negotiate round 1 and record it on S05.        |
| 48–58 | Release the update below; negotiate round 2.                     |
| 58–68 | Check the fictional posts and draft a response on S06.           |
| 68–82 | Write and peer-check the briefing on S07.                        |
| 82–90 | Hear selected briefings; discuss trade-offs and review triggers. |

## UPDATE CARD / RELEASE AFTER ROUND 1

A verified supply review reduces Riverton's available budget from **100 to 90 units**. The protected 75 stays unchanged. No emergency imports are available. Tomorrow's rain is uncertain and has not increased the verified supply. Revise your allocation now.

## Facilitation

Use groups of four or four larger delegations. Allow a scribe or paired roles. No learner should have to disclose household finances or personal access to water. Keep disagreement focused on reasons and evidence.

# Answers and possible agreements

TEACHER GUIDE | THERE IS NO SINGLE BEST DISTRIBUTION

T02

**Dashboard:** protected  $40 + 10 + 25 = 75$ . Flexible requests  $25 + 15 + 10 = 50$ . Total request plus reserve = 125. Initial shortfall = 25; negotiable amount = 25. After the update, the budget is 90 and the negotiable amount is 15. The shortfall against the original requests is now 35.

| Illustrative plan       | Farms | Plant | Youth | Total incl. 75 |
|-------------------------|-------|-------|-------|----------------|
| Round 1 / mixed         | 12    | 8     | 5     | 100            |
| Round 2 / food priority | 15    | 0     | 0     | 90             |
| Round 2 / shared losses | 10    | 0     | 5     | 90             |

## Consequences to discuss

In round 1, the farm is below its priority-crop threshold; reduced plant shifts and reduced youth activities can run. The food-priority revision protects priority crops but pauses bottling and replaces water-based youth activities with a dry programme. The shared-losses plan retains reduced youth activities but leaves farms below threshold. Other feasible plans are acceptable.

Meeting all three operational thresholds needs  $15 + 8 + 5 = 28$  units. This exceeds even the initial 25-unit flexible budget. The conflict cannot be removed simply by finding a clever sum.

## Feed checks

1: The plant requests 15, not all 125 units; its actual allocation may be lower. 2: Equal numerical cuts do not necessarily have equal consequences. Fairness is a judgement requiring reasons. 3: A forecast is not verified usable supply; revise only after an updated supply assessment.

**Real-world source check:** public objections are not the prefecture's conclusions. The brand's 23% claim compares 2010 with 2024, not withdrawals with local recharge. Independent aquifer levels, recharge, withdrawals by all users and ecological needs would help assess sustainability.

## Assessment / 0–2 each, total 10

Accurate budget; source attribution; justified trade-off; response to new evidence; clear B1-B2 communication. 0 = absent/inaccurate, 1 = partial, 2 = clear. Do not reward a political position or a preferred allocation.



# Sources and teaching notes

DATED CONTEXT | THE SIMULATION IS NOT A REAL CASE STUDY

T03

The source window contains original English summaries, not quotations. It separates an EEA assessment, public submissions and a company statement. The dated sources do not establish the current legal position or prove who caused a particular local shortage.

## 1 / EEA: Water and climate impacts, Europe's environment 2025

European environmental assessment, 2025. Background on climate-related drought and water scarcity.

OPEN SOURCE

## 2 / Vosges prefecture: public water-abstraction consultation

Consultation page updated 9 March 2023. Public objections concerning Nestlé Waters abstractions are attributed to contributors, not adopted as official findings. Source in French.

OPEN SOURCE

## 3 / Vittel: Protection de la source et de sa nature

Company source, checked 14 October 2026. Reports a 23% reduction in Vosges withdrawals between 2010 and 2024. This is not independent verification of sustainability. Source in French.

OPEN SOURCE

## Level-specific support

B1–B2: use the definitions on S02, allow oral rehearsal and sentence starters. Read the update aloud and check the two subtraction steps together.

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Last visited: 14 October 2026.