

## **James A. Baker**

### **Negotiation Workshop Educator's Guide**

Negotiation Workshop is a series of lessons developed for this website by the Center for Dispute Resolution at the University of Maryland Francis King Carey School of Law (C-DRUM). Teachers can use these lessons with middle school and high school students when teaching negotiation and problem-solving skills. The workshop includes 22 lessons on discrete negotiation and problem-solving skills integrating examples from the life and career of James Baker. The lessons begin with basic skills and gradually build upon each other, concluding with a lesson involving a simulated public-policy negotiation. The lessons are designed to build the capacity of students to effectively communicate and advocate for their viewpoints.

As the career of James Baker demonstrates, the ability to address conflict strategically and problem solve is a skill. The workshop breaks down these kinds of skills into various lessons, using situations and topics relevant to middle and high schools students. The lessons also provide a forum for teachers to integrate communication skills into the classroom.

This Educator's Guide provides an introduction and explanation for teachers to conduct classroom-based lessons. Although preferred, it is not necessary to teach the lessons in consecutive order. The lessons are organized in a manner to build upon the learning objectives, starting with personal self-awareness and conflict styles, transitioning to communication skills, and ending with negotiation techniques and collaboration. Most of the lessons are designed to be instructed as discrete learning modules. Any cross-references to earlier lessons are provided within the lesson plan.

This Educator's Guide also includes the basic structure of the lessons, as well as objectives addressed in each lesson. This guide also includes standards addressed across the entire workshop and a guide for leading classroom circles. Explore each of these sections below.

#### **Lesson Structure**

Each lesson is broken down into the following explanatory segments:

**Segment:** Title of the segment topic

**Lesson Title:** Title of the lesson within a segment

**Grade Band:** All materials cover the grade band 6 - 12. Educators should read the lesson prior to instruction as some lesson modification may be required to meet the particular learning levels of different grades.

**Approximate Time to Complete:** The estimated amount of time to complete the lesson

The duration of lessons is included for the primary lesson as well as any lesson extensions and additional learning activities.

**Objectives:** The primary learning objective of each lesson

**Materials/Set up:** Information on any preparation required by the educator prior to instructing the lesson

This includes specific materials, handouts, room set up, and technology needs.

**Resources:** Sources of additional or optional information and learning related to the lesson objective and content

Resources may include video clips, links to external websites, books, or simply additional background information for the educator to review before leading the lesson. Not every lesson will contain a “Resource” segment.

**Overview:** Basic overview of the main learning topic in the lesson and a broad overview of the lesson structure

**Instructional Plan:** Step-by-step, numerical list of the teaching steps of each lesson

Some background information may be included within the instructional plan to provide the educator with some additional subject matter information. The primary instructional plan is listed first, followed by any lesson extension and additional learning segments.

**Extending the Lesson:** Extended learning opportunities that directly continue the information and learning objective of the instructional plan

The lesson extension may be provided immediately after the primary lesson, in subsequent classes, or as homework. The lesson extension is designed to provide the educator with options depending upon the time available for in-class instruction.

**Additional Learning Opportunity:** Continued learning opportunity that builds upon the information and learning objective of the instructional plan

Additional learning will expand upon the primary instruction whereas the lesson extension is a direct continuation of the primary lesson. Additional learning opportunities can be assigned as homework or can be used in a subsequent session. Not every lesson will contain a segment entitled “Additional Learning Opportunity.”

## Overview of Lessons

The lessons are divided into 13 different segments with 1 - 3 lessons per segment. Each lesson can be downloaded from the [Negotiation Workshop](#) page of the James Baker website.

## **Segment 1: Self-Awareness**

Lesson 1: What Bugs You? – Students will be able to identify their own and others' conflict triggers.

Lesson 2: The Emotions Wheel – Students will be able to describe and understand how people react differently to the same situation.

Lesson 3: Masking Feelings – Students will be able to understand the ways people mask their feelings and how masked feelings are sometimes revealed.

## **Segment 2: Conflict Styles**

Lesson 1: Looking at Conflict – Students will be able to discuss the positive and negative aspects of conflict.

Lesson 2: Source of Conflict – Students will be able to apply a framework for discussing the sources of conflicts.

Lesson 3: Win-Win Solutions – Students will be able to apply a framework for discussing the solutions to conflicts.

## **Segment 3: Verbal & Non-Verbal Communication**

Lesson 1: Emotions Charades – Students will be able to explain how emotions can be communicated verbally and non-verbally.

## **Segment 4: Listening and Gathering Information**

Lesson 1: Listening and Information Gathering – Students will be able to demonstrate good listening skills.

## **Segment 5: Open-Ended Questions**

Lesson 1: The Questioning Game – Students will be able to use different types of questions to gather information.

## **Segment 6: Active Listening**

Lesson 1: The Job Interview – Students will be able to explain how verbal and non-verbal communication affects business interactions.

## **Segment 7: Problem-Solving Styles**

Lesson 1: The Conflict Escalator – Students will be able to outline the progression of conflict.

Lesson 2: Problem Identification and Problem Solving – Students will be able to identify conflicts relevant to their lives and brainstorm possible solutions.

### **Segment 8: Moving From Positions to Interests**

Lesson 1: Common Ground – Students will be able to identify common ground in conflicts.

### **Segment 9: Negotiation Strategy v. Style**

Lesson 1: I-Messages – Students will be able to use statements beginning with “I” to convey information and feelings in an assertive, respectful manner.

Lesson 2: Assertive Communication – Students will be able to define and practice assertiveness.

### **Segment 10: Integrative v. Distributive Bargaining**

Lesson 1: I Win! – Students will be able to identify “distributive bargaining” where there is a clear winner in a negotiation.

Lesson 2: I Win Again! – Students will be able to expand the concept of distributive bargaining with non-monetary interests.

Lesson 3: Orange Exercise – Students will be able to identify “integrative bargaining” where there is no clear winner.

### **Segment 11: Competition v. Collaboration**

Lesson 1: Chocolate Kiss Game – Students will be able to recognize how much they have been conditioned to compete.

Lesson 2: Toothpick Tower – Students will be able to identify cooperative and competitive behaviors while completing a group task.

### **Segment 12: Building Consensus**

Lesson 1: Shape Up! – Students will be able to use problem-solving skills in a cooperative activity.

### **Segment 13: Simulated Negotiation**

Lesson 1: Simulated Negotiation: *The Lorax* – Students will be able to apply their negotiation and problem-solving skills in a simulated negotiation based on Dr. Seuss’s book, *The Lorax*.

## Standards

The lessons included in the Negotiation Workshop address the standards listed below.

### **Grade 6: ELA College and Career Readiness Standards for Speaking and Listening: Standard One Comprehension and Collaboration**

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

### **Grade 7: ELA College and Career Readiness Standards for Speaking and Listening: Standard One Comprehension and Collaboration**

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.7.1.C

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCSS.ELA-LITERACY.SL.7.1.D

Acknowledge new information expressed by others and, when warranted, modify their own views.

## **Grade 8: ELA College and Career Readiness Standards for Speaking and Listening: Standard One Comprehension and Collaboration**

*Comprehension and Collaboration:*

CCSS.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-LITERACY.SL.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

### **Grades 9-10: ELA College and Career Readiness Standards for Speaking and Listening: Standard One Comprehension and Collaboration**

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

### **Grades 11-12: ELA College and Career Readiness Standards for Speaking and Listening: Standard One Comprehension and Collaboration**

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups,

and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

## **Guide for Leading Classroom Circles**

Several of the lessons in the workshop instruct the teacher to lead an in-class circle. A circle provides an alternative format for entire class participation and discussion. According to Kay Pranis, “a circle is a dialogue process that works intentionally to create a safe space to discuss issues in order to improve relationships and resolve differences.” In a circle, all members of the community, in this instance the class, are involved. The use of circles as a tool for community building, problem solving, instruction, and discussion has been used in schools throughout the country from kindergarten through twelfth grade.

Although the content and context of the circle may vary, most circles are commonly defined by three key elements.

- **Circular shape.** A circle must be in the shape of a circle, not a square, oval, or other formation. The circular shape promotes the equality of all members of the circle and provides for consistent eye contact. A circle is often formed by instructing students to push desks aside and pull chairs into the shape of a circle. Other options include leaving the desks in place and forming a standing circle in the room, moving to another

room that is more conducive to a circle, or moving both desks and chairs into a circle format.

- Use of a facilitator or circle keeper. One person, often the teacher, is the circle facilitator. This person plans out the circle ahead of time, provides instruction to the class regarding the circle, presents the circle prompt, and provides course corrections as necessary.
- Ability for people to speak one at a time and listen to each other. The facilitator will often use a talking piece. Only the person who holds the talking piece may speak. The format of the circle is largely sequential (starting with one person and moving clockwise or counter-clockwise around the circle) or popcorn (starting with a volunteer and bouncing around the circle to those that want to speak next). The participants in a circle have three options: (1) respond to the circle prompt, (2) respond to a statement by someone else, or (3) pass.

### **Implementing Classroom Circles: Planning Decisions**

1. Determine time of day and frequency, and communicate this to students.
  - a) What time works best in the schedule?
  - b) When are students and teacher most in need of time to connect with others?
  - c) Readiness for additional as-needed circles in addition to circles explicitly planned
2. What is the purpose of the circle?
  - a) Think about what the circle is supposed to achieve.
  - b) Is the circle to teach curriculum, build community, or problem solving?
  - c) Is there a related talking piece that is relevant?
3. Additional supports in cases of deep emotional reactions
  - a) Anticipate whether the circle is likely to trigger emotions.
  - b) What supports exist if a circle triggers an inability to cope with emotions?
  - c) How can the teacher be sensitive to these needs?
4. How much time is needed for the circle?
  - a) Is there a short amount of time, and how will that influence the circle? Should the circle be standing, in chairs, or seated on the floor?
  - b) Will additional time likely be needed for this circle? If so, is there a time limit to consider?
  - c) Share the responsibility for time management with the group by asking participants to say what is really important so others have a chance to speak.
  - d) Consider limiting responses (for example, one or two sentences or one word).

- e) Recognize that some circles cannot be fully completed in one session, so instead of rushing, be open and continue in a follow-up circle.

#### 5. Develop circle prompts

- a. What question or questions should be asked to achieve the purpose of the circle and account for the time of day and time parameters?
- b. What follow-up questions, if any, are necessary?
- c. What concerns exist about the reaction to the question?
- b) What pre-planning do I need? This may involve developing explicit instructions for what to say in the circle (example: no comments on appearance), selecting a student to start, giving the students the question ahead of time, approaching a particular student ahead of time
- c) Spend time critically reflecting on each prompt before use to assure it is:
  - i. Clear
  - ii. Not too long
  - iii. Expressed as an open-ended question
  - iv. Designed to encourage students to speak from their experiences (example: How has this affected you? Or what can you do to help this situation?)
  - v. Is sensitive to cultural diversity issues

#### 6. What support is needed?

- a) Who will be available to assist staff members who are reluctant or struggle in the role of circles?
- b) How can teachers know whether they are using circle well?
- c) Who will provide additional resources, such as circle prompts, encouragement and related supportive ideas? How will these be shared with all involved?
- d) How can teachers invite school or C-DRUM staff to observe or co-facilitate a classroom circle?

#### 7. Evaluation

- a) How will the use of circles be monitored and tracked?
- b) Who will assess discipline data, school climate surveys and possibly other evaluation methods such as focus groups or surveys specific to circle practices?

### **Introducing Circles for the First Time**

1. Take a moment to center yourself and prepare to set the tone.
2. How will you first introduce the concept of circles?

3. Include the purposes for using circles and what students can expect, including timing.
4. Introduce the structure of being in a circle without desks in the way and consider practicing forming the circle “quickly, quietly, safely” (Jane Nelson, Positive Discipline in the Classroom). If space is difficult in your classroom, identify another space to use.
5. Thoughtfully craft the words you will use to first introduce circles and how it works.
6. Highlight your role as facilitator not instructor; it is the class' circle.
7. Introduce the use of a talking piece and how this works.
8. Collaboratively with students develop guidelines on how “our circle” can be a safe space using guiding questions that will elicit concepts such as respect others, keep confidences of others, no put-downs. The circle is a place where we can disagree without hurting somebody.
9. Plan an opening ceremony, e.g., a poem, deep breathing, a song, a quote, a story.
10. Decide whether or not to use a centerpiece and, if so, explain why it is there.
11. Plan a low-risk prompt for the first circle.
12. Plan a closing ceremony, e.g., a poem, deep breathing, a song, a quote, a story, a closing reflection prompt.
13. Keep this first circle short.

## **Acknowledgements**

These materials were prepared and adapted for the purposes of this workshop by the Center for Dispute Resolution at the University of Maryland Francis King Carey School of Law (C-DRUM). C-DRUM advances the effective resolution of conflict to empower and transform and is a comprehensive dispute resolution center for policy, scholarship, and professional skill development relating to problem-solving in law and society. The Center collaborates with public and private institutions, groups, and individuals to study, enhance, and teach conflict resolution; to research and develop conflict resolution systems; and to promote effective, ethical dispute resolution in legal education and practice and in society more broadly. C-DRUM has worked with local and state school systems and teachers and students at all levels of the education system to explore ways to promote the conflict resolution education. More information on C-DRUM and its schools work is available at [www.cdium.org](http://www.cdium.org) and can be contacted at [cdium@law.umaryland.edu](mailto:cdium@law.umaryland.edu)

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**Segment:** Self-Awareness

**Lesson Title:** Lesson One: What Bugs You?

**Grade Band:** 6-12

**Approximate Time to Complete:** 20 minutes plus 10 minute extension

**Objectives:** Students will be able to identify their own conflict triggers.

**Materials/Set up:**

- What Bugs You? handout (one for each student)

### **Overview**

Individuals have different reactions to certain events. Some things bother (bug) some people and not others. Through class discussion, and individual and group exploration, students will begin to gain an understanding of the things that bother them and therefore are more likely to lead to conflict. This exercise includes independent work and group discussion.

### **Instructional Plan**

1. Distribute the handout “What Bugs You?” to each student with the “What Bugs You?” side facing up.
2. Tell the students that they have 5 minutes to think about the things that bug them. The students should write one item in each bug. The teacher may provide an example such as “It bugs me when students arrive late to class.” or “It bugs me when my children do not put their toys away.” or “It bugs me when people don’t tell me the truth.” The teacher may also solicit a suggestion or two from the class.
3. After the 5 minutes is over or the students appear to have completed the Worksheet, tell them to turn over the page. Tell the students to think about how they bug others. On the “How I Bug Others” side of the Worksheet the students should write one item in each bug. If students need assistance in thinking of ideas tell the students to think about things their parents, siblings, or friends may complain about: “you are always taking my clothes,” “you never listen to what I have to say” are some examples.
4. After the 5 minutes is over or the students appear to have completed the Worksheet, break students into small groups (ideally 3-6 students).

5. Tell the students to discuss the items on their Worksheet starting with what bugs you and moving to how I bug others. Tell the students to explore differences and similarities in their responses.
6. If not integrating the lesson extension then ask the students, “What did you learn in this exercise?”

### **Extending the Lesson (10 minutes)**

The lesson can be extended to include the following discussion, “What to do about bugs?”

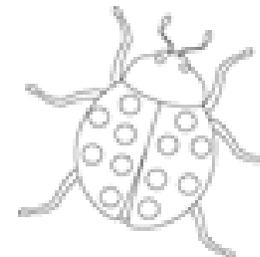
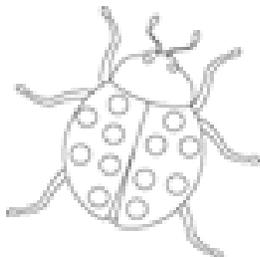
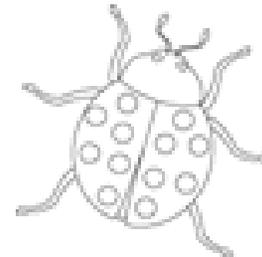
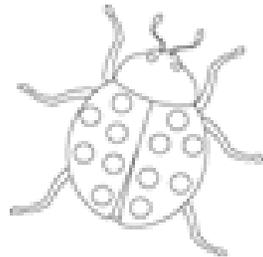
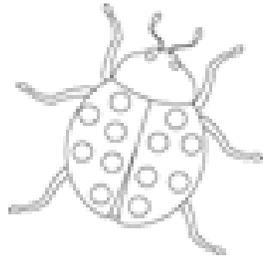
1. Explain the first step in resolving conflict is identifying your triggers (the things that bug you). The next step is deciding what to do next.
2. Tell the class, “Pick a bug and think about what you do when it occurs. For example, if whining bugs you, what do you do when you hear whining? How do you let people know they are bugging you? How do you get them to stop?”
3. Take a few responses and identify some of the different options that exist when you are bugged.
4. Follow a similar structure with how you bug others. Tell the class, “Pick a bug and think about what others say or do to them when it occurs. How do people let you know that you are bugging them? How would you like them to tell you to stop?”
5. Explore or suggest alternative options if the options proposed are limited. Possible suggestions for bugs include whining, interrupting, yelling.
6. How do people let you know you are bugging them?  
Some options include: telling you to stop, walking away, yelling, and complaining to others.
7. How would you like them to tell you to stop? Politely point out what I am doing and ask me to stop, or ask a question, such as “Did you realize that you are interrupting me?” or ask me to repeat the statement without the “bug” behavior, such as “Would you mind repeating that without yelling?”

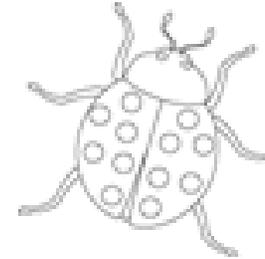
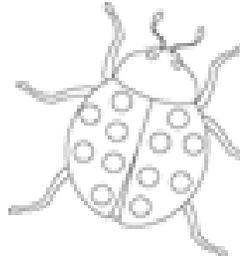
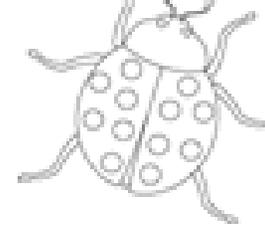
### **Additional Learning Opportunity**

1. Invite students to keep a week long journal.

2. Instruct students to pick one item on the “How I Bug Others” side of the Worksheet.
3. Throughout the week, students should reflect on that one item in their journal. The journal entry should describe how the student may bug others.
4. Students should also identify one strategy they will use to keep track of that behavior, and the changes they plan to make. At the end of the week, students can write a reflection paper on their behaviors, and what they noticed when they made themselves aware of their own behavior.

# What Bugs Me!





**Segment:** Self-Awareness**Lesson Title:** Lesson 2: The Emotions Wheel**Grade Band:** 6-12**Approximate Time to Complete:** 20 minutes plus 10 minute extension**Objectives:** Students will be able to describe and understand how people react differently to the same situation.**Materials/Set up:**

- Emotions Wheel handout (one for each group)
- Markers or chips to place on the wheel (one for each group)

**Overview**

Emotions are a natural part of our daily lives. Different situations give rise to different emotions. When appropriately handled emotions help build empathy and relationships. When not managed, emotions cause discord, disappointment, and potentially harm to oneself or others.

*Teacher note:* Each emotional response is as valid as another. Be sure to legitimize the variety of responses. Explain that everyone reacts differently to the same life situations because we have different personalities and experiences. There is no correct or incorrect emotion.

**Instructional Plan**

1. Divide the class into groups of 4 or less.
2. Distribute “The Emotions Wheel” handout and markers or chips.
3. Introduce the exercise, “We’re going to play a game to learn more about emotional reactions people can have to different situations. I will read stories that describe interactions between people. Place your marker/chip on the wheel to indicate what you think the main character is feeling.”
4. Read the scenario and let the group discuss and identify the emotion.

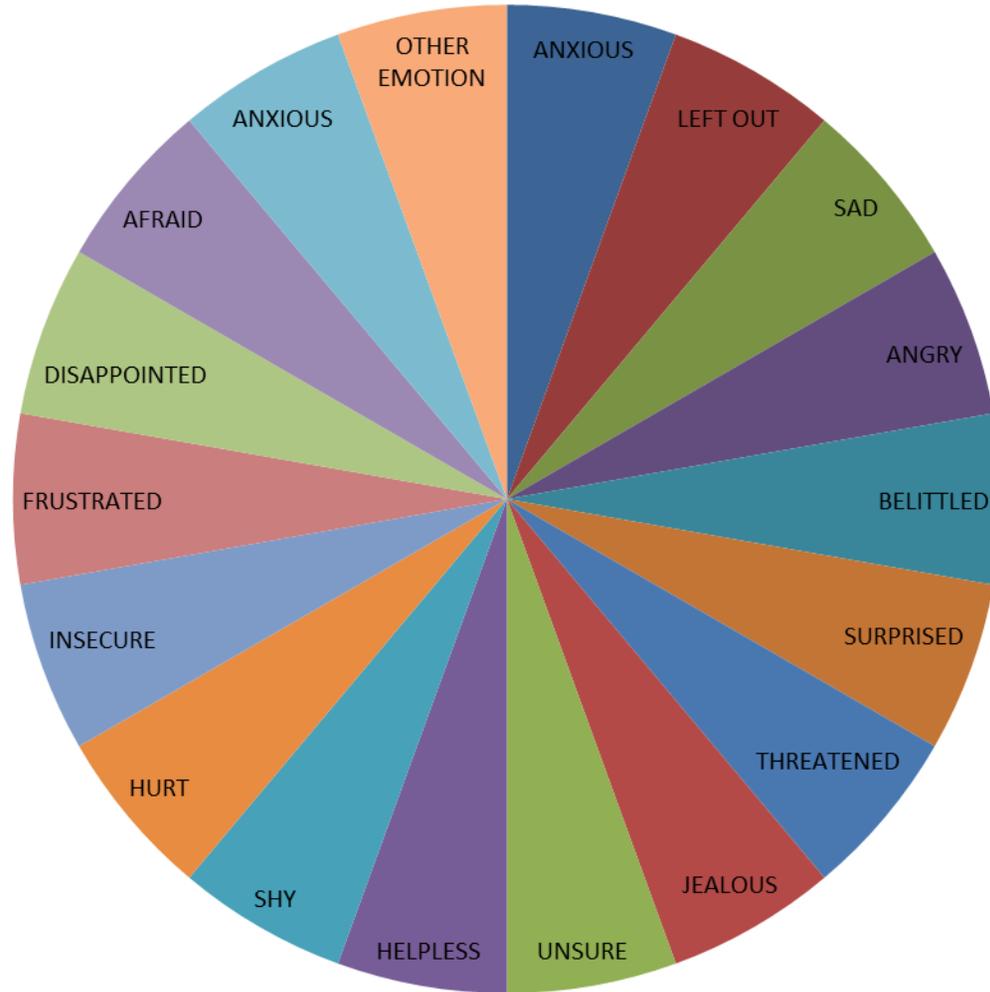
5. After each scenario ask: (1) What emotions did your group think were involved? Did each member of your group select the same emotions? (2) Is it possible for people to have different feelings about the same situation? How do you explain that?
6. Work through as many of the following scenarios as time permits.
  - a) Jesse walks into a movie theater and sees a group of boys he knows from school. When he walks over to join them, one of the boys whispers – just loud enough for Jesse to hear – “Oh no. Here comes Jesse, the wimp.” What might Jesse be feeling?
  - b) Wanda and Carlo have been dating for about two months. Wanda has told him about Michael, her previous boyfriend. One day they’re at McDonald’s and Michael comes over and asks to sit down. Carlo sees them. What might Carlo be feeling?
  - c) Jamal and his younger brother, Julian, are playing checkers. Their father comes in and sits down beside them to watch the game. Jamal makes a bad move and his father says, “Why don’t you think before you make a move like that again?” How might Jamal be feeling?
  - d) Carla and Antoff worked on a science experiment together, but Antoff didn’t do his share of the work. Carla later overhears him tell the teacher how hard he worked. How does Carla feel?
  - e) Sylvia’s car breaks down and she comes over for help. Minh would really like to lend a hand, but he tells her he doesn’t know anything about cars. Sylvia responds by saying that she thought all guys could fix cars. What feelings might Minh have?
  - f) A few classmates come up to Sandeep to tell him he should run for Student Body President this year. That’s the last thing he’s expecting to hear! He doesn’t think he’d stand a chance, so he mumbles, “I don’t think so, but thanks anyway.” What does Sandeep feel?
  - g) Pierre comes home from school and his mother tells him the family dog was hit by a car. The vet said it would cost over \$500 to operate so they decided to put Spot down. How would Pierre be feeling?
  - h) Margaret is sitting in the dentist’s chair. What might Margaret be feeling?

- i) It's Delton's thirteenth birthday. He wakes up before his alarm and he's really excited. He turns on the TV until his mother gets up. When she does, she scolds him for watching TV so early. He replies, "Well, don't you have anything nice to say to me today?" She looks at him blankly and says "Don't talk to me that way." What is Delton feeling?

### **Extending the Lesson (10 minutes)**

1. Tell students to pick 3-4 emotions on the emotions wheel and use their cell phones, computers, or other devices to take digital photos of themselves expressing the emotions. The photos should only involve facial expressions and body language (no writing, talking, or other props).
2. Print the photos or email them to the teacher, with the represented emotion identified, to share with the class.
3. Review the photos and discuss the universality of emotions and emotional responses and how much individuals can communicate without using words.

# EMOTIONS WHEEL



Adapted from Healthy Relationships: A Violence Prevention Curriculum © 1994, with permission of Men For Change of Halifax Nova Scotia, Canada by the University of Maryland Francis King Carey School of Law Center for Dispute Resolution (CDRUM) for use by Maryland Public Television for education purposes. Use or modification of the materials for any other purposes requires the written permission of C-DRUM.

**Segment:** Self-Awareness

**Lesson Title:** Lesson 3: Masking Feelings

**Grade Band:** 6-12

**Approximate Time to Complete:** 35 minutes plus variable duration extension.

**Objectives:** Students will be able to understand the ways people mask their feelings and how masked feelings are sometimes revealed.

**Materials/Set up:**

- Supplies to make the mask, may include: tape, glue, paper, popsicle stick/tongue depressor, markers, feathers, etc.

**Resource:**

- Online Video Clip - [James Baker: The Man Who Made Washington Work: The Diplomat](#) (Watch 3:28-6:08)

## **Overview**

Appearances and behaviors are outward manifestations of internal feelings. Through class discussion and creative outlets students will explore how and why people hide their emotions.

This is a great opportunity to integrate characters from a book, history lesson, or other topic of discussion from class. The assignment may require the students to think back to a particular point in history or a play or book that was recently read as the foundation for the lesson.

Students will understand that some people choose to mask their feelings. The masked feelings may appear in different ways or may stay hidden. The exercise includes group discussion and incorporates art and drama.

## **Instructional Plan**

1. Explain that when people are in conflict, they sometimes choose to hide their feelings by wearing masks. For example, when someone says to you, “How are you doing today?” you often respond “Well” or “Fine” even if you aren’t.
2. Ask the students to provide examples of masks that they might wear when they are being called names, when they are injured, or when they are being scolded.

Materials used with permission from Supreme Court of Ohio, Dispute Resolution Section (from Judy Godlewski, St. Anthony, Lorain, Ohio). Adapted by the University of Maryland Francis King Carey School of Law Center for Dispute Resolution (C-DRUM) for use by Maryland Public Television for education purposes. Use or modification of the materials for any other purposes requires the written permission of C-DRUM.

3. Ask the students, “ Why do people wear masks?” Possible response: “To hide their true feelings of being embarrassed, hurt, uncomfortable, weak.”
4. Ask the students, “What do masks look like?” Possible response: overconfidence (know-it-all), deflecting (class clown), detachment (unconcerned or dismissive), defensive (argumentative), etc.
5. Explain, “Sometimes wearing a mask makes us feel safer. Is this always the best response? What are some other responses? When do we need to take off our masks?”
6. Play the Online Video Clip - [James Baker: The Man Who Made Washington Work: The Diplomat](#) (Watch 28:00-6:08). In this segment, Baker asks President Bush to wear a mask: Bush must not *appear* to celebrate the fall of the Berlin Wall because that would damage his relationship with the Soviet Union. Ask students to watch the clip and identify who is masking their emotions? (possible answers – Bush, Baker, possibly the East German guards earlier in the clip) Why are those people wearing masks? In this case Bush is not wearing a mask to protect his own feelings.
7. Tell the students that they are going to create their own masks. The assignment may be open-ended or ask the students to choose a particular character from a book or historical figure.
8. Distribute the supplies or place them in one part of the room. Tell the students that they can use the supplies to create their own mask. The amount of time to create the mask will vary depending on how much time the teacher has for the activity.

### **Extending the Lesson (variable duration)**

1. In pairs, have the students create two, 3-minute skits to go with their masks. The first skit shows the person/character hiding his/her feelings. The second skit shows the person/character demonstrating his/her feelings openly.
2. In developing the skit the students should consider the following questions:
  - a) What is the mask saying?
  - b) What feelings is it masking?

- c) Why might this person/character choose to wear a mask rather than reveal his/her feelings?
  - d) What is the best way to deal with the feelings?
  - e) What is another way of dealing with the feeling instead of hiding it?
  - f) How do the outcomes in the two skits differ?
3. At the end of the skits lead a discussion with the following questions:
- a) What were some ways the people/characters in the skits hid their feelings?
  - b) What were some ways that the people/characters in the skits dealt with their feelings?
  - c) What were the commonalities? Differences?

**Segment:** Conflict Styles

**Lesson Title:** Lesson 1: Looking At Conflict

**Grade Band:** 6-12

**Approximate Time to Complete:** 30 minutes

**Objectives:** Students will be able to discuss the positive and negative aspects of conflict.

**Materials/Set up:**

- Conflict Worksheet (one for each student or group)
- Conflict Analysis Worksheet (one for each student, for homework)

**Optional Resource:**

- Online Video Clip - [Sesame Street: Robin Williams Conflict](#) (Watch 0:00-2:07)

## Overview

Through class discussion students are asked to consider what the term “conflict” means to them and develop a working definition. Often people have a negative association with conflict. By inviting them to recognize both the positive and negative impacts of conflict they can see that conflict occurs at every level of community. This exercise includes group discussion, small group and individual work. The Conflict Worksheet may be completed as a small group or paired activity, or as individual work.

## Instructional Plan

### Introduction (Optional)

Play Online Video Clip - [Sesame Street: Robin Williams Conflict](#) (Watch 0:00-2:07). The video features Robin Williams and a Sesame Street character trying to explain the word conflict. Instead of showing disagreement, the characters demonstrate agreement. The two minute segment provides some comic relief and multi-media to accompany the lesson. The segment can be shown as the introduction to the lesson or after Step # 6.

1. Ask the class to brainstorm words they think of when they hear the word “conflict”. All responses are accepted and written on chalkboard, whiteboard or paper which all can see. Provide enough time for the group to identify more than ten descriptive words. There should be a range of terms, which would describe a

broad range of conflicts in different settings. For example, words like “hit,” “war,” “yell,” “road rage,” and “protest” all describe conflict.

2. Ask the class to quietly look at the list and think about what it reveals for them.
3. Ask, “What do you notice about these words?” Possible answers are, “There are many types of conflicts.” Or “Conflicts happen everywhere.” “People don’t get along.” If the class does not raise this idea in the discussion, highlight that most of the words on the board are negative because we usually think of conflict as a negative or harmful. Highlight a few of the negative words.
4. Ask the students, “Do you think conflict is negative and why or why not?”
5. Circle any positive words on the board.
6. Ask the class to identify other positive words related to conflict. Possible examples might be “change” or “progress.” Students may also provide examples of conflict which led to positive events in our society, such as the American Revolution, civil rights marches, or the suffrage movement.
7. Provide an example of a school-based or local conflict the students would recognize which is impacting the community. Ask, “Would you describe this conflict as leading to a positive outcome or negative?” If positive ask, “What progress or change may happen because of the conflict? If negative ask, “What would need to change to move the current situation to a more positive outcome?”
8. Pass out a copy of the “Conflict Worksheet” to each student.
9. Instruct the students to complete the Worksheet, filling in each box with a conflict of which they are aware. (Advise the students that private information about family home life or friends in school should be respected when completing the Worksheet. Generic descriptions of these conflicts are fine.)
10. Provide 10 minutes to complete the Worksheet, or until the class is ready.
11. Ask for some examples from the class for each conflict type. Remind the students that conflict is disruptive, but it is a process which can have both good and bad impacts.
12. Debrief the lesson by asking, “What did you learn about conflict today that was new for you?”

### **Additional Learning Opportunity**

Distribute the Conflict Analysis Worksheet to each student. Ask them to find a print or web news article, cartoon, or photo describing a conflict and complete the Worksheet.

**Discuss:**

What might happen if you respond with positive words when a friend tells you about a conflict?

How could this way of thinking about conflict help you address conflicts?

Name \_\_\_\_\_

Date \_\_\_\_\_

## CONFLICT WORKSHEET

### Instructions

Fill in each box with an example of the type of conflict identified.

#### Small Conflict

#### Large Conflict

#### Home Conflict

#### School Conflict

#### Neighborhood Conflict

#### State Conflict

#### National Conflict

#### International Conflict

Name \_\_\_\_\_

Date \_\_\_\_\_

## CONFLICT ANALYSIS

### Instructions

Find an article (on the internet, in a newspaper, or magazine), photograph, or cartoon which describes or depicts a conflict. Use the article, photograph, or cartoon to answer the questions below. If obtained from a source other than the internet, then copy or print the article, photograph, or cartoon and attach it to this Worksheet. If obtained from the internet, then include the URL below.

### What Is The Conflict About?

### What Type Of Conflict Is It? (check one)

- |   |  |
|---|--|
| <input type="checkbox"/> Intrapersonal: conflict within an individual         | <input type="checkbox"/> Interpersonal: conflict between two or more individuals |
| <input type="checkbox"/> Intergroup: conflict between organizations or groups | <input type="checkbox"/> International: conflict between nations or countries    |

### Who Is Involved In This Conflict?

### What Does Each Of The Parties In The Conflict Want?

### What Do You Think Will Happen?

**Segment:** Conflict Styles

**Lesson Title:** Lesson 2: Sources of Conflict

**Grade Band:** 6-12

**Approximate Time to Complete:** 25 minutes

**Objectives:** Students will be able to apply a framework for discussing the sources of conflicts.

**Materials/Set up:**

- Conflict Analysis Worksheet (one for each student)
- Conflict Analysis Worksheet: Educator Resource
- Conflict Journal (one for each student)

**Resource:**

- Online Video Clip - [James Baker: The Man Who Made Washington Work: The Power Broker](#) (0:00-2:36).

## Overview

Students enhance their understanding of conflict through discussion and reflection. The exercise includes group discussion and written homework assignments.

## Instructional Plan

1. If assigned, review the Conflict Analysis Worksheet homework assignment from Lesson #1, Looking at Conflict and use an example from one of the students to complete steps 2-3. If not assigned then either ask a student to share a conflict or have a conflict prepared to use. If you select your own conflict, then make sure it is one that is familiar to the students. A sample conflict is found in the Resources section of this lesson.
2. Analyze the conflict as a class using the Conflict Analysis Worksheet.
3. After reviewing the Conflict Analysis Worksheet, ask, “Here the parties were having a conflict about \_\_\_\_\_. What are some other things people fight about or have conflicts about?” Take several examples, eliciting ideas that can be grouped into the broad categories of: resources, values, culture, information, interests.
4. Possible examples: resources—*money, water, land*; values—*faith differences, parenting*; culture—*clothing, hair styles, behaviors*; information—*internet access, copyright*; interests—*environment, animal rights*. Many ideas could be assigned under more than one category. The emphasis of the discussion should

be that people have conflict when they feel that something important to them is threatened, or when something new or strange is introduced into their environment. Our individual responses to events, ideas or interactions are shaped by our experiences and world view, and everyone is different. In that sense, conflict is to be expected because we are all different.

5. Ask, “Why does it make a difference if we think about conflict as negative or positive?” Discussion points should emphasize that a positive view of conflict may reduce hostile outcomes in a conflict; encourage discussion about differences; and lay the groundwork for resolution.
6. Play the Online Video Clip - [James Baker: The Man Who Made Washington Work: The Power Broker](#) (Watch 0:00-2:36). Ask the students to think about whether the conflict between Meese and Baker was ultimately positive or negative. In this segment Baker is appointed Chief-of-Staff by President Reagan. Another politician, Meese, had expected to get the job and was disappointed. Reagan asked Baker to work with Meese. In an example of taking a negative situation and making it positive, Baker agreed to a division of power with Meese in which he made concessions on matters important to Meese (such as “cabinet rank” for Meese) but kept what he saw as the important powers (such as being present at any meeting involving the President). The conflict was resolved without any negative consequences and Meese and Baker were able to work well together.

### **Additional Learning Opportunity**

Ask students to keep a “conflict journal” for one week in advance of the class. The journal is an opportunity for students to record conflicts they encounter through observation or direct involvement for an entire week. Using the journal format, the student writes a description of the conflict, the source of the conflict, the emotions involved, and the proposed or potential solutions and outcomes, for each new conflict they encounter throughout the week.

Review the journals in class and lead a discussion asking students to identify themes and differences in their observation.

### **Resources**

Activity #1 Sample Conflict:

An outdoor music venue is located in center of a town. When the music venue was built, 25 years ago, only a few residential houses were located nearby. Since then, residential communities have moved closer to the music venue. The town has a rule which prohibits music to play later than 10:30pm regardless of the day of the week.

The music venue is seeking to update its sound system which will increase the decibel level (loudness) of the music. At the same time it wants to allow concerts to last until

11:00pm. Later concerts and a better sound system will allow the venue to attract more popular musicians. The nearby residents want the time and volume to remain the same. The music venue argues that without these upgrades it will not be able to compete with other nearby venues.

The venue brings a lot of money to the town and supports many local businesses.

See the “Conflict Analysis Worksheet Example” which has been completed with using this music venue example.

Name \_\_\_\_\_

Date \_\_\_\_\_

## CONFLICT ANALYSIS WORKSHEET

### Instructions

Find an article (on the internet, in a newspaper, or magazine), photograph, or cartoon which describes or depicts a conflict. Use the article, photograph, or cartoon to answer the questions below. If obtained from a source other than the internet, then copy or print the article, photograph, or cartoon and attach it to this Worksheet. If obtained from the internet, then include the URL below.

### What Is The Conflict About?

### What Type Of Conflict Is It? (Check one)

- |   |  |
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### Who Is Involved In This Conflict?

### What Does Each Of The Parties In The Conflict Want?

Name \_\_\_\_\_

Date \_\_\_\_\_

## **What Do You Think Will Happen?**

Name \_\_\_\_\_

Date \_\_\_\_\_

## CONFLICT ANALYSIS WORKSHEET: Educator Resource

### Instructions

Find an article (on the internet, in a newspaper, or magazine), photograph, or cartoon which describes or depicts a conflict. Use the article, photograph, or cartoon to answer the questions below. If obtained from a source other than the internet, then copy or print the article, photograph, or cartoon and attach it to this Worksheet. If obtained from the internet, then include the URL below.

### What Is The Conflict About?

*The residents would like a peaceful and quiet standard of living and the music venue would like (a business) to remain competitive and profitable.*

### What Type Of Conflict Is It? (Check one)

- |  |  |
|--|--|
| <input type="checkbox"/> Intrapersonal: conflict within an individual                    | <input type="checkbox"/> Interpersonal: conflict between two or more individuals |
| <input checked="" type="checkbox"/> Intergroup: conflict between organizations or groups | <input type="checkbox"/> International: conflict between nations or countries    |

### Who Is Involved In This Conflict?

*Music venue- owner*

*Residents- all resident, or maybe a resident association, homeowner's association*

*Local business owners*

*Maybe local government*

### What Does Each Of The Parties In The Conflict Want?

*Music venue- attract bigger bands, improve experience for patrons, remain profitable, stay in business, avoid conflict with the community, make decisions for itself*

*Residents- quiet neighborhood, sleep at night, avoid conflict with the venue*

*Local business owners- maintain income from concert goes, remain profitable, keep the approval of the residents*

*Local government- avoid conflict between constituents, help resolve the conflict, keep the venue and also keep the residents happy*

Name \_\_\_\_\_

Date \_\_\_\_\_

### **What Do You Think Will Happen?**

*Negative outcome- One side gets what it wants and the other side is not happy. Residents lose then they may file continued complaints with local government and maybe even the courts. Venue loses it may need to make adjustments to the its business structure and may go out of business*

*Positive outcome- Residents and music venue find a solution. One possibility would be that once a month the music can play longer and louder, music plays longer and louder only on certain nights, etc*

**Segment:** Conflict Styles

**Lesson Title:** Lesson 3: Win-Win Solutions

**Grade Band:** 6-12

**Approximate Time to Complete:** 30 minutes plus 5 minute extension

**Objectives:** Students will be able to apply a framework for discussing the solutions to conflicts.

**Materials/Set up:**

- Resolution Grid Worksheet (one per student)
- Conflict Scenarios Worksheet (one per student)
- Conflict Scenarios Worksheet (Educator's Resource)

**Optional Resources:**

- Online Video Clip - James Baker: The Man Who Made Washington Work: The Diplomat (Watch 3:29-6:41) for extension
- Article - [Baker: Shevardnadze Played Vital Role in Ending Cold War](#)

## Overview

One way to analyze resolutions to a conflict is to look at them through a win/lose framework. Any resolution falls into one of 4 categories: win-win, win-lose, lose-win, lose-lose solutions. Win-win solutions are those where all parties achieve their interests. These concepts are foundational for later lessons on negotiation. The Resolution Grid is introduced as a tool to help assess different solutions in this framework. This lesson involves large group discussion and small group work.

## Instructional Plan

1. Ask the class for a definition of conflict. Adopt the one created in a prior lesson, or suggest that a conflict is when two or more people disagree.
2. Ask, "Does every conflict need to be resolved?" Not all disagreements need resolution: "It does not matter if you like red hats and I like blue hats if we each have the hat we prefer. When I have a red hat and you don't, then we may have a problem."
3. Note that when a conflict causes a problem, the parties may try to solve or address the problem. Using the "Resolution Grid Worksheet" as an example, draw a large resolution grid on a board where all can see.

4. Divide the class into small groups of 3 or 4. Distribute the Worksheet, "Resolution Grid." Explain that there are different ways to solve problems. This grid helps to analyze how different solutions will affect parties. Invite a student to read aloud the information in each square of the grid.
5. Read aloud this scenario: "Ben and Ethan are friends who usually spend Friday nights together playing video games. This week Ben wants to go to the basketball game at school. Ethan has to baby-sit for his little sister, and has to stay at home. Ethan says, "You said you'd hang out with me since I'm stuck staying home with Elsa. We talked about it." "Yeah, but this is a good game. We have a shot at the championship if we win it. Let's do something different."
6. Discuss the scenario with the class, using these questions:
  - a) What is the conflict?
  - b) What does Ben want?
  - c) What does Ethan want?
  - d) How could they solve it? (insert each suggestion in the appropriate box on the grid)
  - e) What affect would each solution have on their friendship?
  - f) Brainstorm solutions until there is at least one in each square of the grid.  
*E.g.* Win-Lose: Ben goes to the game and Ethan stays home to babysit; Lose-Lose: Ben and Ethan have a huge argument over this issue, and Ethan throws a punch at Ben. He bruises his hand, Ben has a black eye, and neither will speak to the other; Lose-Win: Ben stays with Ethan and Elsa, and misses the game; Win-Win: Ben's mom agrees to drive Ben, Ethan, Elsa and one of Elsa's friends to the basketball game.
7. Ask, "What kind of solutions do people usually come up with? Why?" Depending on the responses, the teacher should highlight a few points. (1) Most solutions in the United States culture fall into the win-lose category since the culture of the United States tends to involve a high degree of competition and (2) Most people propose solutions that are self-serving, focusing on their own needs and not the needs of others.
8. Distribute the Conflict Scenario Worksheet to each student. Assign one scenario per group. Depending on the number of groups, more than one group may be assigned the same scenario. Ask the group to work together to develop possible solutions to the scenario for each box on the "Resolution Grid."

9. As time allows, debrief each scenario, asking each group to report out examples of win-win and win-lose solutions. If more than one group is assigned the same scenario then ask one group to provide examples from two of the four boxes on the grid and the other group to provide examples from the remaining two boxes on the grid.
10. Ask, "Which solutions were easiest to come up with? Which were hardest?"  
Typically the win-lose solutions are the easiest to create.
11. Ask, "How did you know whether a win-win solution would work?"

### **Extending the Lesson (5 minutes)**

Play Online Video Clip - [James Baker: The Man Who Made Washington Work: The Diplomat](#) (Watch 3:29-6:41). Ask students to watch for times when Baker and Shevardnadze rejected win-lose solutions. After the video, ask students to identify those win-lose solutions. What was the ultimate win-win solution? In this segment Baker cultivates a relationship with Shevardnadze, the Soviet Foreign Minister. When the Berlin Wall fell in 1989, Baker and the President chose to maintain that relationship by downplaying the fall of the Wall. Celebrating the event would have damaged Shevardnadze's position in Soviet politics. Later, when East and West Germany wanted to reunify, protecting Shevardnadze proved useful in persuading the Soviet Union to agree that a reunified Germany should be allowed to join NATO if it wanted to. This course of action was beneficial to both sides: Baker and Shevardnadze could have found win-lose resolutions where they chose to succeed in domestic politics by refusing to cooperate with each other. However, by working together they helped to end the Cold War between the US and the Soviet Union.

### **Additional Learning Opportunity**

For additional information regarding Baker, Shevardnadze and the end of the Cold war have students read the article, "[Baker: Shevardnadze Played Vital Role in Ending Cold War](#)," to identify a win-win resolution.

## Conflict Scenarios

### Scenario 1

Terry and Deena are brother and sister. Both are in high school.

Deena was lying on the couch watching TV. “This movie will be great,” she thinks, “Just what I need to forget those stupid kids on the bus today.”

Then Terry comes rushing in. “Deena, I need the TV. I have to watch the news for my Social Studies class, and it just started.”

Deena laughs. “Forget it. Ms. Reed would never assign a TV show as homework. You’re just trying to get the TV so you can play video games.”

“No,” Terry insists. “It’s on the Civil War and she asked me to make a presentation on it in class tomorrow. I need the extra credit—you know my grade in that class is terrible. I’m not lying. Now move!”

“I was here first, so that’s too bad. Go watch it in Mom’s room or find it online. I had a bad day and I want to watch this movie.”

“Mom’s in there and she’s busy on the phone. You’re just watching your movie on Netflix. You can go to the computer or watch later. Come on.”

### Scenario 2

Jaya and Roy are assigned to a joint project in science class. They know each other, but they aren’t friends and haven’t worked together before. The project is due in 2 weeks and they will receive a joint grade, based on the content of the project *and* how well they worked together.

After two days, Roy is already upset with Jaya. He likes to plan ahead and hates doing work at the last minute, but he can’t get Jaya to commit to anything. They agreed on the first day to do a project on solar energy, and they have been doing research on their own. They haven’t decided what the project will be, who will do what parts, when each piece will be done, or when they’ll get together. Nothing! It’s making Roy nuts.

“I’m not doing this whole thing myself,” he said to Jaya.

“Relax! We have a week and a half. It’ll get done,” said Jaya.

“When?! It’s just a week and a half!”

"I'm not like you. I need to read my book and imagine how the project might look. I just let things simmer in my head and come up with an idea. Don't worry. I always do my work," responded Jaya.

### Scenario 3

Chris and Ella are friends. They hang out with the same group of friends. One day they were talking after school, and Ella mentioned a problem she was having with a mutual friend, Laura. Chris likes Laura, and just asked her to go out on Friday.

Chris responds, "You know, she's really nice."

"I'm not saying she can't be nice," protests Ella. "I'm just saying I have a problem with her. She has an attitude sometimes."

"Well, it makes me mad when you talk that way about someone I care about. It disrespects her and me."

"So if I have a problem with someone, we can't talk about it? Even though we've been friends forever? Is that what you mean? It makes me mad when someone who says they are my friends won't even listen to me."

Chris felt annoyed. "I just don't want you talking that way about Laura!"

"You don't get to tell me what to talk about!" snapped Ella.

## Conflict Scenarios – Educator’s Resource

### Scenario 1

Terry and Deena are brother and sister. Both are in high school.

Deena was lying on the couch watching TV. “This movie will be great,” she thinks. “Just what I need to forget those stupid kids on the bus today.”

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“Mom’s in there and she’s busy on the phone. You’re just watching your movie on Netflix. You can go to the computer or watch later. Come on.”



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"Relax! We have a week and a half. It'll get done," said Jaya.

"When?! It's just a week and a half!"

"I'm not like you. I need to read my book and imagine how the project might look. I just let things simmer in my head and come up with an idea. Don't worry. I always do my work," responded Jaya.



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Chris responds, "You know, she's really nice."

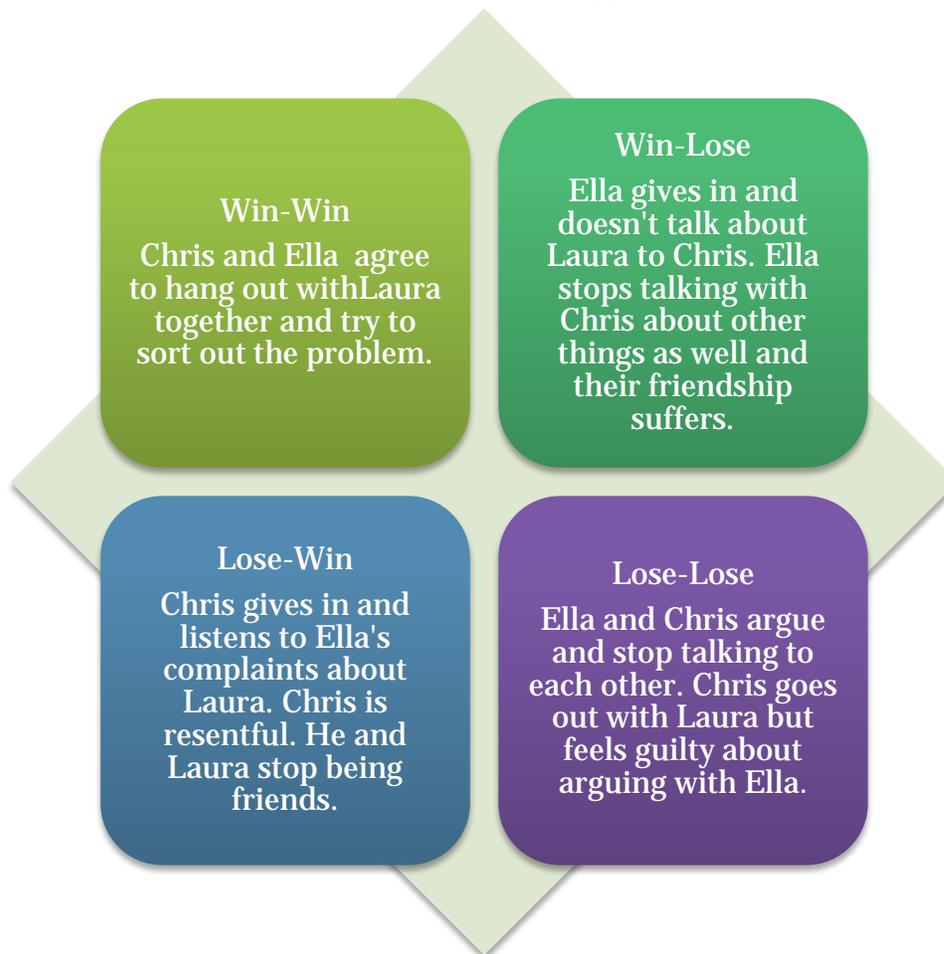
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"Well, it makes me mad when you talk that way about someone I care about. It disrespects her and me."

"So if I have a problem with someone, we can't talk about it? Even though we've been friends forever? Is that what you mean? It makes me mad when someone who says they are my friends won't even listen to me."

Chris felt annoyed. "I just don't want you talking that way about Laura!"

"You don't get to tell me what to talk about!" snapped Ella.



## RESOLUTION GRID



**Segment:** Verbal & Non-Verbal Communication

**Lesson Title:** Lesson 1: Emotions Charades

**Grade Band:** 6-12

**Approximate Time to Complete:** 30 minutes

**Objectives:** Students will be able to explain how emotions can be communicated verbally and non-verbally.

**Materials/Set up:**

- 10 Emotion Notecards per group of 4-5 students. Cards are included in the resources below for printing. Additional cards may be needed depending on the number of groups.

**Resource:**

- Online Video Clip: [James Baker: The Man Who Made Washington Work: The Diplomat](#) (Watch 3:27-6:41)

## **Overview**

Communication involves a combination of both verbal and non-verbal methods. The actual words used convey less than the tone and inflection with which those words are spoken. Verbal and non-verbal communication may differ among cultures. In this lesson students will learn to understand the forms of verbal and non-verbal communication. The exercise includes group discussion, small group activities and creative expression.

## **Instructional Plan**

1. Divide the class into groups of 4-5 people.
  - a) Tell the students that the class is going to play “Emotions Charades.” To play:
  - b) Pick one student from each group to act out the first emotion.
  - c) That student will choose a card from the teacher and must act out the emotion without using any words. Students cannot write down anything or mouth the word. They can show the number of syllables, sounds like, etc.
  - d) The remaining students in the group must guess the emotion.

- e) If the team guesses the emotion, it keeps the card.
  - f) The team then requests a new card from the teacher. Play continues until all cards are distributed or the designated time is up. The same rules as charades apply with a few adjustments:
  - g) The team can share acting responsibilities as it determines. In other words, the same person does not have to act out each card.
  - h) If the team is stuck on a card they can exchange it (“pass”) and receive a new card.
  - i) The teacher maintains the stack of cards and distributes a new one to a team when the team guesses its current card or exchanges a card for a new card.
  - j) The team retains the card once the emotion is guessed.
  - k) All passed cards are exchanged with the teacher for a new card.
  - l) The team with the most number of cards after 5-8 minutes wins.
2. At the conclusion of the exercise discuss some of the following questions:
    - a) What clues did you use to identify the emotion?
    - b) What was it like to be the actor?
    - c) What was it like to be the person guessing?
  3. Transition the discussion into the importance of emotions in communicating. Explain that words, combined with the tone and inflection used when communicating the words that give the full meaning.
  4. Ask the class, “Have you ever asked someone if they were okay with something and they replied, fine, and you knew that they weren’t? What made you think that they weren’t fine even though the person said that they were?” Answer: it is the tone and inflection of the word combined with the body language of the speaker.
  5. Ask the class, “What does this say about effective verbal and non-verbal communication?”
  6. Show Online Video Clip - [James Baker: The Man Who Made Washington Work: The Diplomat](#) (Watch 3:27-6:41). The segment highlights the broadcast by Tom Brokaw on the fall of the Berlin Wall in 1989 and the subsequent communication of President Bush. Instruct the students to watch the video to identify strategic use of verbal and non-verbal communication by President Bush. Bush says that he is very happy about the fall of the Berlin Wall, but looks and sounds very serious.

7. Following the video, ask the class “What communication strategy did President Bush take? What was the outcome? What correct or incorrect ways could others have interpreted the disconnect between his words, his tone and his body language?”. The teacher highlights that meaning is attributed to words not just based upon what is said, but also how it is said. The example with President Bush demonstrates how people can misinterpret information when the words spoken do not match the body language. This misinterpretation can often lead to miscommunication.

**ANNOYED**

**CONCERNED**

**DISAPPOINTED**

**HAPPY**

Emotion Notecards

**SAD**

**SCARED**

**EAGER**

**IRRITATED**

Emotion Notecards

**JOYFUL**

**UNCERTAIN**

**CONFIDENT**

**COURAGEOUS**

**COURAGEOUS**

**THRILLED**

**WORRIED**

**UNCOMFORTABLE**

**STARTLED**

**NERVOUS**

**IGNORED**

**PLEASED**

**DEPRESSED**

**HUNGRY**

Emotion Notecards

**PATIENT**

**IMPATIENT**

**EMBARRASSED**

**Segment:** Listening & Information Gathering

**Lesson Title:** Lesson 1: Listening & Information Gathering

**Grade Band:** 6-12

**Approximate Time to Complete:** 20 minutes

**Objectives:** Students will be able to demonstrate good listening skills.

**Materials/Set up:**

- Listening Techniques Worksheet (one for each student)
- If including the circle activity, then determine if the room will be pre-arranged in a circle format or whether the students will circle up as part of the activity.

**Resource:**

- Online Video Clip - [James Baker: The Man Who Made Washington Work: The Power Broker](#) (Watch 3:45-4:12)

## Overview

Listening is a skill in itself. It is vital to effective communication, problem-solving, and negotiation. Students explore what it means to be a good listener, identify good listening attributes and learn about listening skills. This exercise includes class discussion and student demonstration. The lesson can be extended through a circle activity.

## Instructional Plan

1. Inform the students that as a class they are going to explore what it means to be a good listener. Ask for two volunteers who would be willing to demonstrate listening in front of the class. Alternatively, identify two students ahead of time, request their participation, and prepare them for the activity, using the instructions in step # 2. If identifying students ahead of time, separately provide them with the instructions for the talker and the listener prior to the class. Talking with students ahead of time will provide them with time to think about their role and prepare prior to class.
2. One student will be the talker and the other student will be the listener. Invite the student who is the talker to step outside of the room and think of a story to share about a time when they were very excited or proud about something. Privately, ask the student who is the listener to act as a bad listener while the other student is talking. Provide the listener with some guidance on bad listening skills such as avoiding eye contact, interrupting, looking at a cell phone, fiddling with clothes or hair, and asking questions irrelevant to what is being shared, etc.

3. Instruct the class that two students will engage in a conversation in front of the class. The class is to observe what happens and be prepared to talk about it.
4. Invite the talker back into class and tell him or her to start sharing the story. The “bad” listener listens. Typically, at some point the talker will stop on his or her own. If not, stop the talker at the point where you feel the students have seen enough.
5. Ask the talker to share how he or she felt about the experience. Next turn to the class and ask, “What did you observe?” Highlight specific techniques that the “bad” listener used such as avoiding eye contact, interrupting, looking at a cell phone, fiddling with clothes or hair, and asking questions irrelevant to what is being shared, etc.
6. Distribute and review the Listening Techniques Worksheet.
7. Ask for a volunteer to listen to the talker tell the story again and use active listening skills.
8. Instruct the talker to share his or her story again to the student volunteer.
9. The class observes again. Tell the class to take notes on the listening techniques used by the listener.
10. Repeat the debrief asking the talker what he or she felt, and ask the class what specific techniques from the Listening Techniques Worksheet were observed.
11. Play Online Video Clip - [James Baker: The Man Who Made Washington Work: The Power Broker](#) (Watch 3:45-4:12). Ask “How did Baker present himself to members of Congress as a good listener?” Baker was careful to return all of phone calls from members of Congress so, even though he might never meet them in person, and might never pick up his phone when they called, returned their calls on the same day. This let them know that he was interested in what they had to say.

### **Additional Learning Opportunity**

Conduct a classroom circle. Ask the circle prompt ask, “Who is someone in your life that is a good listener?” For the next round ask, “What is the impact of listening well?” For the final circle prompt ask, “What are ways that we are good listeners to each other during class?”

Information on leading an effective circle is found in the Educator’s Guide.

## Listening Techniques

Listening is essential to good communication, but it's not always as easy as it sounds. Sometimes speakers hide their true feelings, avoid saying exactly what they mean, or reveal only pieces of a story. Active Listening focuses on the speaker and encourages open communication. Here are some tips for Active Listening:

- **Stay in the moment. Be Patient.**

Think about what the speaker is saying, not what you want to say next. While you're listening, put your views to the side while the other person speaks. Pause before you respond if you need to collect your thoughts.

- **Acknowledge the feelings you hear.**

Show that you understand the speaker's feelings, such as "You're really angry about this." or "It sounds like you were shocked he said that."

- **Notice more than words.**

What is the tone of voice? What are the facial expressions telling you? What is the body language telling you?

- **Practice empathy. Imagine yourself in the other person's shoes.**

Listen for the feelings expressed. Ask questions from the other person's point of view. Ask questions to make sure you understand what is important to the other person.

- **Show your interest.**

Make eye contact. Nod your head, or use phrases to encourage the speaker to continue, such as "Tell me more about..." or "What happened then?" Use neutral words which don't judge, blame, or draw conclusions too quickly.

- **Ask questions which clarify and explore what the speaker said.**

Clear up misunderstandings before you express your views. Ask for more information if necessary. Confirm a point of view before continuing, such as "Let me make sure I understand..." Summarize what you heard, and ask if you have it right.

**Segment:** Open-ended Questions

**Lesson Title:** Lesson 1: Questioning Game

**Grade Band:** 6-12

**Approximate Time to Complete:** 25 minutes

**Objectives:** Students will be able to identify the differences among the variety of the types of questions (yes/no, narrow, closed-ended, open-ended).

**Materials/Set up:**

- Types of Questions Handout (one per student)
- Types of Questions: Educator's Resource (one per class)
- Chart paper or whiteboard for brainstorming
- List of people, places and things to be used during a game of 20 questions  
*Consider people, places and things that have been introduced to students through your curriculum*

**Resource:**

- Online Video Clip: [James Baker: The Man Who Made Washington Work: The Diplomat](#) (Watch 1:46-3:08)

## Overview

Questioning is a common method used to gain information. Different types of questions will elicit different responses. Learning the value of a powerful question and its ability to guide the response is essential for information gathering. This exercise involves the entire class engaging in a game followed by discussion.

## Instructional Plan

1. Ask the students to brainstorm as many questions as possible using the following topic: spring break destination. To get the students started provide a few examples: Where can we go for spring break? Can we go to Disney World? Who can come?
2. Write the questions (or ask a student to volunteer to write) on chart paper or another place in the classroom visible to all of the students.

3. Distribute the Types of Questions handout to each student. Have students review the handout and label the questions by type. For example the labels, “C”, “N” or “B” can be added beside each question to represent, closed, narrow or broad. Alternatively three student groups could be formed with each group representing a question type (closed, narrow or broad). Groups could decide which of the questions belong to their group. Encourage students to decide on a class strategy to label the questions.
4. Play Online Video Clip - [James Baker: The Man Who Made Washington Work: The Diplomat](#) (Watch 1:46-3:08). Ask students to listen to the kinds of questions Baker was heard asking Shevardnadze. In this segment, Baker meets his Soviet Russian counterpart, Shevardnadze, and flies with him to Jackson Hole, Wyoming. On the flight Baker was overheard asking Shevardnadze open questions about his hopes and fears for the future. Baker was gathering information to help him decide whether Shevardnadze was someone he could work with. When the flight landed, he had decided that Shevardnadze was someone with whom he could work.
5. Explain that the class will now practice using a variety of questions in The Question Game.  
During the question game, the teacher may further academic learning by selecting a person, place, thing, or event that the students read about in art, language arts, music, science, or other course.

### **Round #1: 20 Questions- Yes or No**

- a) Play 20 questions with the class.
- b) Select a person, place, thing, or event (factual or fictional).
- c) Tell the students that they may ask you 20 questions that require a **yes or no** response.
- d) Keep a tally of the number of questions the students ask. An incorrect guess is counted as a question.
- e) The game is complete when 20 questions have been asked or someone in the class guesses the identity of the person, place, thing, or event.

### **Round #2: 10 Questions- Narrow, Open-ended**

- a) Next play 10 questions with the class.

- b) Again, select a person, place, thing, or event.
- c) Tell the students that this time the students must ask narrow open-ended questions that require short answers.
- d) Examples of narrow open-ended questions include: “Where were you born? How old are you? In what century did you live?” Your responses should answer the question, but will involve one or only a few words.
- e) Keep track of the number of questions. An incorrect guess counts as a question.
- f) The game is complete when 10 questions have been asked or the class correctly identifies the person, place, thing, or event.

### **Round #3: 5 Questions- Broad or Open-ended**

- a) The final question game is 5 questions.
- b) Again, select a person, place, thing, or event.
- c) This time the students should ask broad open-ended questions that elicit a lot of information.
- d) Examples of broad or open-ended questions include: “Tell me about yourself.” or “Tell me about a big event in your life.” Your responses should answer the question and may include a short sentence response.
- e) Keep track of the number of questions. An incorrect guess counts against the total number of questions.
- f) The game is complete when 5 questions have been asked or the class correctly identifies the person, place, thing, or event.

### **After The Game**

6. Following the question games, lead a discussion of the different questions and the impact. Ask, “What was the difference between the different types of questions? What responses did the different questions produce? When would you want to use a narrow question or a broad question? Can you give an example of when it would be good to use each type of question? How do you feel when someone asks

you a yes/no question versus an open-ended question? Why did it take more of certain questions to guess?” See the Types of Questions Educator’s Resource.

7. Remind the class about Baker’s questions to Shevardnadze on the flight. If time allows, replay the video clip and point out how Baker used open-ended questions to find out about Shevardnadze.

## Types of Questions

Questions represent a form of information gathering. They provide an invitation to express feelings, thoughts, and concerns; clarify missing or confusing information; and expand and verify information. Questions provide an avenue to open or close a conversation.

### Closed-Ended Questions

Close-ended questions are questions that require a yes or no response.

*Examples:* Are you hungry? Were you born in Maryland? Did you do your homework?  
A close-ended question will not invite more information or explanation. Instead, a close-ended question will confirm or deny an inquiry.

When is using a close-ended question helpful?  
When is using a close-ended question not helpful?

### Narrow Questions

Narrow questions are open-ended questions that ask about a particular topic. They will require more than a yes or no answer, but do not invite much elaboration.

*Examples:* What did you eat today? Where were you born? When did you do your homework?  
A narrow question forces the responder to address the topic of the question and still allows the speaker to provide more information.

When is using a narrow question helpful?  
When is using a narrow question not helpful?

### Broad Questions

Broad questions are open-ended questions that generally ask for more information. Broad questions invite the speaker to expand upon information already provided.

*Examples:* What did you think about lunch? Tell me about the town where you were born? What are your thoughts on the homework?  
Even broader questions could be: How did that impact you? Tell me more about that...; How did you meet?  
A broad question asks the responder to talk more about emotions, thoughts, and impacts without restriction to a particular topic.

When is using a broad question helpful?  
When is using a broad question not helpful?

## Types of Questions: Educator's Resource

Questions represent a form of information gathering. They provide an invitation to express feelings, thoughts, and concerns; clarify missing or confusing information; and expand and verify information. Questions provide an avenue to open or close a conversation.

### Close-Ended Questions

Close-ended questions are questions that require a yes or no response.

*Examples:* Are you hungry? Were you born in Maryland? Did you do your homework?

A close-ended question will not invite more information or explanation. Instead, a close-ended question will confirm or deny an inquiry.

When is using a close-ended question helpful?

- An explanation is not desired
- Seeking confirmation (yes) or denial (no)
- Quick answer- "Do you want to go out to dinner?"
- Providing clarity- "Did you just say you have English next?"

When is using a close-ended question not helpful?

- More clarification would provide reasoning and context
- The other person would like to talk more
- A yes or no does not truly answer the question, instead the response should be maybe or it depends

### Narrow Questions

Narrow questions are open-ended questions that ask about a particular topic. They will require more than a yes or no answer, but do not invite much elaboration.

*Examples:* What did you eat today? Where were you born? When did you do your homework?

A narrow question forces the responder to address the topic of the question and still allows the speaker to provide more information.

When is using a narrow question helpful?

- More information is necessary on a particular topic
- Focusing the responder
- Gaining clarification without the entire background

When is using a narrow question not helpful?

- Restricts the response
- More information is required
- Less information is required

## **Broad Questions**

Broad questions are open-ended questions that generally ask for more information. Broad questions invite the speaker to expand upon information already provided.

*Examples:* What did you think about lunch? Tell me about the town where you were born? What are your thoughts on the homework?

Even broader questions could be: “How did that impact you?” “Tell me more about that...”; “How did you meet?”

A broad question asks the responder to talk more about emotions, thoughts, and impacts without restriction to a particular topic.

When is using a broad question helpful?

- Seeking as much information as possible
- Allow the responder to identify what is important
- Doesn't restrict the response

When is using a broad question not helpful?

- Specific information is sought
- The responder talks too much
- Too broad, fails to get any helpful specific information

**Segment:** Verbal & Non-Verbal Communication

**Lesson Title:** Lesson 1: Job Interview

**Grade Band:** 6-12

**Approximate Time to Complete:**

Session 1: Class Discussion, 60 minutes

Session 2: Class Discussion/Paired Student Role Play, 60 minutes

Session 3: Mock Job interviews with Community Representatives, 30 minutes

Plus extension of variable duration.

**Objectives:** Students will be able to explain how verbal and non-verbal communication affects business interactions by;

- applying the active listening skills developed in earlier lessons to a role-play situation.
- observing non-verbal communication, and analyze how it impacts communication.
- practicing speaking and communication skills through a role-play.

**Materials/Set up:**

- Active Listening Skills handout
- Non-Verbal Communication Worksheet (one for each student)
- Non-Verbal Communication Worksheet (Educator Resource)
- [Sample Job Interview Questions](#)

**Optional Resources:**

- Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (Watch 1:07:30-1:09:38)
- Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (Watch 39:10-40:44)
- Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (Watch 6:22-8:01)

## **Overview**

In this activity students consider how both verbal and non-verbal communication impacts communication in general. Non-verbal communication is a form of speaking. Non-verbal communication has an impact in a variety of settings, particularly during a job interview. By practicing and applying these skills, students will get direct feedback on their own non-verbal communication. These activities can be coordinated with the Guidance Office in preparing students for volunteer/college/employment interviews, or with other college and career-readiness activities, such as resume drafting.

## **Instructional Plan**

### *Session 1*

1. Greet each student with a handshake as he or she enters the classroom.
2. Alternate between providing a firm handshake, smiling face and eye contact and a weak handshake negative or neutral expression and downward glance. The verbal greeting should be the same for each, a “Good morning” or “Good afternoon” in the same tone of voice.
3. Begin the class discussion by asking how each student felt about the greeting they received. Ask, “Did I do anything to create the impressions you have? Can you identify what I did to make you feel that way?”
4. Direct the discussion to specific identification of gestures (handshake), facial expressions (smile), and postures (drooping head) which convey an impression.
5. Distribute the “Non-Verbal Communication” Worksheet to all students and review the instructions on how to complete it. Review the examples provided on the sheet, and point out that the same act done in different ways or with a different expression can have a different impact. Note the example of waving someone to a chair and smiling, and waving someone to a chair and frowning.
6. Provide about 10 minutes for each student to complete the Worksheet. Alternatively, students may complete the Worksheet as a group activity.
7. As a class, review the responses provided on the Worksheet.
8. Optional, invite students to “act out” the responses they provided on the Worksheet.
9. Acknowledge that perceptions about expressions and gestures are often culturally-based. In some cultures making direct eye contact upon first meeting someone is considered impolite, for example:

Ask students to provide examples of cultural differences with which they may be familiar. Ask “How the conversation might be impacted if a party is unaware of a cultural practice?”

### *Session 2:*

1. Pair students and assign one student to the role of employer and the other to the role of job applicant. Invite the students to come up with the type of employment being sought, but encourage them to make it realistic.
2. For younger students, some possible job opportunities could be volunteer positions, such as working at the local library, acting as a junior camp counselor, or babysitting. For older students, the job opportunities could be working at a local fast food or pizza restaurant, cashier at a local retail store, or an internship with a business.
3. Provide the student playing the employer with some sample job interview questions (see Resources); encourage the students to adapt the questions to fit the employment they have selected. Provide each student with a few minutes to prepare. Conduct a mock job interview for about 10-15 minutes and debrief. Switch roles or partners, if time permits.

### *Session 3:*

1. Schedule mock job interviews with adult members of the school and community taking on the role of prospective employer. Ask students to prepare as if the interview were real, including appropriate dress, etc.

### **Extending the Lesson (variable duration)**

Optional: Film the interviews conducted in Session 2 and offer constructive feedback to students.

Alternatively, these activities can be adapted to prepare students for college interview experiences for juniors and seniors.

### **Additional Learning Opportunities**

View a series of brief video segments from the James Baker documentary to stimulate a discussion about non-verbal communication in negotiation.

1. Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (Watch 1:07:30-1:09:38). Why was James Baker concerned that he could not be present at the White House for the important discussion, when he was available by phone? What do you think is important about a person being physically present for a negotiation if you are concerned about the outcome?

2. Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (Watch 39:10-40:44). What do you think was important about President Reagan's visit to the Capitol Hill? What was communicated to the Congress in that speech? Why would a speech be more effective than a letter?
3. Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (Watch 6:22-8:01). What did James Baker's tone of voice and mannerisms indicate during the news conference?

## **Resources**

Refer to the resources prior to Session 2 of this lesson.

[How to Act at a Job Interview](#)

[Interview Do's and Don'ts, Virginia Tech Division of Student Affairs web article](#)

[Interview Tips for Teens, web video](#)

[Sample Job Interview Questions](#)

## Active Listening

Listening is a skill and is essential to good communication, but it's not always as easy as it sounds. Sometimes speakers hide their true feelings, avoid saying exactly what they mean, or reveal only pieces of a story. Active Listening focuses on the speaker and encourages open communication.

### Stay in the Moment, Be Patient.

Think about what the speaker is saying and not what you want to say next. While you're listening, put your views aside while the other person speaks. Pause before you respond if you need to collect your thoughts.



### Acknowledge the Feelings you Hear?

People speak about more than just facts and timelines, they also mention emotions. Show that you understand the speaker's feelings, such as "You're really angry about ...." or "It sounds like you were shocked he said that."

### Notice More Than Words.

What is the tone of voice? What are the facial expressions telling you? What is the body language telling you?



### Practice Empathy.

Imagine yourself in the other person's shoes. Ask questions from the other person's point of view. Ask questions to make sure you understand what is important to the other person, such as, "What was that like for you?" or "What has been the hardest thing for you?"

### Show your Interest Through Acknowledgement.



Acknowledge the speaker by making eye contact, nodding your head, or using phrases to encourage the speaker to continue, uh-huh, okay. Longer phrases such as "Tell me more about..." or "What happened then?" show you are listening and encourage the speaker to continue. Use neutral words which don't judge, blame, or draw conclusions too quickly.

### Ask Questions to Clarify and Explore.

Clear up misunderstandings before you express your views. Ask for more information if necessary. Confirm a point of view before continuing, such as "Let me make sure I understand..." Summarize what you heard, and ask if you have it right.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Non-Verbal Communication

### Instructions

Consider how people communicate without words. A few examples are provided below. Consider the various gestures, facial expressions, and postures you observe in others. Fill in the boxes below with examples both positive and negative impacts of non-verbal communication.

### Gestures

Positive	Response	Negative	Response
Waving you to a chair	Feel welcome	Waving you to a chair	Feel coerced
Hand raised to stop	Wait a minute	Hand raised to stop	Feel shut down
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

### Facial Expressions

Positive	Response	Negative	Response
Smiling	Feel Assured	Frowning	Feel distrustful
Eyes raised	Surprised	Eyes raised	Concerned
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

### Postures

Positive	Response	Negative	Response
Standing straight	Suggests confidence	Slumping	Suggests fear
Sitting upright	Engaged	Leaning back in chair	Disengaged
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

## Non-Verbal Communication: Educator's Resource

### Instructions

Consider how people communicate without words. A few examples are provided below. Consider the various gestures, facial expressions, and postures you observe in others. Fill in the boxes below with examples both positive and negative impacts of non-verbal communication.

### Gestures

Positive	Response	Negative	Response
Waving you to a chair	Feel welcome	Waving you to a chair	Feel coerced
Hand raised to stop	Wait a minute	Hand raised to stop	Feel shut down
<i>Pointing a finger</i>	<i>Showing where to go or how to find something</i>	<i>Waving a finger</i>	<i>Telling a person they should not be doing what they are doing</i>
<i>Saluting</i>	<i>Deferential and honoring someone or something</i>	<i>Saluting</i>	<i>Mocking a person for their authority.</i>

### Facial Expressions

Positive	Response	Negative	Response
Smiling	Feel Assured	Frowning	Feel distrustful
Eyes raised	Surprised	Eyes raised	Concerned
<i>Furrowed forehead</i>	<i>Thinking</i>	<i>Furrowed forehead</i>	<i>Confused</i>
<i>Wink</i>	<i>Just kidding</i>	<i>Wink</i>	<i>I like you</i>

<b>Postures</b>			
<b>Positive</b>	<b>Response</b>	<b>Negative</b>	<b>Response</b>
Standing straight	Suggests confidence	Slumping	Suggests fear
Sitting upright	Engaged	Leaning back in chair	Disengaged
<i>Arms in lap</i>	<i>Open</i>	<i>Arms folded</i>	<i>Closed-off</i>
<i>Head upright</i>	<i>Alert</i>	<i>Head in hands</i>	<i>Tired</i>

**Segment:** Problem Solving Styles

**Lesson Title:** Lesson 1: Conflict Escalator

**Grade Band:** 6-12

**Approximate Time to Complete:** 30 minutes plus 15 minute extension

**Objectives:** Students will be able to outline the progression of conflict.

**Materials/Set up:**

- Conflict Escalator Worksheet (5 copies per student)  
*Another option would be to have students to draw an escalator on five blank pieces of paper*
- Conflict Escalator: The Gulf Conflict (Educator Resource)
- Conflict Escalator Stories (Educator Resource)
- Conflict Escalator to display for the entire class (using a computer projection or as a drawing on a board).

**Resource:**

- Online Video Clip - [James Baker: The Man Who Made Washington Work: The Coalition Builder](#) (Watch 0:00-3:19)

### **Overview**

This exercise is designed to help students recognize that the incident described as the “conflict” is often the result of a longer exchange. At several points in the exchange there may have been opportunities for intervention or an alternate outcome. Students are asked to outline the progression of a conflict and identify points where an intervention or change is possible. This exercise includes a class discussion and group work.

### **Instructional Plan**

1. Introduce the term “escalate”, relating it to an escalator. Explain that when a conflict gets worse, or becomes more intense, it is said to “escalate”.
2. Draw the escalator on the board or project the Conflict Escalator for the entire class.
3. Read the first story on the Conflict Escalator Stories Worksheet aloud once. Then read it a second time and ask the class to signal you each time the conflict goes up

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another step on the escalator. Write the part of story on the step. Continue until you have reached the top of the escalator.

4. Review each step of the escalator and ask the class, "What do you think each person was feeling at this step on the escalator?" Write the responses under the escalator step (use a different color if necessary). There may be more than one feeling.
5. Return to the first conflict escalator story. At each step ask the class what options exist at this step to de-escalate the situation? Write the responses next to the escalator step (use a different color if necessary). There may be more than one option.
6. Distribute a Conflict Escalator Worksheet to each student.
7. Tell the students that they are going to hear another conflict story similar to the one that was analyzed as a class. As they listen to the story they should individually chart the escalation of the conflict on the steps of the conflict escalator.
  - a) After reading and charting the conflict escalation, tell the students to write the feelings associated with each step.
  - b) Review the steps in the conflict and the feelings as a class.
8. Distribute another blank Conflict Escalator to each student.
9. Tell the students that they are going to watch a three minute video describing the events leading up to the United States' military action in Kuwait in January 1991 and chart the various steps of the conflict on the Conflict Escalator.
10. Online Video Clip - [James Baker: The Man Who Made Washington Work: The Coalition Builder](#) (Watch 0:00-3:19). In this segment Baker must put together a coalition of different countries to try to persuade Iraq to withdraw its troops from Kuwait. First Baker must convince Russia to condemn Iraq's invasion of Kuwait, even though Russia and Iraq have always been friendly in the past. Later, Baker had to persuade the United Nations to agree to military action to remove Iraqi troops from Kuwait. Finally, Baker tries to convince Iraq to withdraw its troops voluntarily, but fails.
11. Review the Conflict Escalator as a class. (See the educator resource, Conflict Escalator: The Gulf Conflict)

## Extending the Lesson (15 minutes)

1. Distribute another Conflict Escalator Stories Worksheet.
2. Repeat the exercise as a class, individually, or in small groups, or as homework with the remaining conflict scenarios.

## Conflict Escalator Stories

### Conflict Escalator Story 1

#### A Hat Full of Trouble

Tyrone wanted a new baseball cap, but couldn't get one. Shanda came to school wearing a new Orioles hat (insert favorite team here) and Tyrone told her that it looked stupid. Shanda said, "Not as stupid as that old one you wear." Tyrone grabbed Shanda's cap and put it on his head. Shanda tried to grab it back, and it fell on the floor. Tyrone stepped on it to keep Shanda from picking it up and left a big footprint on the cap. Shanda was furious. "You jerk! You're going to buy me a new cap!" she yelled. Then she grabbed Tyrone's shirt. When he tried to get away from her, his shirt ripped. "You're going to buy me a new shirt," he yelled.

### Conflict Escalator Story 2

#### Pencil Pushing Problems

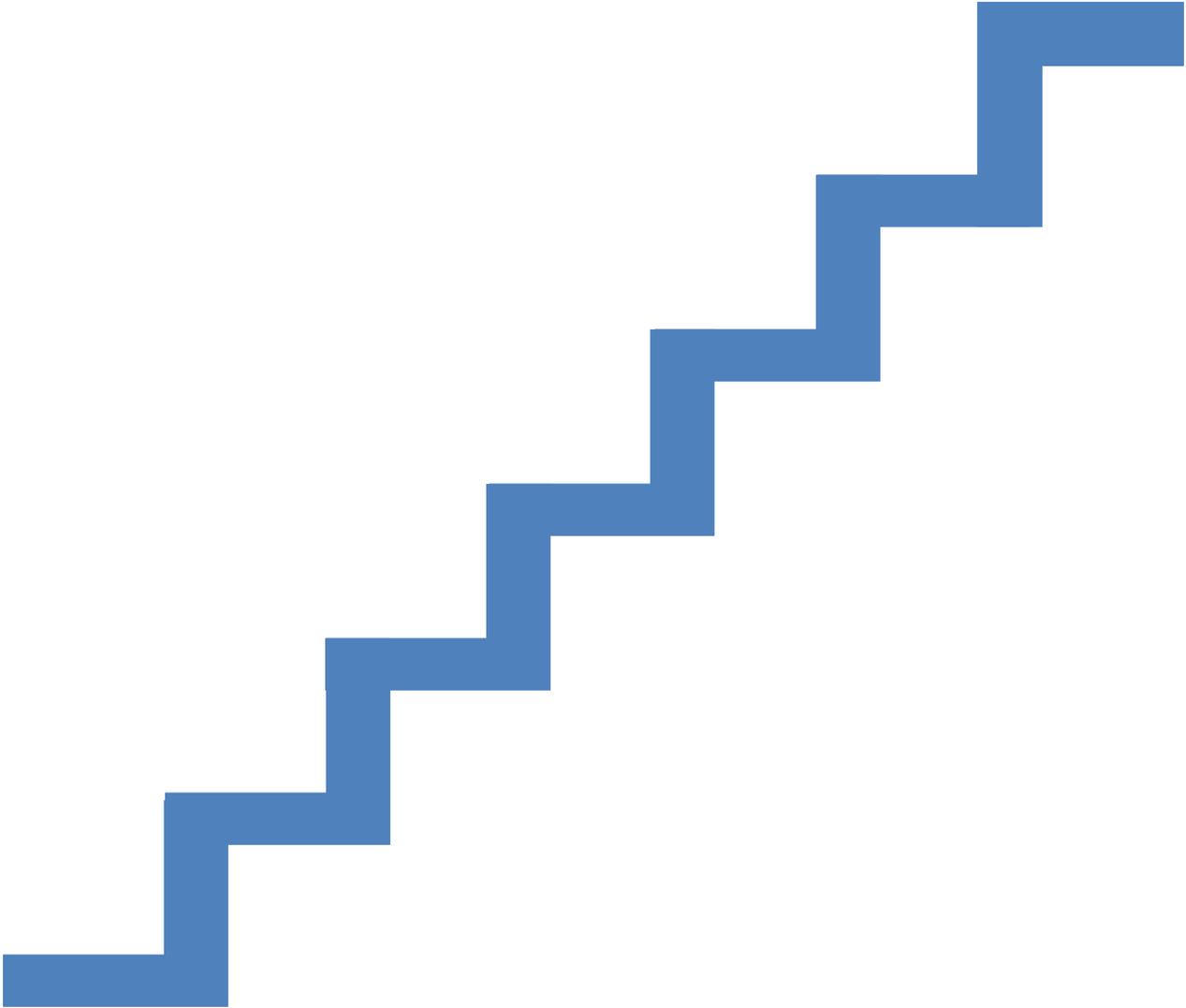
Jermaine and Janet sat at the same desk in science class. Jermaine asked Janet if he could borrow a pencil. Janet was trying to hear the teacher so she said, "Will you shut up!" This made Jermaine mad, so he pushed Janet's arm away. Janet pushed Jermaine back. Jermaine pushed Janet's books onto the floor. The teacher said, "What's going on over there?" Jermaine and Janet pointed to each other and said at the same time, "He/She started it!"

### Conflict Escalator Story 3

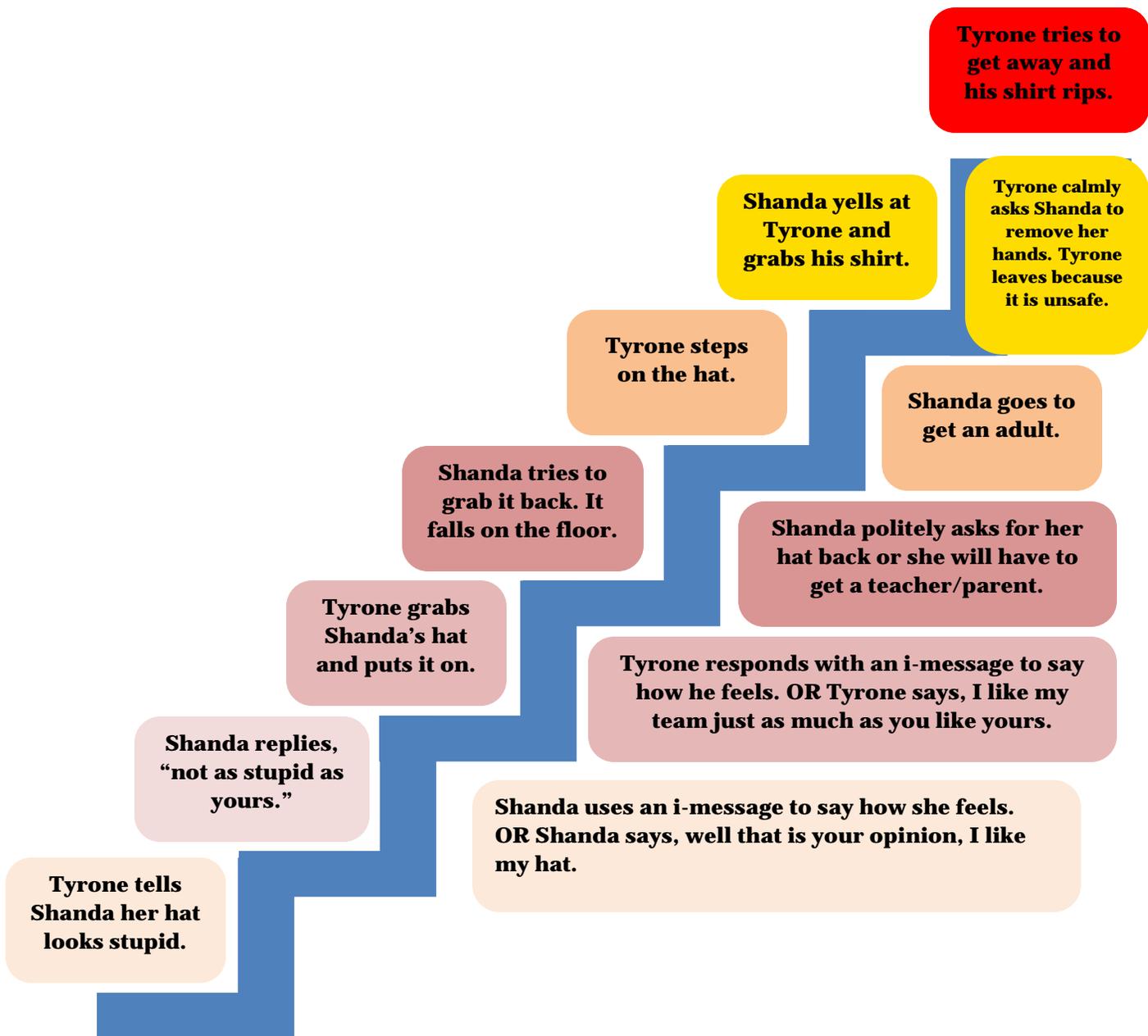
#### Brother Bothers Brother

Russell's younger brother Curtis (11) borrowed Russell's (15) bike without asking. Russell was so angry that he took Curtis' favorite model airplane and hid it. Curtis went into his room and saw that the plane was gone and got back at Russell for ripping a poster off Russell's wall. Russell threw the model airplane into the trash. Curtis took his water bottle and threw water in Russell's face. Now they are rolling on the kitchen floor fighting.

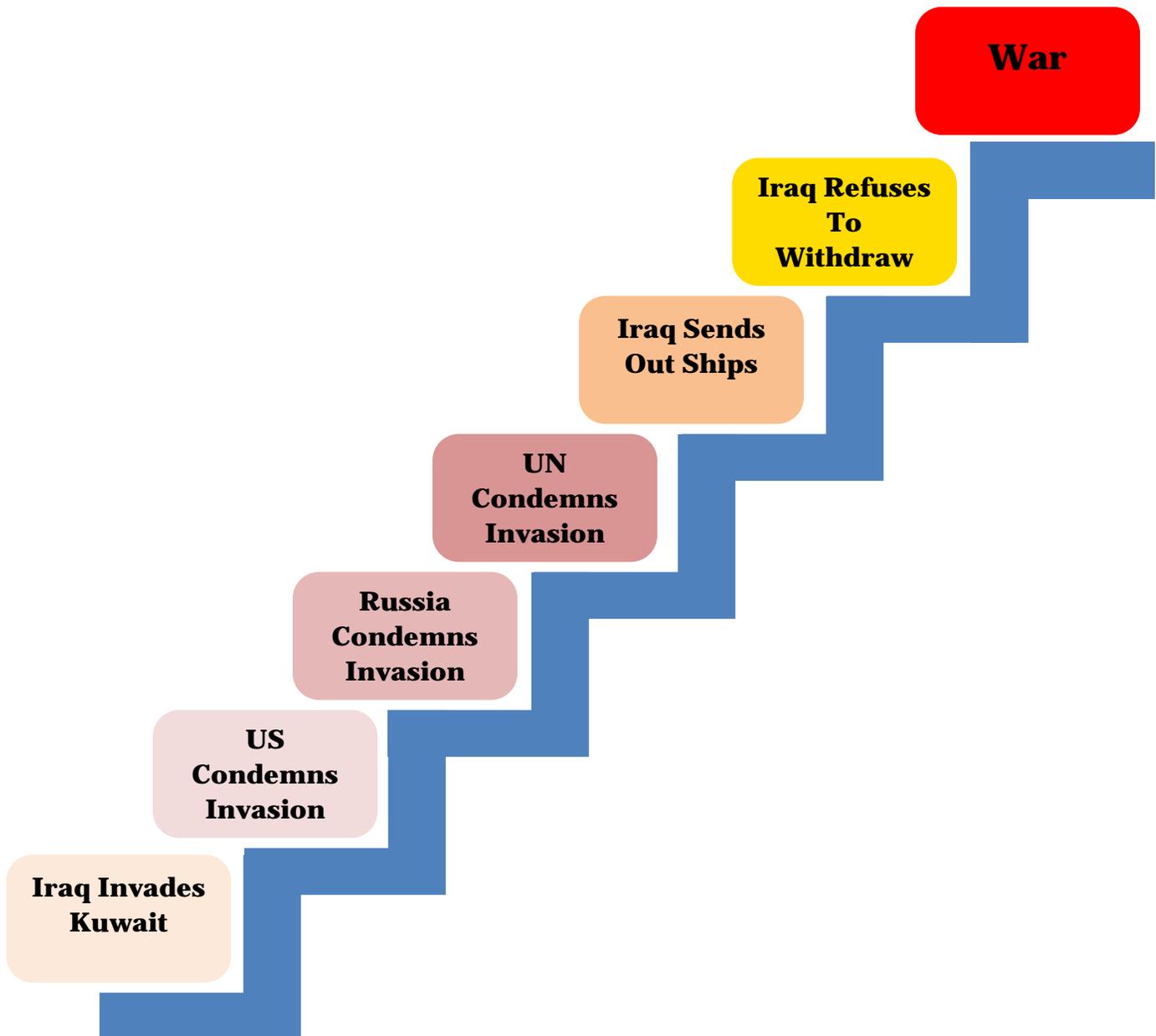
# Conflict Escalator



## Conflict Escalator/De-escalator: Scenario #1- Educator Resource



## Conflict Escalator: The Gulf Conflict- Educator Resource



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**Segment:** Problem Solving Styles

**Lesson Title:** Lesson 2: Problem Identification and Problem Solving

**Grade Band:** 6-12

**Approximate Time to Complete:** 30 minutes (plus additional time out of class for research)

**Objectives:** Students will be able to identify conflicts relevant to their lives and brainstorm possible solutions.

**Materials/Set up:**

- Problem Solving Worksheet (one for each student)

**Resources:**

- Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (Watch 21:40-26:10)

## **Overview**

Many issues impact the lives of students. This exercise is designed to help students learn to identify the issues that impact their lives and explore things that they can do about them. This can empower students to be individual advocates for change.

This exercise involves the option of in-class or out-of-class assignments and choice of individual or group work. Before beginning this exercise make the following determinations:

- a) Will this be an in-class or out-of-class assignment?
- b) Will this be an individual, paired, or group assignment?
- c) Will you limit the problem identification to something in the school or community, do you want to integrate it into a lesson (for example genetically modified organisms or endangered species for science, access to healthy foods in schools for health, police-community relations for current events, etc.)?
- d) Will you provide information on the problem or ask students to do their own research?

- e) Will the plans be presented to the class or only reviewed by the teacher?

The answers to the questions above may require adjustments to the lesson. This instructional plan below assumes in-class paired work based upon a situation identified by the students.

### **Instructional Plan**

1. As a class, brainstorm some current issues impacting the school and the students' communities. Additionally, you can introduce a problem faced by James Baker.

Here's the problem:

Baker was running George H.W. Bush's campaign for the Republican nomination for President against Ronald Reagan. Bush was about to begin campaigning in California, but was low on money and Baker doubted that he would ultimately win.

If the campaign continued, and Bush lost, he would get nothing. If the campaign stopped, Baker thought that Reagan would choose Bush as his vice presidential running-mate.

2. If you used the Baker scenario, play Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (Watch 21:40-26:10) to see Baker's solution. This segment covers Baker's unilateral decision to announce that George H.W. Bush had run out of money to campaign against Reagan. The decision ultimately led to Bush being chosen as Reagan's running mate.

After the video discuss:

What was the problem?

George Bush was behind in the polls during the presidential election and was losing money. The next state for the campaign was his opponent, Ronald Regan's home state of California. Baker knew that to continue would create more negativity between the two candidates and decrease Bush's chance to become vice-president.

What did James Baker see as the possible solutions?

Continue with the campaign and win

Continue with the campaign and lose

End the campaign and get selected to be Vice President

End the campaign and not get selected to be Vice President

What steps did he take to make sure George Bush's interests were protected?  
Unilaterally ended the campaign, citing lack of funding.  
Begin discussions with Regan's staff  
Attend the national convention

What was the final outcome?  
George Bush accepted the vice presidential nomination.

3. Divide the class into groups of two.
4. Distribute the Problem Solving Worksheet to each student.
5. Tell students, "Review the brainstorm list and select a current issue from the list."
6. Have students complete the Problem Solving Worksheet in class (or as an out-of-class assignment). Remind the students that they worked through similar questions when analyzing the James Baker video. Inform the students that they may have to do some additional research on the topic to get a better understanding of the issue and the entities involved.
7. Clarify the instructions by stating. "Choose a solution and develop a plan to implement the solution. The plan should identify people and resources necessary as well as challenges that may arise."

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **PROBLEM SOLVING WORKSHEET**

Names of Group Members \_\_\_\_\_

**Describe The Problem:** The description should be detailed enough so that other can understand it. You may need to conduct research in order to get more information on the problem. The description should include relevant information such as the people and organizations involved, the differing perspectives and values, the timeline of events, and the current status of the problem.

**List All Possible Peaceful Solutions:** Brainstorm and list as many possible solutions that you can identify. Do not eliminate a solution because you don't think it can be implemented. Include solutions that would be proposed by one of the people or organizations involved as well as solutions that would be agreeable to everyone involved.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Write The Best Problem-Solving Idea:** Explore the brainstorming list and consider the interests of all people and organizations involved. Identify the solution that you think is the best idea to the issue.

**List The Steps Needed To Make The Solution Work:** Now that you have identified the solution, explore what steps are necessary to make the solution work. Who needs to be involved? What resources (time, money, materials) will be needed? What barriers exist to its implementation? What is the order and time frame in which things need to occur?

**Segment:** Moving From Positions to Interests

**Lesson Title:** Lesson 1: Common Ground

**Grade Band:** 6-12

**Approximate Time to Complete:** 45 minutes plus 25 minute extension

**Objectives:** Students will be able to identify the idea of “common ground” in conflicts.

**Materials/Set up:**

- Common Ground Venn Diagram Worksheet (one per student)\*
- Common Ground Conflict Scenarios (one per student)
- Common Ground Conflict Scenarios (Educator’s Resource)

\*The lesson extension requires an additional copy of the Common Ground Venn Diagram per student. Alternatively, use the interactive tool – [ReadWriteThink Venn Diagram](#) instead of the Worksheet.

**Resources:**

- Online Video Clip - [James Baker: The Man Who Made Washington Work: The Diplomat](#) (Watch 0:00-7:03)

**Overview**

Reaching agreement in a dispute or in a negotiation requires one or both parties to identify areas where their interests overlap and, within a certain range, both parties can accept a solution. Determining these areas of “common ground” utilizes the skills of active listening, effective communication, and problem identification offered in earlier lessons. Students will read and discuss a dispute. The exercise includes independent work and group discussion, with an optional homework activity.

**Instructional Plan**

1. Write the words “Common Ground” where the class can see them.
2. In a large group discussion, ask, “What does it mean to have common ground?”
3. Engage in a class discussion about the meaning of the term, eliciting key points.

4. Common ground is an area where the interests and needs of two or more parties in a dispute or negotiation overlap. Potential areas of agreement exist where shared interests or shared needs overlap.

To counter-act our natural thought process in conflict and find areas of common ground, people need to begin to listen to understand instead of listening to reply or react. Refer back to Segment 4 Lesson 1: Listening and Information Gathering and Segment 5 Lesson 1: The Questioning Game. Building upon the listening and questioning skills of earlier lessons, common ground can be identified when people are truly listening and ask open ended questions to get more information.

5. Ask, "In a dispute how can we learn our areas of common ground?" Acknowledge, through discussion, that individuals in a dispute do not always state explicitly where they might agree with the other party. People in conflict are often self-absorbed. This limits the ability to truly hear the other person even if the other person has the same needs and interests. Information provided by the other person is discredited, simply because the idea came from the other person (reactionary devaluation).
6. Distribute one copy of the "Common Ground Venn Diagram" graphic organizer to each student.
7. Divide the class into groups of 3-4 students. Inform the class that each group will be assigned a story to read that describes a conflict between two people.
8. Distribute the Common Ground Conflict Stories to each student. Assign half of the groups the story of Bob and Ray and the other half of the groups the story of Dorothy and Samir.
9. Ask students to label the circles on the Common Ground Venn Diagram with the names from their story (The group with Bob and Ray will label one circle "Bob" and the other circle "Ray". The groups with Dorothy and Samir will label one circle with "Dorothy" and the other circle with "Samir")
10. Ask students read their assigned story they should record what is important to each of the individuals (Bob/Ray or Dorothy/Samir) in the appropriate circles. If there is something important to both of them, that idea should be written in the overlapping area.
11. Provide a about 8-10minutes for the groups to complete their Common Ground Venn Diagram.

12. Addressing each story separately, read the story aloud and review the answers provided by the class. Offer the following questions to prompt the discussion, as necessary:
- a) “What things are important to both people? What will happen if they can’t resolve their conflict? How important do you think it is to each of them to be on the team (or to complete the project)?”
  - b) Engage in a brainstorm for possible solutions for the parties in one of the common ground scenarios. Challenge the class come up with at least 10 different strategies for how they could work together.
13. Play the online clip to show James Baker’s efforts during the Bush administration to obtain peaceful resolutions to the reunification of Germany. Online Video Clip - [James Baker: The Man Who Made Washington Work: The Diplomat](#) (Watch 0:00-7:03). Note how the same approach to finding common ground applies to countries, as to people.

## Common Ground Conflict Stories

### Bob and Ray

Bob and Ray have lived in the same neighborhood for several years, but they don't get along. In school and in the neighborhood they have been rivals, especially when it comes to sports. They would often get into shouting matches, and sometimes shoving matches, just to "show each other up" in pick-up games around the neighborhood and at school. The truth is, they are both pretty good athletes and they each love sports. Through middle school they had never been on the same teams before, but now they are both on the high school soccer team. They do not work well together, on or off the field, and it is affecting the team. The coach has told them that if they don't get things straight between the two of them, they are both off the team.

### Dorothy and Samir

Dorothy and Samir are lab partners in chemistry class. They have been classmates for a few years, but would not describe themselves as friends (they don't hang out outside of chemistry). The teacher has assigned lab work that involves two days of in-class lab work and about one hour of outside of class work. Dorothy and Samir both participated equally on the assignment during class. For two days Dorothy has tried to set up a time to complete the remaining outside of class work on the assignment. Dorothy has texted Samir, called, and tried to talk during school. Samir has not responded. Frustrated, Dorothy posts on Instagram a photo of herself and her desk and an empty chair, "Just sitting around because my lazy lab partner will not show up to finish the assignment."

## Common Ground Conflict Stories: Educator's Resource

### Bob and Ray

Bob and Ray have lived in the same neighborhood for several years, but they don't get along. In school and in the neighborhood they have been rivals, especially when it comes to sports. They would often get into shouting matches, and sometimes shoving matches, just to "show each other up" in pick-up games around the neighborhood and at school. The truth is, they are both pretty good athletes and they each love sports. Through middle school they had never been on the same teams before, but now they are both on the high school soccer team. They do not work well together, on or off the field, and it is affecting the team. The coach has told them that if they don't get things straight between the two of them, they are both off the team.

Bob: play better than Ray

Ray: play better than Bob

Both: love sports, not get in trouble, coach happy with them, play in the games, stay on the team

### Dorothy and Samir

Dorothy and Samir are lab partners in chemistry class. They have been classmates for a few years, but would not describe themselves as friends (they don't hang out outside of chemistry). The teacher has assigned lab work that involves two days of in-class lab work and about one hour of outside of class work. Dorothy and Samir both participated equally on the assignment during class. For two days Dorothy has tried to set up a time to complete the remaining outside of class work on the assignment. Dorothy has texted Samir, called, and tried to talk during school. Samir has not responded. Frustrated, Dorothy posts on Instagram a photo of herself and her desk and an empty chair, "Just sitting around because my lazy lab partner will not show up to finish the assignment."

Dorothy: getting Samir to respond to her

Samir: reputation

Both: completing the assignment, getting a good grade, being able to work together again

Name \_\_\_\_\_

Date \_\_\_\_\_

## CONFLICT ANALYSIS WORKSHEET

### Instructions

Find an article (on the internet, in a newspaper, or magazine), photograph, or cartoon which describes or depicts a conflict. Use the article, photograph, or cartoon to answer the questions below. If obtained from a source other than the internet, then copy or print the article, photograph, or cartoon and attach it to this Worksheet. If obtained from the internet, then include the URL below.

### What Is The Conflict About?

### What Type Of Conflict Is It? (check one)

- |   |  |
|---|--|
| <input type="checkbox"/> Intrapersonal: conflict within an individual         | <input type="checkbox"/> Interpersonal: conflict between two or more individuals |
| <input type="checkbox"/> Intergroup: conflict between organizations or groups | <input type="checkbox"/> International: conflict between nations or countries    |

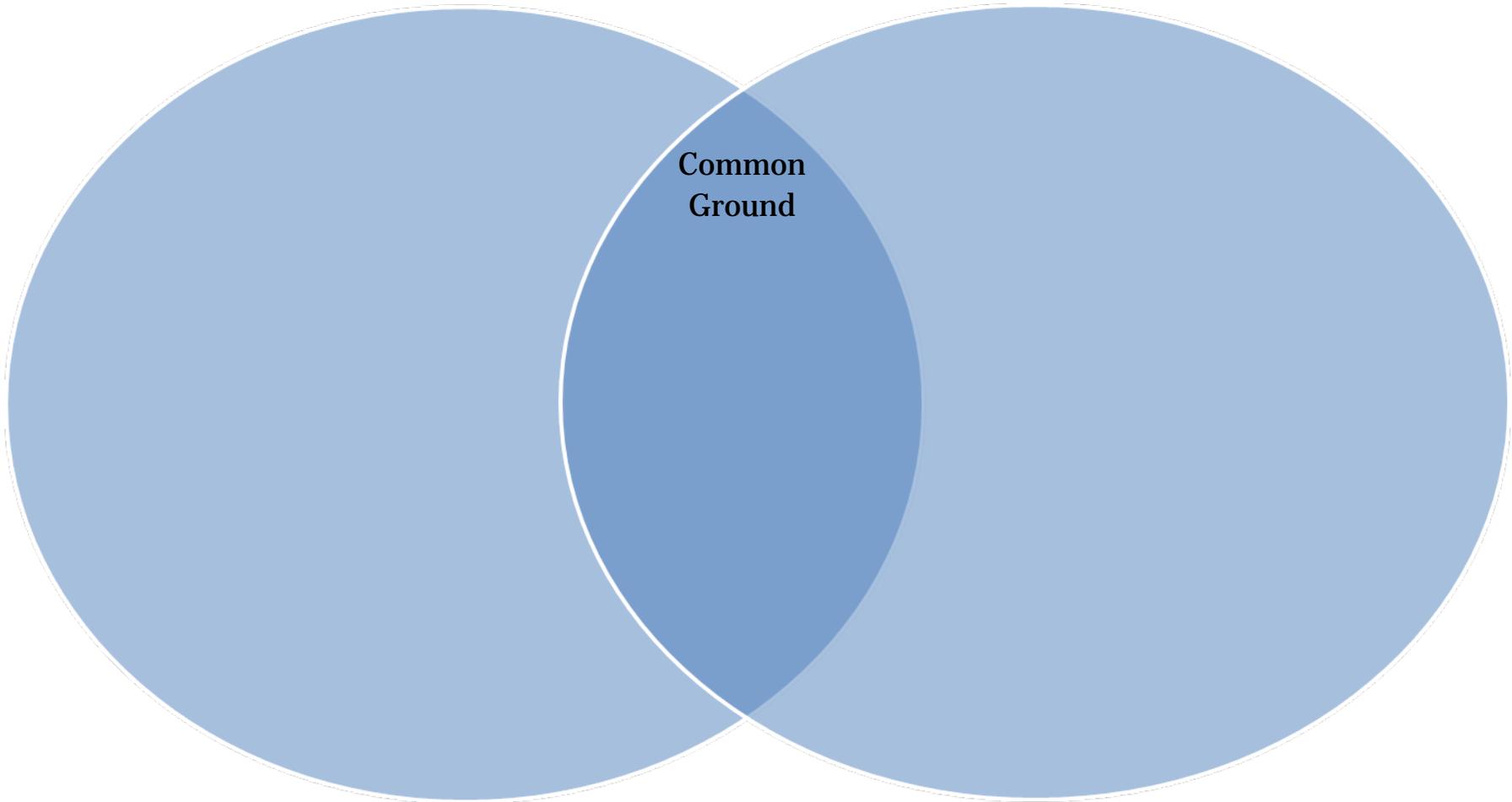
### Who Is Involved In This Conflict?

### What Does Each Of The Parties In The Conflict Want?

### What Do You Think Will Happen?

Name \_\_\_\_\_

Date \_\_\_\_\_

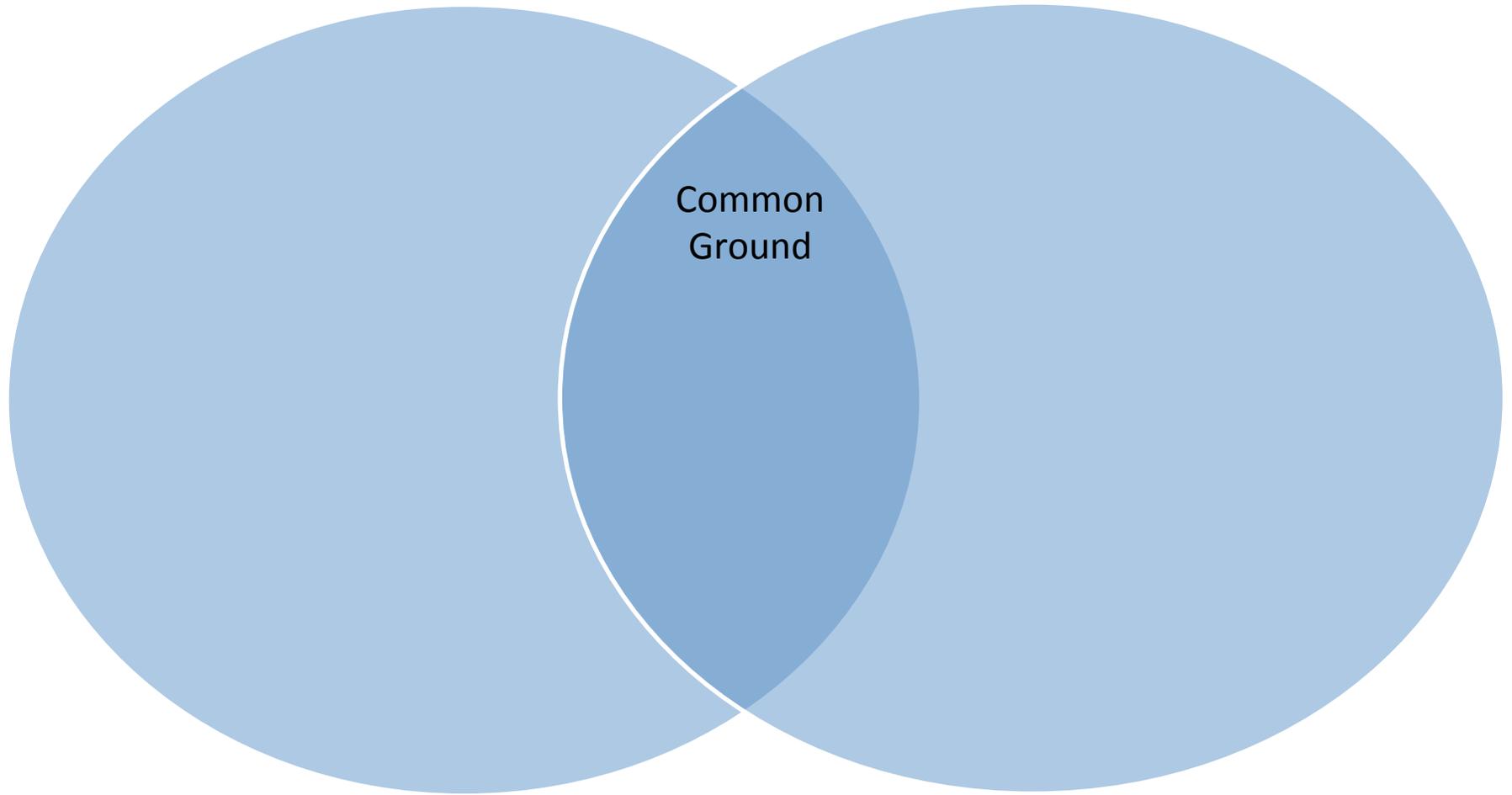


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Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Common Ground Venn Diagram



**Segment:** Negotiation Strategy v. Style

**Lesson Title:** Lesson 1: I-Messages

**Grade Band:** 6-12

**Approximate Time to Complete:** 35 minutes

**Objectives:** Students will be able to use statements that begin with the word “I” to convey information and feelings in an assertive, respectful manner.

**Materials/Set up:**

- Communication I-Way Worksheet (one per student)
- Preparing I-Messages Worksheet (one per student)

**Resources:**

- Online Video Clip - [James Baker: The Man Who Made Washington Work: The Peacemaker](#) (Watch 1:36-2:32)

## Overview

“I” messages are cited as an effective conflict management tool. Often introduced in elementary school, the I-message may feel stilted or disingenuous for older students. Adjusting and reinforcing I-statements for older students encourages them to communicate how they are individually impacted by a situation and is a form of assertive communication. This lesson includes class discussion and paired exercises.

## Instructional Plan

1. Introduce traditional I-message formula: I feel \_\_\_\_\_, when you \_\_\_\_\_ and I want you to \_\_\_\_\_.

Note: This formula actually contains two “you” messages that can put the receiver of the statement on the defensive. The formula also encourages students to adopt a positional problem solving technique by using a phrase that begins with “I want.” Positional problem solving occurs when a speaker states a position by saying “I want,” instead of using a statement that reflects **why** the individual wants something.

Explain that the goals of I-messages include: (To provide a visual for the students, these goals are also provided at the top of the Communication I-Way Worksheet).

- a) To avoid using a “you” statement that will escalate the conflict
  - b) To respond in a way that will de-escalate the conflict
  - c) To identify feelings
  - d) To identify behaviors that are causing the conflict
  - e) To help individuals resolve the present conflict and/or prevent future conflict
  - f) To explain the impact of behaviors on others
2. State, “I statements express the sender’s feelings, identify the unwanted behavior, and indicate a willingness to resolve the dispute without using “you” statements or engaging in positional problem solving. How can a speaker use a statement that begins with “I” without using positional “you” statements?”
  3. Play Online Video Clip - [James Baker: The Man Who Made Washington Work: The Peacemaker](#) (Watch 1:36-2:32) In this clip Baker is having trouble negotiating with President Assad, because Assad keeps going back on his promises. After watching the video ask students what Baker said and what strategy he used to change the conversation with Assad. Baker challenges Assad by saying, “Well, then there is not much point in my being here”. This is a sophisticated use of an I-message (even though Baker never actually says “I”): Baker conveys his complaint without accusing Assad of going back on his word. Ask : “ How would Baker’s complaint have sounded as a “you” statement (“You keep going back on your word” “You keep welshing on your promises”)?. Ask: “Do you think Assad would have been more upset by a “you” message?”
  4. Explain how it is harder to negotiate (when two or more people try to allocate resources or make a decision toward an agreed upon outcome) and get what you want when someone else is angry at you or confused by your statement. I-messages give important information about ourselves quickly, clearly, and in a way that encourages the other person to work with us to find a solution.
  5. Distribute the Preparing I-Messages Worksheet and read it over with students.
  6. Distribute the Communication I-Way Worksheet.
  7. Go over situations 1 and 2 on the Communication I-Way Worksheet. (See the Communication I Way Educator Resource for suggested solutions to situations 3-

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- 5). Ask the students to work in pairs to complete situations 3-5 on the Communication I-Way Worksheet.
8. As students report out their responses, discuss adjustments or make corrections as necessary.
9. Ask, “How do I-statements relate to effective negotiation? Think back to the James Baker example. How does the use of an “I-statement” versus a “you-statement” impact finding an agreement?” In negotiation, both parties usually have an idea of what they want, or want to happen. An “I-statement” allows a party to express emotions and personal views without putting the other party on the defensive. When parties are on the defensive, they tend to stop communicating, repeat their position, or use language which attacks the other party. These defensive communication techniques are more likely to prevent the parties from reaching an agreement.
10. Depending on the responses, share: “In general “I-statements” help de-escalate conflict because they provide information from a personal perspective rather than a “you-statement’ which is perceived as a statement/attack on someone else.”
11. A strategic negotiator can use both “I-statements” and “you-statements” to emphasize points, de-escalate a situation, and identify common ground.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Communication I-Way

**Below are several conflict situations. Please construct an I-statement for each situation.**

Goals of I-messages include:

- To avoid using a “you” statement that will escalate the conflict
- To respond in a way that will de-escalate the conflict
- To identify feelings
- To identify behaviors that are causing the conflict
- To help individuals resolve the present conflict and/or prevent future conflict
- To explain the impact of behaviors on others

Remember the following guides when making an I-statement:

- No “you” statements
- Use the word “I”
- State how you feel
- State the specific behavior you don’t like
- State your willingness to cooperatively resolve the problem

### Situations

**Situation 1:** Chloe is yelling at J’Nai because J’Nai changed the channel on the television from MTV to EPSN. Chloe is calling J’Nai names and telling her to turn it back or else Chloe will pound her.

J’Nai says to Chloe:

**Situation 2:** Monica heard from a friend that her friend Angela was trying to steal Monica’s boyfriend.

Monica says to Angela:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Situation 3:** Monroe is two minutes late for class for third time in two weeks and the teacher does not appreciate his lateness.

The teacher says to Monroe:

**Situation 4:** Pepe received the highest grade on the test. Naomi grabbed Pepe's test off his desk to look at his grade then announced it to the class.

Pepe says to Naomi:

**Situation 5:** Jerome is walking to his locker when an older student bumps into him and then begins yelling at Jerome for being stupid and clumsy.

Jerome says to the older student:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Preparing I-Messages

When we talk about difficult situations, those about which we have strong feelings, we need to be careful about how we say things. We don't want to make the situation worse by angering or confusing the other person. In fact, it is harder to negotiate and get what you want when someone else is angry at you or confused by your statement. We need to be able to give important information about ourselves quickly, clearly, and in a way that encourages the other person to work with us to find a solution.

### Some Suggestions For I-Messages

- ✓ **Talk about yourself, about what you feel, need, want, and think.**  
"I have a problem, I feel angry. I need more clarity from you about when you will be home from band practice. It is important to me to be able to plan the rest of my day."
- ✓ **Begin your statements with "I," rather than with "You."**  
"I feel scared when you don't respond to my texts." is more likely to be heard than, "You don't care what I think. You purposefully avoid responding to my text because you know it worries me!"
- ✓ **Use neutral language, and be as specific as possible.**  
"I can never count on you" is vague and accusatory, but "I got angry when you forgot to pick me up yesterday" provides specific information about how someone's actions made you feel.
- ✓ **Do not call names, blame, characterize, or judge.**  
"You are so stupid, People like you never remember to write down assignment deadlines. You'll never improve your organization habits." These statements only anger the other person.
- ✓ **State your positive intentions to resolve the conflict.**  
"This difficulty between us really concerns me. I think if we sit down and talk, we can make things better. I'm willing to spend the time necessary to improve the situation."
- ✓ **Tell the other person that you want to listen to his or her viewpoint.**  
"I realize we may see this problem in a different way. Your point of view is important to me. I will make time to listen to everything you have to say about this problem."

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Communication I-Way

### Educator Resource

**Below are several conflict situations. Please construct an I-statement for each situation.**

Goals of I-messages include:

- To avoid using a “you” statement that will escalate the conflict
- To respond in a way that will de-escalate the conflict
- To identify feelings
- To identify behaviors that are causing the conflict
- To help individuals resolve the present conflict and/or prevent future conflict
- To explain the impact of behaviors on others

Remember the following guides when making an I-statement:

- No “you” statements
- Use the word “I”
- State how you feel
- State the specific behavior you don’t like
- State your willingness to cooperatively resolve the problem

### Situations

**Situation 1:** Chloe is yelling at J’Nai because J’Nai changed the channel on the television from MTV to EPSN. Chloe is calling J’Nai names and telling her to turn it back or else Chloe will pound her.

J’Nai says to Chloe:

**Traditional I-message:** “I feel angry when you call me names and yell at me and I want you to stop it.”

**New I-message:** “Hey, Chloe, chill. I’m starting to get angry. I don’t like it when people call me names and threaten me. I didn’t know that changing the channel was such a big deal. Can we work this out like friends?”

**Situation 2:** Monica heard from a friend that her friend Angela was trying to steal Monica’s boyfriend.

Monica says to Angela:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Traditional I-message:** “I feel angry when you try to take my boyfriend and I want you to leave him alone.”

**New I-message:** “I feel awkward because I heard a rumor about my boyfriend. Will you help me get to the bottom of this?”

Situation 3: Monroe is two minutes late for class for third time in two weeks and the teacher does not appreciate his lateness.

The teacher says to Monroe:

**Traditional I-message:** “I feel aggravated when you come to my class late and I want you to be on time from now on.”

**New I-message:** “Monroe, I am glad to see you in class today. When a student enters class late it is disruptive to me and the other students. Let’s talk after class and work out a solution.”

Situation 4: Pepe received the highest grade on the test. Naomi grabbed Pepe’s test off his desk to look at his grade then announced it to the class.

Pepe says to Naomi:

**Traditional I-message:** “I was embarrassed when you grabbed my test and told the whole class my score.”

**New I-message:** “It was embarrassing to me when my grade was announced to the entire class. I prefer to keep information about my grades private. If you want to see my test would just ask me next time.”

Situation 5: Jerome is walking to his locker when an older student bumps into him and then begins yelling at Jerome for being stupid and clumsy.

Jerome says to the older student:

**Traditional I-message:** “I feel disrespected when you bump into me and yell at me and I want you to stop.”

**New I-message:** “Let’s calm down. I am starting to feel disrespected by these names over what may have been an accident.”

**Segment:** Negotiation Strategy v. Style

**Lesson Title:** Lesson 2: Assertive Communication

**Grade Band:** 6-12

**Approximate Time to Complete:** 30 minutes plus 25 minute extension

**Objectives:** Students will be able to define and practice assertiveness.

**Materials/Set up:**

- What is Assertiveness? handout (one per student)
- Assertiveness and Respect Worksheet (one per student)
- Assertiveness and Respect Educator Resource (one copy)
- Tough to Refuse Worksheet (one per student) for the lesson extension
- Tough to Refuse Educator Resource (one copy)

**Resource:**

- Online Video Clip - [James Baker: The Man Who Made Washington Work: The Peacemaker](#) (Watch 1:36-2:45)

**Overview**

Being assertive requires practice. When you are assertive, you are standing up for yourself. You aren't attacking anyone and you aren't letting yourself get hurt. Through various situations, students will practice assertive responses.

**Instructional Plan**

1. Define assertiveness, "Being assertive is acting in your own best interest and standing up for yourself in a direct, honest, and appropriate manner. You consider your own rights and the rights of others. When you are assertive you are not aggressive and you are not passive."
2. Explain, "I messages are a common assertive technique". Give examples of "I" messages instead of "You" messages:
  - a) **You** did not explain that very well. v. **I** didn't understand the explanation.
  - b) **You** need to speak up. v. **I** had difficulty hearing the instructions.
  - c) **You** never share your toys. v. **I** would like a chance to play with your toys as well.

- d) **You** always interrupt me. v. **I** would appreciate being able to finish my sentence before you begin talking.
3. Distribute and review the What is Assertiveness? Handout. After each of the three scenarios ask students, “How would you react if you were the secretary?”
  4. Distribute the Assertiveness and Respect handout. Read over the handout and work through the scenarios as a class. Engage in an all-class discussion of some of the questions at the bottom of the handout.
  5. Play Online Video Clip - [James Baker: The Man Who Made Washington Work: The Peacemaker](#) (Watch 1:36-2:45). This segment shows Baker successfully using an I-message and non-verbal communication to be assertive towards President Assad. Baker’s assertiveness works and Assad backs down. As students watch the video ask them to pay attention to the language James Baker uses to communicate his position.  
After the video lead a discussion using the following questions as prompts where necessary:  
“What might have happened if Baker had not been assertive and threatened to leave?”  
“What might have happened if Baker had been *aggressive* and challenged Assad with a “you” message?”  
“Would Baker’s I-message have worked if he had not behaved assertively (by closing his folder)?”

### **Extending the Lesson (25 minutes)**

1. Distribute the Tough to Refuse Worksheet.
2. Break students up into pairs. Tell students they will have 10 minutes to work in pairs to complete the Worksheet.
3. Review the answers as a class, discussing alternative responses as necessary.
4. Discuss the self-assessment questions at the bottom.
5. Ask, “Do you think it will be easy or hard to communicate in a more assertive way, why or why not?”

## Assertiveness and Respect

People sometimes have problems with assertiveness because they think only about what they want. They forget that respect, considering others' needs as well, is the key to effective assertive behavior.

Assertiveness = Respecting Yourself + Respecting Others

Aggressiveness = Considering Only Yourself + Not Respecting Others

Non-assertiveness = Considering Others + Not Respecting Yourself

### Situation

Pam is angry because her friend Michael didn't meet her at the bowling alley at the time he had said.

She may respond in several ways. Write one type of behavior on each line. Below that, put the names of the people being respected.

She could call Michael, saying she's angry and that he should never again stand her up without calling. She'd then hang up the phone even if Michael asks her to listen to his explanation.

Type: \_\_\_\_\_ Persons Respected \_\_\_\_\_

When she saw Michael she could say she was angry and disappointed because she didn't like bowling by herself. She could ask why he didn't come or call, listen carefully, and ask him to please call in the future.

Type: \_\_\_\_\_ Persons Respected \_\_\_\_\_

She could think to herself that he probably just forgot and decide not to say anything. She would then probably hope he'd call again, or she'd feel angry but not say anything.

Type: \_\_\_\_\_ Persons Respected \_\_\_\_\_

### Discussion

How would Pam feel in each situation?

What would Michael be thinking and feeling?

How would you be able to find out if Michael didn't show up because his little sister got hurt and he had to stay with her or if Michael didn't show because another friend asked him to the movies?

Which style is most respectful?

Which style is most effective?

## What Is Assertiveness?

We define assertiveness by looking at these examples of students asking the school secretary for a registration form for the chess team.

### Assertive

Regina walks up to the counter looking directly at the secretary. She smiles and waits for her to look up from her work. Using a pleasant tone of voice, she leans forward and says, "I'd like a form for the chess team, please."

Regina is behaving in an assertive manner. She asks for what she wants in a direct, pleasant way. She also shows respect for the other person by waiting for her attention and behaving politely.

### Non-Assertive

Joe walks slowly and hesitantly to the counter, looking down. He stands and waits for the secretary to notice him. When she does, he speaks in a whisper and says, "You don't have any more forms for the team, do you?"

Joe is behaving in a non-assertive manner. He doesn't feel important enough to ask for what he wants. He depends on the other person to give him what he wants.

### Aggressive

Shawn storms to the counter, looking in all directions. He calls for the secretary's attention even though he can see the secretary is on the telephone. He leans on the counter and says, "G'mme one of those registration forms."

Shawn is behaving in an aggressive manner. He's considering only his wants and needs and tries to ask very important. He uses his power to try to make the other person do what he wants.

Name \_\_\_\_\_

Date \_\_\_\_\_

## **Tough To Refuse**

How would you respond to the following requests? How would you refuse while being respectful, without causing hurt or angry feelings? Use I-statements when possible.

### **Scenarios**

1. One of your best friends told you something very personal and asked you not to tell anybody. Now a second friend is bugging you to tell what you know. How can you refuse?
2. Your friend wants to borrow your sweater. This friend has leant you clothes many times. But the sweater is brand new. You haven't even worn it yet. How can you refuse?
3. Two of your friends found out your parents will be away next weekend. They want you to throw a party at your house. You know your house would probably be trashed and you'd get in a lot of trouble. How can you say no?
4. Your friend asks to copy off of you during the next math quiz. She really needs a good grade to pass the course. But you don't want to cheat. How can you say no and preserve the friendship?
5. Just when your shift at work is ending, your boss asks you to stay longer. You already made plans for the evening. How can you refuse without jeopardizing your job?

### **Self-Assessment**

In what situations would you be most comfortable saying no? Least comfortable?

What underlying conflicts and complications do you see?

Does it matter who is asking the favor?

## Assertiveness and Respect: Educator Resource

People sometimes have problems with assertiveness because they think only about what they want. They forget that respect, considering others' needs as well, is the key to effective assertive behavior.

Assertiveness = Respecting Yourself + Respecting Others

Aggressiveness = Considering Only Yourself + Not Respecting Others

Non-assertiveness = Considering Others + Not Respecting Yourself

### Situation

Pam is angry because her friend Michael didn't meet her at the bowling alley at the time he had said.

She may respond in several ways. Write one type of behavior on each line. Below that, put the names of the people being respected.

She could call Michael, saying she's angry and that he should never again stand her up without calling. She'd then hang up the phone even if Michael asks her to listen to his explanation.

Type: Aggressive \_\_\_\_\_ Persons Respected Pam\_\_\_\_\_

When she saw Michael she could say she was angry and disappointed because she didn't like bowling by herself. She could ask why he didn't come or call, listen carefully, and ask him to please call in the future.

Type: Assertive \_\_\_\_\_ Persons Respected Pam and Michael

She could think to herself that he probably just forgot and decide not to say anything. She would then probably hope he'd call again, or she'd feel angry but not say anything.

Type: Non-assertive \_\_\_\_\_ Persons Respected Michael\_\_\_\_\_

### Discussion

How would Pam feel in each situation?

What would Michael be thinking and feeling?

How would you be able to find out if Michael didn't show up because his little sister got hurt and he had to stay with her or if Michael didn't show because another friend asked him to the movies?

Which style is most respectful?

Which style is most effective?

## Tough To Refuse- Educator Resource

How would you respond to the following requests? How would you refuse while being respectful, without causing hurt or angry feelings? Use I-statement when possible.

### Scenarios

1. One of your best friends told you something very personal and asked you not to tell anybody. Now a second friend is bugging you to tell what you know. How can you refuse?

*It is important for me to keep the trust of people. I learned this information in confidence and I am not comfortable sharing with you. I would not want you sharing something that I told you to someone else. I hope you understand and know that I would do the same thing for you.*

2. Your friend wants to borrow your sweater. This friend has leant you clothes many times. But the sweater is brand new. You haven't even worn it yet. How can you refuse?

*This is a brand new sweater. I appreciate that you have leant me clothes in the past, but I have not even worn the sweater yet. Let me know if there is anything else that I have that you would like to borrow.*

3. Two of your friends found out your parents will be away next weekend. They want you to throw a party at your house. You know your house would probably be trashed and you'd get in a lot of trouble. How can you say no?

*Getting together sounds like it would be a lot of fun. I am not comfortable having all of those people over my house without my parents at home and know that I will get into a lot of trouble and my house will likely get trashed. We have been friends for a while so you know how my parents are. What other things do you think we could do next weekend that don't involve a party at my house.*

4. Your friend asks to copy off of you during the next math quiz. She really needs a good grade to pass the course. But you don't want to cheat. How can you say no and preserve the friendship?

*I know you need a good grade to pass this course. I am willing to work with you to study and prepare. I am not willing to help you cheat which is against the rules and will get me in trouble as well.*

5. Just when your shift at work is ending, your boss asks you to stay longer. You already made plans for the evening. How can you refuse without jeopardizing your job?

*Your last minute request puts me in a tough position. If I did not already have plans for the evening I would be able to stay and work later. If you can give me some advance notice next time, I can plan around your needs.*

### **Self-Assessment**

In what situations would you be most comfortable saying no? Least comfortable?  
What underlying conflicts and complications do you see?  
Does it matter who is asking the favor?

**Segment:** Integrative v. Distributive Bargaining

**Lesson Title:** Lesson 1: I Win!

**Grade Band:** 6-12

**Approximate Time to Complete:** 30 minutes plus extension of variable duration

**Objectives:** Students will be able to identify “distributive bargaining” where there is a clear winner in a negotiation.

**Materials/Set up:**

- 11 dimes per pair of students
- Monopoly set (for additional learning activity)

**Resource:**

- Online Video Clip - [James Baker: The Man Who Made Washington Work: Political Tactician: 2000 Presidential Election](#) (Watch 0:33-4:55)

## Overview

In this activity students experience the concept of distributive bargaining, where there is a clear winner in the negotiation. Students are paired and engage in a brief, competitive negotiation. Because the only interest is monetary, and the stated goal is to “win” the negotiation has limited parameters. In each pair there will be a clear “winner” and a clear “loser.” It is important to keep this activity light-hearted and fun.

## Instructional Plan

1. Ask students if they remember the definition of negotiation from earlier lessons. (A negotiation is two or more people trying to allocate resources or make a decision toward an agreed upon outcome.) Ask students, “What do you negotiate about in your daily lives?”
2. Receive a few answers which will likely include: chores, where to go to dinner, what to watch on TV, when to drive the car, etc.

3. Ask students, “What skills or techniques do you use when you negotiate?” Receive a few responses. Provide some of the following answers if they are not provided by the students: arguing or explaining your case, listening, finding common ground, asserting your viewpoints, respecting other viewpoints.
4. Tell students, “You will get an opportunity to do some of your own negotiation.”
5. Pair the students and provide each pair with 11 dimes.
6. Tell the students that the 11 dimes need to be divided among the two people. The students must divide all of the dimes between them both. In other words, you cannot each take 5 and give the 11<sup>th</sup> to someone else. In the end all of the dimes must be distributed. Note: Teachers should resist providing any additional guidance about how the students “should” negotiate and allow the students to experience the discomfort of having a narrow definition of winning and a limited resource. The behaviors described in the discussion above will likely emerge: students will make up arguments as to why they “need” the dimes, some will listen, some will argue, some may just grab the dimes, some will give up quickly, and some may ignore the directions and seek or promise additional value.
7. Provide about 2 minutes for the negotiation.
8. Poll each pair for their results. Ask, “Who won? How many dimes did they win?”
9. Ask the “winners” what they said or did in the negotiation. Did they have a strategy?
10. Ask the “losers” what they said or did in the negotiation. Why did they give up more dimes?
11. Explain, “This type of negotiation is a distributive negotiation where two or more interests compete for a fixed resource, such as money. In distributive negotiations there is a win-lose outcome, in order for one person to gain something someone else has to lose something.”
12. Some of the students in the role play may have introduced other elements into the negotiation in order to get their partner to give up a dime—such as, “I’ll do X for you if you give me another dime”, or “I’ll buy X with the dimes and share it with you.” Strictly speaking, those negotiations went outside the parameters of the instructions because those promises added something of value in the negotiation. Acknowledge that this is one strategy in distributive bargaining because these are usually difficult negotiations.

Teacher note: Introduce the concept of “distributive bargaining” in a negotiation. Distributive bargaining is when two or more interests compete for a fixed resource, such as money. It may also be called zero-sum bargaining, or a win-lose negotiation. This negotiation involved distributive bargaining because there was a limited number of dimes, two people, and the only objective (the only interest or need) was to get more dimes.

13. Ask the following questions, “Those of you that ended with a fewer number of dimes, how do you feel? Those of you with the larger sum of dimes, how do you feel? Would you feel any differently if the exercise involved 11, \$100 bills?”
14. Introduce the idea of objective criteria as a method of reaching agreement over a fixed resource. Ask, “Did any group handle the 11<sup>th</sup> dime in a way which felt fair to both parties?” Teacher note: When one person gets 5 dimes and the other gets 6 dimes, the person with 5 dimes feels as if he or she lost. One way to minimize the feeling of loss is to insert objective criteria. This helps the outcome feel “fair” because the *process* used was a fair one, even though the outcome might not be equal. For example, giving each person 5 dimes and then flipping a coin to see who gets the last dime is an example of objective criteria because the final decision was left to an outside source: the randomness of a coin flip. Other examples of objective criteria in a negotiation may be: finding an agreeable way to “split the difference” (here, making arrangements to get two nickels) deciding who gets the dime by playing “rock, paper, scissors” (a popular choice for many young people, but not completely objective, as there is some small element of skill), or agreeing to follow a set of standards or rules in reaching a decision. In sports, for example, there are rules established in advance for deciding win/lose situations, *e.g.* when runner and the catcher reach home plate at the same time, the tie goes to the runner.
15. Play Online Video Clip - [James Baker: The Man Who Made Washington Work: Political Tactician: 2000 Presidential Election](#) (Watch 0:33-4:55). This segment is about the disputed 2000 Presidential Election. Baker was involved in “stage managing” George W. Bush’s response to the re-counting of votes in Florida. The two presidential candidates were competing for a limited resource: the presidency, and their competition led them to engage in aggressive tactics, like protests and court cases. Ask students to identify the fixed resource in this case and the ways in which Baker competed for that resource as they watch the video.
16. After the video have students brainstorm some other real-life examples of distributive bargaining negotiations. “What about the example requires distributive bargaining?” “What are some common outcomes of the real-life distributive bargaining negotiation?” Common examples include: a town with a

limited amount of money and many departments requesting money; a sports team with a salary cap; or an emergency distribution center with fewer emergency kits than people.

### **Additional Learning Opportunity**

Provide the opportunity for students play a game of Monopoly in a group, while observing the game-playing behaviors of their fellow players. After playing have students answer the following questions:

Who was competitive? How did they show that behavior?

Who was more cooperative? What were the cooperative behaviors?

Have students read or listen to [What's your Monopoly token say about you?](#) a story produced by Marketplace concerning what the choice of Monopoly game pieces reveals about the player. Was the research born out in the game they played?

When are you more competitive? When are you more cooperative?

Alternatively, assign the Monopoly tasks to be completed outside class.

### **Additional Resources**

Fisher, Roger, William Ury, and Bruce Patton. 1991. *Getting to Yes: Negotiating Agreement Without Giving In*. New York, N.Y.: Penguin Books. *Getting to Yes* is a seminal book on the concept of interest-based or integrative negotiation. This book explains the foundational aspects of integrative negotiation and can serve as an additional resource for educators wanting more information on the topic.

**Segment:** Integrative v. Distributive Bargaining

**Lesson Title:** Lesson 2: I Win Again!

**Grade Band:** 6-12

**Approximate Time to Complete:** 30 minutes

**Objectives:** Students will be able to expand the concept of distributive bargaining with non-monetary interests.

**Materials/Set up:**

- “I Win Again!” photos/slides/images of negotiated items (Sample items available in the lesson materials)

**Resource:**

- Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (Watch 37:00-41:15)

## **Overview**

Students are paired and engage in a brief, distributive negotiation which builds on the experience of Integrative v. Distributive Bargaining, Lesson #1. That lesson involved a strict distributive bargaining negotiation, *i.e.*, the negotiation involved only money and it could not be divided equally. Although distributive bargaining usually involves money, non-monetary objects can also require distributive bargaining. Non-monetary interests often result in each negotiator attributing a different value to the item. The “value” of each item might not be based only on cost in this instance. Consequently, the definition of “winner” may change. It is important to keep this activity light-hearted and fun. The exercise includes paired work and group discussion.

## **Instructional Plan**

1. Pair the students as before. If possible, use the same pairings as the Integrative v. Distributive Bargaining, Lesson 1: I Win! (the coin negotiation).
2. Tell the students they are going to engage in another negotiation, but this time what they are negotiating about is not cash. Tell them that the pictures you are going to distribute (or show, if using slides) represent what they are negotiating for. Remind students about the concept of negotiation, which is

two or more people trying to allocate resources or make a decision toward an agreed upon outcome. Instruct the students to negotiate with their partner, using skills such as listening, questioning, assertive communication, and finding common ground. The object of the negotiation is to distribute all of the items among the two people. The only rule is that the students must assign all 5 items to at least one person and cannot divide any of the items. For example, you cannot give the basketball tickets to one person and have them take the other person to the game.

3. Provide images to the group, through images included in this lesson or otherwise, and describe them, adding any details which would make each item appealing: a new laptop, a sky-diving adventure, designer shoes, 4 movie passes, and 2 tickets to an NBA basketball game. You can adjust these items to the sensibilities of your classroom, but there **must** be an uneven number of items which reflect a range of interests and values. Provide about 5-10 minutes for the negotiation.
4. Poll each pair for their results. Ask, “Who got what items?”
5. Ask, “Who feels like they “won”? Why? Did they have a strategy?”
6. Ask, “Does anyone feel like they lost? Why?”
7. Ask, “What was different about the negotiation over money versus the negotiation over objects. What similar or different strategies did you use to distribute the items? Would you have the same outcome if you negotiated with someone else? Why or why not?”
8. Discuss the differences in this negotiation from the negotiation over the dimes.

Teacher note: This negotiation was not simply a zero-sum negotiation. For some, the high monetary value items may have been unappealing, so giving them up wasn't an issue. For others, achieving just one of the items which was appealing was success. If none of the items was desirable, then giving up anything was possible. How they felt about the negotiation and the result depended entirely on their interests. Their strategy for the negotiation depended on their interests and their assessment of the other person's interests. In this negotiation, sharing information became more important. When only dimes were at issue, sharing information was less important.

9. The following clip describes how Baker negotiated with a Democrat, Rostenkowski, on tax reform. Ultimately, Baker traded a reduction in special-interest tax breaks for lower tax rates. Play Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (Watch 37:00-41:15).
10. Explain that as students watch the video they should listen to identify what Baker and Rostenkowski were negotiating over.

After the video review the negotiation. Then ask:

“How were Baker and Rostenkowski ultimately able to agree on a deal? What did each side give up?  
What did they get?”

11. Ask the students: “What are some experiences you’ve had negotiating, where a fixed resource was only one of the issues. What about the example requires distributive bargaining? What are some common outcomes of the real-life distributive bargaining negotiation?” Possible examples: job interviews where the work schedule is very important; sharing resources at home, such as the family computer or car, dividing the last cookies on the plate.

**I Win Again!**



**Segment:** Integrative v. Distributive Bargaining

**Lesson Title:** Lesson 3: Orange Exercise

**Grade Band:** 6-12

**Approximate Time to Complete:** 20 minutes

**Objectives:** Students will be able to identify “integrative bargaining” where there is no clear winner.

**Materials/Set up:**

- PowerPoint slides or images (attached) for the Orange Exercise Common Ground Venn Diagram , Lesson 8, “Common Ground”

**Resources:**

- Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (50:27-56:15)
- Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (2:10-2:20) (Optional)

## **Overview**

Often people negotiate by arguing for positions (what they want). I want the car, you can't have the car. Another method of negotiating is to explore interests (what people need). For example, when someone says they want a car, maybe their interest is transportation or independence. In this activity students develop the concept of integrative bargaining, where a party seeks to understand the interests of the other party as a tool to crafting proposed agreements. The exercise includes paired work and group discussion. In this lesson students are paired and engage in a brief negotiation which builds on the experience of Segment 10: Integrative v. Distributive Bargaining, lessons #1 and #2.

## **Instructional Plan**

1. Pair the students as before and ask them to decide between them who will be Person A and who will be Person B.

Materials used with permission from Supreme Court of Ohio, Dispute Resolution Section (based on the concepts of Roger Fisher & William L. Ury, *Getting To Yes*, ©1981). Adapted by the University of Maryland Francis King Carey School of Law Center for Dispute Resolution (C-DRUM) for use by Maryland Public Television for education purposes. Use or modification of the materials for any other purposes requires the written permission of C-DRUM.

2. Provide the following facts to the class. “Both of you (person A and person B) have been asked by their mothers to go to the store and buy an orange. When you arrive at the store at the same time there is only one orange. The shopkeeper will sell it to either one of you, but he won’t have an argument in his store. You have to come to your own agreement. There are no other stores open nearby. There are no other oranges.”
3. Tell the students that they each will receive confidential information.
4. Show the private instructions to the A’s: Your mother has asked to go to the store to buy an orange. She is making a special chocolate cake for her co-worker’s birthday and needs the skin for the orange zest.
5. Show the private instructions to the B’s: Your mother has asked you to go to the store to buy an orange. She is making a special bedtime fruit smoothie which requires the fresh juice of a whole orange.
6. Instruct the students to negotiate with their partner. Allow 5 minutes for the negotiation.
7. Gather everyone’s attention and poll each group about the negotiation experience.
8. Ask some of the following questions:
  - a) What skills did you use? (Teacher note: some possible skills include listening, using I-messages, stating positions, asking questions)
  - b) Did you ask any questions, if so what questions?
  - c) Did you make any arguments, what arguments/statements did you make?
  - d) Did you take a competitive or distributive bargaining approach? If you took a competitive approach all that happens is you and your partner argued about the orange. The negotiation becomes distributive and one person gets the orange and one person doesn’t. Or you compromise and each get half of the orange Did you take a cooperative or integrative bargaining approach? If you took an interest-based approach then the parties sought to identify the other party’s interest in the subject of the negotiation. You explore the purpose and reason for obtaining the orange. In this negotiation, each party could be satisfied entirely if the information about their underlying interests was shared.

9. Ask, “Was anyone reluctant to share why they wanted the orange?” Acknowledge that there can be risks in revealing your negotiation information, and there may be risks in holding on to it. Teacher note: At this point you may choose to show Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (2:10-2:20) as an introduction to a discussion about the costs and benefits of disclosing negotiation information. Possible benefits: the other party can accommodate your interests better if they know them, strategically disclosing information can help you understand the other side’s willingness to negotiate, disclosing your interests may save time and move the process along. Possible risks: a competitive bargaining opponent may seek to take advantage of your willingness offer information or concessions without reciprocating, or view the disclosure as a sign of weakness in your position.
10. Ask, “How might the negotiation have been different if the conversation started with the negotiators describing their interest? (My mother is making a \_\_\_\_\_). She wanted me to help her with this errand. She’s using the orange for \_\_\_\_\_), rather than their position (I want the orange.).
11. Tell students, “Both distributive and integrative bargaining is important. No one bargaining style is effective all of the time. James Baker was viewed as an expert negotiator because he adjusted his negotiation styles.” Show Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (50:27-56:15). Tell students to watch for the type of bargaining that was used. In this segment, the Berlin Wall, which divided East and West Berlin, falls. Many people in the US celebrated. The fall of the Berlin Wall had always been what the US wanted. However, Baker and the President refused to celebrate the fall of the wall. Why? Were they taking a position-based (distributive bargaining) approach or an interest-based (integrative bargaining) approach? What was the interest they were thinking of?

Teacher note: In this segment James Baker demonstrates an integrative bargaining approaching through the types of questions he asks of Schevardnadze, e.g. “What are your hopes and fears?” These were open-ended questions designed to create a strong relationship between the two of them and develop an understanding for interest-based negotiation. When the Berlin Wall fell, Bush and Baker agreed on their interest as having a long-term, positive relationship with the U.S.S.R., as there were additional challenges they had to face in the future. Bush was perceived as “off-guard” and weak by many Americans for his muted response to the fall of the Berlin Wall. Students may discuss whether this strategic choice was successful.

## Extending the Lesson

Distribute the blank Common Ground Venn Diagram to students. Describe in one paragraph a conflict either in the school or the community, or find an article describing a disagreement or controversy over an issue. Ask the students to list the interests of both sides in the circles, listing their common interests in the overlapping area. Then have the students propose three solutions which take into account their common interests.

The assignment can be tailored to focus on a particular subject being studied in class.

## Negotiation Instructions

- All “As” put your head down and don’t peek
- All “Bs” look up at the screen

## Instructions to the Bs

Your mother says, “Go to the store. Bring me an orange. You come home without an orange and you will be in trouble.”

## SWITCH!

- All As look up at screen
- All Bs put your head down and don't peek!

## Instructions to the As

Your mother says, “Go to the store. Bring me an orange. You come home without an orange and you will be in trouble.”

# Negotiation Time!

You meet at the corner grocery store – the only store in town.

This is the only orange left in the store; and in the whole town.



Negotiate over this orange.

## Let's Try Again

- “A’s” look at screen
- “B’s” put your head down and don’t peek

## Instructions to the As

Your mother says, “Go to the store and bring me an orange. Family is coming over tomorrow, I’m going to peel the orange and cut up the pulp for a fruit salad. Bring me an orange or you’ll be in trouble.”



## Switch!

- A's head down
- B's look at screen

## Instructions to the Bs

Your mother says, “Go to the store, bring me an orange. Family is coming over tomorrow. I’m going to peel the orange and grate the peel to flavor some orange bread I’m making. Bring me an orange or you’re in trouble.”

# Negotiation Time, Again!

You meet at the corner grocery store – the only store in town.

This is the only orange left in the store; and in the whole town.



Negotiate over this orange.

**Segment:** Competition v. Collaboration

**Lesson Title:** Lesson 1: Chocolate Kiss Game

**Grade Band:** 6-12

**Approximate Time to Complete:** 20 minutes plus 20 minute extension

**Objectives:** Students will be able to recognize predispositions to problem-solving styles.

**Materials/Set up:**

- Chocolate kisses (about 10 per student). If food allergies are a concern, use a small non-dairy candy (sweet tarts, skittles, etc.)
- Timer
- Chocolate Kiss Worksheet (one copy per student)
- Chocolate Kiss Game Rules (to project or distribute one per team)  
The Resolution Grid

**Optional Resources:**

- Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (Watch 3:28-4:30)
- Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (Watch 1:03:08-1:04:30)

**Overview**

In American society whenever a game is presented most people assume that it requires competition and offers a “win or lose” outcome. This exercise raises awareness on the role of collaboration and communication in obtaining the best result. Through a game, students will recognize how much they have been conditioned to compete.

**Instructional Plan**

1. Provide the following instructions:

- a) This game is called “Chocolate Kiss Game” (adjust the title if different candy or reward is used). Each student will need to find one partner to play this game. Suggest they find someone in the class they haven’t worked with often. There are three very important rules that must be followed to play the game. The teacher

may want to write these up on a board or distribute or project the Chocolate Kiss Game Rules:

- i. Each person is to try and win as many kisses as possible.
    - ii. Each person must keep count of how many kisses he/she wins.
    - iii. Partners CANNOT talk to each other during the game.
  - b) You and your partner should face each other across a desk. Put your left hand behind your back. Remember, there is NO talking. With your right elbow on the desk, clasp your partner's hand. Now, and without talking, you will earn one chocolate kiss for each time your partner's hand touches the table.
2. Time the students for 15 seconds. In the event of an odd number of students, designate a student to be the timekeeper. When time is up, have each student write down the number of kisses won by each person in Round 1.
  3. If people didn't win too many, you may want to do another round. Remind the students, no talking.
  4. After playing, discuss:
    - a) How many people won two or less kisses?
    - b) How many people won three to six kisses?
    - c) How many people won more than six kisses?
    - d) How did they win so many?
    - e) If no one in your class won more than six, why not?
  5. Discuss with the students: "If you didn't win very many, maybe you or your partner forgot that this was the Chocolate Kiss Game and not arm wrestling. Remember the instructions said to "get as many kisses as possible" not get the most kisses or get more kisses than your partner. Did this happen to any pairs? How many different ways can you think of to win as many kisses as you can by cooperating with your partner?"
  6. Learning points for the teacher to convey.
    - a) Remember, for you to win doesn't mean your partner has to lose. The objective for the game can be achieved in ways that everyone gets what is important to them: in other words, everybody wins.

- b) Successful pairs listen to the instructions and may plan or strategize prior to beginning the exercise. They do not assume that every game is a “winner-take-all” competition. They recognize that there are multiple ways to win.
  - c) Sometimes winning is finishing first or getting more (competing). Sometimes winning is making yourself feel good or the other person feel good (accommodating). Sometimes winning is finding a way where both people can meet the goals of the assignment (collaborating).
7. Use the Resolution Grid to discuss the various type of solutions possible in this game. (See Segment 2: Conflict Styles, Lesson 3: Sources of Conflict)
- a) Win-Win: The pair works together to get as many kisses as possible. This occurs when people take turns allowing each other to “win” the arm-wrestle and resist the urge to compete.
  - b) Lose-Lose: The pair engages in a competitive, arm-wrestling game resulting in a low number of kisses for each person.
  - c) Win-Lose: One person dominates over the other person gaining a high number of kisses while the other person only gets a few.

### **Extending the Lesson (20 minutes)**

1. Distribute the Chocolate Kiss Worksheet as an in-class activity or homework assignment.
2. Provide a sample conflict to assist the students in completing the assignment:
  - a) You could use one of the following conflicts from the James Baker documentary:
    - i. Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (Watch 3:28-4:30), describing the fall of the Berlin Wall. Should the President celebrate, or stay quiet to protect relations with the Soviet Union?
    - ii. Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (Watch 1:03:08-1:04:30), describing the Iraqi invasion of Kuwait. Baker must convince Russia to side with the US against its old friend, Iraq.
  - b) Alternatively, try one of these scenarios:
    - i. If you have a sibling, think of the last thing that you and your sibling fought about.

- ii. If you are on a team or club, think of a decision that was made that made you upset.
  - iii. If you tried to do something recently and were told that you couldn't. For example, a local store has a policy that only 2 people under the age of 18 are allowed in the store at one time.
- 3. If there is time, work through one of the problems as a class. Then, ask the class to brainstorm 5 win-win solutions for one of the identified conflicts.

Name \_\_\_\_\_

Date \_\_\_\_\_

### **Chocolate Kiss Game Rules**

Each student will need to find one partner to play this game. Suggest they find someone in the class they haven't worked with often. There are three very important rules that must be followed to play the game.

1. Each person is to try and win as many kisses as possible.
2. Each person must keep count of how many kisses he/she wins
3. Partners CANNOT talk to each other during the game.

You and your partner should face each other across a desk. Put your left hand behind your back. Remember, there is NO talking. With your right elbow on the desk, clasp your partner's hand. Now, and without talking, you will earn one chocolate kiss for each time your partner's hand touches the table.

Name \_\_\_\_\_

Date \_\_\_\_\_

## CHOCOLATE KISS WORKSHEET

**Win-Win solutions allow everyone to get what he or she wants. Think of a time when you had a conflict with someone and you “won”. How did the other person feel? Now, think of a time when you had a conflict with someone and they “won”. How did you feel?**

Think about one of those conflicts and list five win-win solutions, where you both get what you want.

1.

2.

3.

4.

5.

## RESOLUTION GRID



**Segment:** Competition v. Collaboration

**Lesson Title:** Lesson 2: Toothpick Tower

**Grade Band:** 6-12

**Approximate Time to Complete:** 30 minutes plus 15 minute extension

**Objectives:** Students will be able to identify cooperative and competitive behaviors while completing a group task.

**Materials/Set up:**

- 2 toothpicks for each student
- One empty, small-necked plastic bottle (8 oz. juice bottles are ideal) for each group

**Optional Resource:**

- Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (Watch 1:00-9:30)

## Overview

Competitive and collaborative personalities emerge in group settings. Talking about the impact of competitive and collaborative actions is different than experiencing them. This exercise puts students in a position to work together, or fail to accomplish a goal.

The students will experience cooperative and competitive behaviors while completing a fun group task. Through class discussion the students will be able to explain how one person's actions affect the actions of others.

## Instructional Plan

1. Ask the students to form groups of 6-8 and sit in a circle.
2. Give each person in the group two toothpicks.
3. Hand one bottle to one person in each group.
4. Direct the person with the bottle to place one toothpick across the opening of the bottle and then pass the bottle to the next person.
5. Have the next person repeat the procedure using one toothpick.

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6. Continue passing the bottle around the circle, adding one toothpick at a time until all of the toothpicks have been successfully placed across the opening of the bottle.
7. Tell the students that if any toothpicks drop (even one) they must start the entire exercise over.
8. Note on the board how long it takes each group to complete the task.
9. The teacher may want to walk around the room making note of specific statements or actions observed by the groups.
10. When all of the groups have finished, lead a discussion focusing on cooperative versus competitive behaviors. Avoid discussing who “wins.”
11. Some discussion questions:
  - a) How did you feel when it was your turn to put a toothpick on the bottle?
  - b) What did you think about when you decided how to place your toothpick?
  - c) How did your behavior affect the person who came after you? *This may lead into a discussion of how one person’s behavior influences others’ behavior. If you are cooperative then the next person is likely to be cooperative, if you are competitive the next person is likely to be competitive.*
  - d) How would you have placed your toothpick if you had wanted the next person to fail?
  - e) How would you pass the bottle if you wanted the next person to success? Fail?
12. Transition the discussion to the types of cooperative and competitive behaviors.
  - a) Ask, “What competitive behaviors did you see in this activity?” *Examples of competitive behaviors: you need to do this, that’s not right--do it this way, we aren’t doing it fast enough/hurry up.*
  - b) Ask, “What cooperative behaviors did you see in this activity?” *Examples of cooperative behaviors: let me help you with that, let’s all figure out what we need to do, what would be helpful to you, offering assistance (but not ordering/directing).*
  - c) Ask, “Which type of behavior helped your group complete the task?”
  - d) Ask, “What did you learn from this activity about cooperating with others?”

## Extending the Lesson (15 minutes)

If time allows, permit the students to try the activity again. Note whether prior experience and discussion aided or detracted from the outcome. Did new leaders emerge? Did behaviors change? Why?

Play Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (Watch 1:00-9:30). In this clip, Baker helps George W. Bush become President in 2000. At the end of the 2000 Presidential election the voting tallies in several Florida counties remained unclear. The close Presidential election depended on the results in Florida. Gore, Bush's opponent, wanted a partial re-count, echoed by his supporters in Florida. Baker orchestrated protests by Bush's supporters; ultimately succeeding in having the issue decided by the Supreme Court of the United States.

Discuss from the perspective of competition and collaboration.

Tell students to look for cooperative and competitive strategies when watching the video. Possible questions, "Why is James Baker described as 'playing chess' in guiding George W. Bush's strategy in Bush v. Gore? Why did he choose to find a path to the Supreme Court? What was the ultimate goal? Was integrative bargaining (win-win) possible for Baker to reach his ultimate goal of getting Bush elected president?"

**Segment:** Building Consensus

**Lesson Title:** Lesson 1: Shape Up!

**Grade Band:** 6-12

**Approximate Time to Complete:** 40 minutes

**Objectives:** Students will be able use problem solving skills in a cooperative activity.

**Materials/Set up:**

- Approximately 50 feet of thin rope or thick string
- A room where the desks can be removed or moved aside to allow for an open circle
- A talking piece to use when leading the circle  
*A talking piece may be any object which can be safely passed around the circle, and serves to focus attention and identify who has permission to speak*

## **Overview**

Students engage in a cooperative problem-solving activity. The exercise includes discussion, group activity and movement.

## **Instructional Plan**

1. Take a fifty foot length of rope and tie it end to end. Lay this out on the floor in the shape of a circle.
2. Choose two co- leaders for the activity, a boy and a girl. The co-leaders will assist the group with verbal instructions, stand outside the circle, and move freely about the room. (This may, instead, be an opportunity for students to choose leaders cooperatively.)
3. Ask the class to stand inside the rope and then pick up the rope, holding it behind them at about waist height. Instruct the class that the rope must be held at this height for the entire exercise.
4. Explain, “As a group you will be given a series of tasks you need to accomplish. I will act as line judge and decide if you have accomplished the task. I will be pretty strict, but all I will say is ‘yes’ or ‘no’. If I say ‘no’, I won’t tell you what the

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problem is; that is for the group to figure out. If someone in the group has an idea to share with everyone, call a huddle. For a huddle, the group comes in and stands shoulder to shoulder. This means that no one may stand behind anyone else, and one person shares their ideas at a time.” Ask if there are any questions so far.

5. Tell the class, “The co-leaders may walk around and provide verbal instructions or directions. They may make suggestions, but they may not lead or move the participants holding the rope. Okay? Let’s start.”
  - a) Say, “Make a circle”
  - b) Say, “Make a square.”
  - c) Say, “Make an equilateral triangle.”
  - d) Say, “Make an arrow pointing left.” (You may direct the class as to what direction is left.)
6. As time permits, suggest these shapes: a W, an M, an S, an exclamation point, an I, a Z.
7. For the end of the exercise, “Walk into the circle until you are standing shoulder to shoulder and let go of the rope. Take 3 steps backwards without tripping over the rope.”
8. To debrief the activity, ask the students to sit in a circle. It is ideal that this circle be open and not include desks.
9. Hold the talking piece. Tell the students, “In a circle only the person with the talking piece may speak. If you would like to speak, ask the person holding the talking piece to pass it to you.” Provide a circle prompt for the students to answer, from the list below, and conduct the circle as a “popcorn style” circle where there is no order to the responses. Depending on time, ask for the talking piece back to offer a new question every few responses. Some circle prompts may include:
  - a) “What was easy about this exercise?”
  - b) “What was difficult?”
  - c) “What did you want the line judge to do differently?”
  - d) “What did you want the co-leaders to do differently?”
  - e) “What caused conflict in the group?”

- f) “What would have made it easier?”
- g) “What could you learn from this activity to help you as a problem-solver?”

Teacher Note: Different communication styles may emerge from this exercise, and the following concepts may be elicited in the discussion: in conducting a task where cooperation with others is necessary, effective communication is essential; where there is limited information and guidance, being willing to listen and experiment becomes more important; when communicating we often make assumptions that the words we are using are understood in the same way by everyone; no single person in the group could have accomplished the goal, and even the “leaders” had to rely on the actions of others to reach the goal. Students may also have observations about how conflict was handled, how ideas were generated and by whom, and why some people have been silent.

### **Extending the Lesson**

1. While still in the circle provide the following quote as a circle prompt: “James Baker stated: “Negotiation skills are people skills.” What are your thoughts on this statement?”
2. Depending on time, continue the circle discussion with some follow-up questions, “What are people skills?” and “Why would they be important in solving a group problem?”
3. If time does not allow for a circle, use the quotation and follow-up questions as the topic for a reflection memo.

**Segment:** Simulated Negotiation

**Lesson Title:** Lesson 1: Simulated Negotiation: *The Lorax*

**Grade Band:** 6-12

**Approximate Time to Complete:** Total 2 hours 45 minutes plus 20 minutes for additional learning.

Session 1: Class Discussion, 45 minutes

Session 2: Class discussion/homework, 45 minutes

Session 3: In-class individual or group assignment/homework assignment, 30 minutes

Session 4: Role-play of Town Council Meeting and discussion, 45 minutes

Additional Learning Opportunity, 20 minutes

**Objectives:** Students will be able to apply listening, negotiation, and problem solving skills in a simulated negotiation.

**Materials/Set up:**

- Copies of the book, *The Lorax*, for each student, or one copy to read aloud
- “[A Boy Sides with Dr. Seuss’s Lorax, and Puts a Town at Loggerheads](#)” from *People* magazine (copy for each student)
- Negotiation Planning documents for each role
- Assign each student one of the following roles in advance: Furniture Manufacturer, Citizen-Parent and Partner of Logger ,Dr. Seuss, Citizen-Supporter of Academic Freedom, Citizen-Supporter of Banned Books, Logging Company Representative, Observer, Sierra Club Representative, Teacher, 5 Town Councilors. Make a copy of the corresponding Negotiation Planning Document for each student\*
- Simulated Negotiation Assignment: The Lorax (one for each student if assigned as homework)
- Presentation Preparation Worksheet for each role

**Optional Resource:**

- Play Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (Watch 37:00-41:15)

\* This simulation requires a minimum of 11 students. The teacher can review the roles ahead of time and assign roles to students or provide a list of roles and ask the students to select a role to play. Depending on the number of students in the class students can work in pairs and/or assign 2-3 students in the role of observer. The activity can be done by assigning groups of up to 3 students to each role. If students work in a group then they will need to work on the assignment as a team and chose one person to play the role on the day of the in-class simulation. This activity does not require the assignment of the role of Observer. If assigned, the Observer can move from group to group and observe how the students are completing their tasks. Alternatively, the Observer role could be assigned to a student who was absent on earlier days, or otherwise unable to participate in the planning process.

<u>Role</u>	<u># of Students</u>
Furniture Manufacturer	1-3
Citizen-Parent who is also the Partner of Logger	1-3
Dr. Seuss	1-3
Citizen-Supporter of Academic Freedom	1-3
Citizen-Supporter of Banned Books	1-3
Logging Company Representative	1-3
Sierra Club Representative	1-3
Teacher	1-3
Town Councilors	3 or 5 (must be an odd #)
Observers	as many as needed

### **Overview**

In this series of activities students apply the communication and negotiation skills learned in earlier exercises in a simulated negotiation context. Based upon the Dr. Seuss book, *The Lorax*, the students take on character roles to explore the environmental effects of manufacturing, the role of the consumer in production, and the complexity of decision-making around natural resources. First, students read and discuss the book in detail. Next, in either a class or homework experience, the students read and consider an article about a conflict this book inspired. In the third session, the students are assigned roles for a mock “Town Council” meeting and prepare for the meeting. The simulation concludes with a mock town council meeting and a discussion of the sessions.

## **Instructional Plan:**

### Session 1: In class (45 minutes)

1. Inform students they will be engaging in a multi-class activity based on the Dr. Seuss book, *The Lorax*. Certain students may feel they are too old for Dr. Seuss, while some may not be familiar with the book. Therefore, before reading ask the class if any of them have read the book. “What do you remember?” Suggest that they think how they view the book differently as an “X” grader than they did in elementary school.
2. Read *The Lorax* aloud in class or assign as a reading assignment prior to class.
3. Discuss the story using the questions below or others that you feel appropriate:
  - a) Why did the Once-ler cut down the Truffula trees?
  - b) Why do the Bar-ba-loots, Swomee Swants, and Humming-fish have to leave?
  - c) What kinds of problems does the Thneed factory cause for the environment?
  - d) What could the Once-ler have done to minimize his factory’s effect on the environment?
  - e) A Thneed is defined as “Fine-Something-That-All-People-Need”. What are some thneeds that we think we need?
  - f) Do you think that Dr. Seuss has represented all of the members of the logging industry?
  - g) What are the various ways each character has responsibility for the destruction of the environment in this story? How are the people who bought the Thneeds responsible? Is any character free of responsibility?
  - h) What do you think the Lorax’s message “UNLESS” means?
4. Introduce the role play portion of the lesson. Explain that the class is going to take on roles using *The Lorax* as it applied to a real-life situation. They will be assigned a role and then participate in a simulated town council meeting. Individuals presenting at the meeting will be encouraged to dress up as their role. The goal of the town council meeting is for each representative group to prepare for the meeting ahead of time and engage in the town meeting in a way that support the interest of their assigned role and is likely to achieve the desired outcome. (Teacher note: if the students are working in small groups,

only one student will be asked to make the presentation on behalf of the group.)

Session 2: In class or as a homework assignment (45 minutes)

1. Read in class or distribute the article, “A Boy Sides with Dr. Seuss’s Lorax, and Puts a Town at Loggerheads” from *People* magazine: (<http://www.people.com/people/archive/article/0,,20121478,00.html>) After students read the article discuss the questions below as a class. If the article is assigned as homework distribute, Simulated Negotiation Assignment: The Lorax.
  - a) Where do most families in Laytonville work? Why are they so strongly affected by The Lorax?
  - b) Why did one mother say her child had to choose between “Dr. Seuss and Daddy”?
  - c) What did you think the town should do to bring the various factions together?
  - d) Does Dr. Seuss seem to be saying that loggers are bad, or do you agree with his statement that he is not saying that?
  - e) Do you think the book should be banned? Why or why not?
2. Instruct the class that it will be holding a mock town council meeting, and the town council will reach a decision regarding what to do about the request to ban *The Lorax*. Assign each of the students one of 9 roles: 8 citizen representatives and 3 or 5 council members.
3. Distribute the Negotiation Planning document to each student according to their assigned role. If students are working in small groups, the group should appoint one group member to play the role at the meeting. Inform the students:
  - a) The front side of the Negotiation Planning document offers questions about their role to help them identify arguments to support the interests and needs of their role. The back side of the Negotiation Planning document asks questions about the other roles, to help them identify the interests and needs of those who may be in disagreement. Analyzing many sides of the issue—whether the book should be banned—will help the students develop arguments, identify others who may be allied with them, and develop possible solutions which would both meet the interests of their role and be agreeable to others. A solution which satisfies more citizens may be more successful in front of the town council.

- b) The students will work in small groups to answer the questions. Some of the questions will be easy for them to answer, based on their reading of *The Lorax*, their reading of the article from *People* magazine, and their personal knowledge. Other questions may be more difficult, and they will want to do some additional research to find the answers. As a group they should decide what additional information they need, what resources they will use to obtain the information they need, who will obtain it, and how it will be communicated back to the group.
4. Inform the students of the date of the role play. Instruct the students that they are encouraged to dress up as their character on that day. Remind the students that they will have another class session in which to prepare group's presentation, but the Negotiation Planning document should be completed before the class.

**Session 3: In class (group or individual work) or homework (30 minutes) after students have completed the Negotiation Planning document**

1. Remind the students that their completed Negotiation Planning document will assist them in representing the role they have been assigned. Each role has a particular interest in the outcome, which is whether or not the book will be banned, and the students should consider how an outcome which meets their interest could be achieved. The questions on the Negotiation Planning document will help them answer that question.
2. Remind students of the communication and negotiation skills they have practiced, such as active listening, communicating with I-messages, identifying common ground, working cooperatively, and building consensus.
3. After completing the Negotiation Planning document the students will discuss and decide in their groups how they will present their positions, and those acting as town councilors should consider how they will listen to the arguments and the process for making and presenting their decision.
4. Distribute the Presentation Preparation Worksheet and allow 30 minutes in class (or assign as homework) for the groups to complete the Worksheet.
5. Inform the students that they may dress as their "role" for the mock town council meeting, and remind them of the date for the simulation.

**Session 4: In class role play (45 minutes)**

1. Set the room up for the role play. Use a circle formation with all of the role players in a circle and the observers outside, or set up the room like a town hall meeting with a row of council members and line of chairs for the other meeting attendees.

2. Allow up to 25 minutes for the role play and 5 minutes for the council to make its decision.
3. Debrief the exercise starting with reports and thoughts from the observers. Ask some of the following questions:
  - a) How satisfied are you with the decision of the council?
  - b) Did you feel heard during the role play?
  - c) What was most difficult about playing your role?
  - d) What was easiest about playing your role?
  - e) If you had to do this again, what is one thing that you would do differently?
  - f) Did you learn of any similarities or commonalities you had with other roles? How did you use this information?
  - g) How did you engage the communication and negotiations skills you have learned in prior lessons?
  - h) How did these skills affect the planning of your role?

### **Additional Learning Opportunity: 20 minutes**

1. Play Online Video Clip - [James Baker: The Man Who Made Washington Work](#) (Watch 37:00-41:15). This segment describes how Baker negotiated an agreement between Democrats and Republicans to reform the tax code. In essence, Baker traded special-interest tax breaks (which democrats wanted to get rid of) for lower tax rates (which Republicans wanted to keep). However, once Baker had won over the Democrats, some Republicans refused to back the bill and Baker had to approach President Reagan for assistance in regaining their support. Prior to playing the documentary instruct the students to listen for the problem-solving strategies used by Secretary Baker in this situation.
2. After the video excerpt engage students in a brief discussion about problem-solving where multiple interests are involved.
3. Some questions to ask include: “What strategies did James Baker use to achieve a tax reform plan? Why was it important for him to consider the positions of both Democrats and Republicans?”

### **Resources**

Geisel, Theodore. *The Lorax*. New York: Random House, 1971.

Name \_\_\_\_\_

Date \_\_\_\_\_

## **Character Role: THE FURNITURE MANUFACTURER**

### **Consider the Following Questions:**

In what ways is it hypocritical for people to buy furniture from your store while opposing logging?

Why do you think *The Lorax* is unrealistic?

If Dr. Seuss is so concerned about the environment, why wasn't the book printed on recycled paper?

What is the responsibility of environmentalists who oppose logging but buy wood products?

Why are images of *The Lorax* bad?

What should furniture be made from, if not wood?

How does this impact your livelihood?

You may do some additional research to learn more about the furniture manufacturing industry. You should make up a name for your role.

### **Negotiation Planning: Your Role**

What are the feelings of the furniture manufacturer?

What are the positions/arguments of the furniture manufacturer? What are the strengths and weaknesses of the positions/arguments?

What are the interests of the furniture manufacturer?

What are some possible solutions and consequences of each solution? What are the feelings of the furniture manufacturer?

What are the positions/arguments of the furniture manufacturer? What are the strengths and weaknesses of the positions/argument?

### **Negotiation Planning: Other Roles**

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Name \_\_\_\_\_

Date \_\_\_\_\_

Five town council members, owner of a logging company, local citizen (not a logger) who supports banning the book, a teacher, a Sierra Club member, Dr. Seuss, wife/husband/partner of a logger, local citizen (not a logger) who supports academic freedom

What are the feelings of the other roles?

What are the positions/arguments of the other roles?

What are the interests of the other roles?

Which of the possible solutions you developed would be agreeable to the other roles?

Name \_\_\_\_\_

Date \_\_\_\_\_

**Character Role: WIFE, HUSBAND OR PARTNER OF A LOGGER (WITH A CHILD AT THE SCHOOL)**

**Consider The Following Questions:**

What are your concerns about your child's education?

What is the role of the school?

What conflict is created for your family by reading *The Lorax*?

How could the concerns of loggers be presented in school?

How do you feel about literature that influences your child with a political message?

You may do some additional research to learn more about the logging industry. You should make up a name for your role.

**Negotiation Planning: Your Role**

What are the feelings of Wife, Husband, or Partner of a logger and parent of a student?

What are the positions/arguments of the Wife, Husband, or Partner of a logger and parent of a student? What are the strengths and weaknesses of the positions/arguments?

What are the interests of the Wife, Husband, or Partner of a logger and parent of a student?

What are some possible solutions and consequences of each solution?

Name \_\_\_\_\_

Date \_\_\_\_\_

### **Negotiation Planning – Other Roles**

Five town council members, owner of a logging company, local citizen (not a logger) who supports banning the book, a teacher, a Sierra Club member, Dr. Seuss, the furniture manufacturer, local citizen (not a logger) who supports academic freedom

What are the feelings of the other roles?

What are the positions/arguments of the other roles?

What are the interests of the other roles?

Which of the possible solutions you developed would be agreeable to the other roles?

Name \_\_\_\_\_

Date \_\_\_\_\_

## **The Lorax Roles: DR. SEUSS**

### **Consider the Following Questions:**

Why did you write this book?

How do you feel about logging?

What responsibility do consumers of wood and paper products have in this controversy?

What are your environmental concerns?

What did you want young people to think about when they read this book?

As an author, what do you think about banning books?

You may do some additional research to learn more about Dr. Seuss.

### **Negotiation Planning – Your Role**

What are the feelings of Dr. Seuss?

What are the positions/arguments of Dr. Seuss? What are the strengths and weaknesses of the positions/arguments?

What are the interests of Dr. Seuss?

What are some possible solutions and consequences of each solution?

Name \_\_\_\_\_

Date \_\_\_\_\_

### **Negotiation Planning: Other Roles**

Five town council members, owner of a logging company, local citizen (not a logger) who supports banning the book, a teacher, a Sierra Club member, the wife/husband/partner of a logger, the furniture manufacturer, local citizen (not a logger) who supports academic freedom

What are the feelings of the other roles?

What are the positions/arguments of the other roles?

What are the interests of the other roles?

Which of the possible solutions you developed would be agreeable to the other roles?

Name \_\_\_\_\_

Date \_\_\_\_\_

## **The Lorax Roles: SUPPORTER OF ACADEMIC FREEDOM**

### **Consider The Following Questions:**

You are a strong supporter of academic freedom.

How do you feel about censoring books?

Why should *The Lorax* be read in Laytonville schools?

What should students be taught in schools?

How can academic freedom be retained while addressing the concerns of the loggers?

You may do some additional research to learn more about your role. You should make up a name for yourself.

### **Negotiation Planning: Your Role**

What are the feelings of the local citizen?

What are the positions/arguments of the local citizen? What are the strengths and weaknesses of the positions/arguments?

What are the interests of the local citizen?

What are some possible solutions and consequences of each solution?

Name \_\_\_\_\_

Date \_\_\_\_\_

### **Negotiation Planning: Other Roles**

Five town council members, owner of a logging company, local citizen (not a logger) who supports banning the book, a teacher, a Sierra Club member, the wife/husband/partner of a logger, the furniture manufacturer, and Dr Seuss.

What are the feelings of the other roles?

What are the positions/arguments of the other roles?

What are the interests of the other roles?

Which of the possible solutions you developed would be agreeable to the other roles?

Name \_\_\_\_\_

Date \_\_\_\_\_

### **The Lorax Roles: LOCAL CITIZEN (NOT A LOGGER)**

#### **Consider The Following Questions:**

You are a strong supporter of the book ban.

What will happen to the community if the logging business closes?

Why don't people recognize that we use and need wood products?

Why should political perspectives be introduced to young children (or not be introduced to them?)

Why is reading persuasive books harmful to the community?

Why are the images of *The Lorax* bad?

You may do some additional research to learn more about your role. You should make up a name for yourself.

#### **Negotiation Planning: Your Role**

What are the feelings of the local citizen?

What are the positions/arguments of the local citizen? What are the strengths and weaknesses of the positions/arguments?

What are the interests of the local citizen?

What are some possible solutions and consequences of each solution?

Name \_\_\_\_\_

Date \_\_\_\_\_

### **Negotiation Planning: Other Roles**

Five town council members, owner of a logging company, a teacher, a Sierra Club member, Dr. Seuss, wife/husband/partner of a logger, a furniture manufacturer, local citizen (not a logger) who supports academic freedom

What are the feelings of the other roles?

What are the positions/arguments of the other roles?

What are the interests of the other roles?

Which of the possible solutions you developed would be agreeable to the other roles?

Name \_\_\_\_\_

Date \_\_\_\_\_

## **The Lorax Roles: OWNER OF LOGGING COMPANY**

### **Consider The Following Questions:**

What is your major source of income?

From your point of view, what is the role in the logging industry of consumers of wood and paper products?

Why do you think *The Lorax* is harmful to your young children?

What contribution does your company make to the community?

What would happen to the community if your company closed?

You may do some additional research to learn more about the logging industry and your role. You should make up a name for your role.

### **Negotiation Planning: Your Role**

What are the feelings of the logging company?

What are the positions/arguments of the logging company? What are the strengths and weaknesses of the positions/arguments?

What are the interests of the logging company?

What are some possible solutions and consequences of each solution?

Name \_\_\_\_\_

Date \_\_\_\_\_

### **Negotiation Planning: Other Roles**

Five town council members, local citizen (not a logger) who supports academic freedom, a teacher, a Sierra Club member, Dr. Seuss, wife/husband/partner of a logger, a furniture manufacturer, local citizen (not a logger) who supports the book ban

What are the feelings of the other roles?

What are the positions/arguments of the other roles?

What are the interests of the other roles?

Which of the possible solutions you developed would be agreeable to the other roles?

Name \_\_\_\_\_

Date \_\_\_\_\_

### **The Lorax Roles: TOWN COUNCILORS (3 or 5)**

The role of the council is to make sure each speaker is heard and to try to reach an agreement about banning or not banning the book *The Lorax* in schools. During the meeting, the members of the council are in charge of calling on people to speak. While the other participants are preparing, the councilors should come up with questions they want to ask of the participants listed below. After all views have been expressed, the councilors leave the room to confer and then return to present their final decision.

The other participants include the owner of a logging company, a local citizen (not a logger) who supports academic freedom, a teacher, a Sierra Club member, Dr. Seuss, the wife/husband/partner or a logger, a furniture manufacturer, and a local citizen (not a logger) who supports the book ban.

#### **Negotiation Planning: Your Role**

What are the feelings of the town council members?

What are the positions/arguments of the town council members? What are the strengths and weaknesses of the positions/arguments?

What are the interests of the town council members?

What are some possible solutions and consequences of each solution?

Name \_\_\_\_\_

Date \_\_\_\_\_

### **Negotiation Planning: Other Roles**

Owner of logging company, local citizen (not a logger) who supports academic freedom, a teacher, a Sierra Club member, Dr. Seuss, wife/husband/partner of a logger, a furniture manufacturer, local citizen (not a logger) who supports the book ban.

What are the feelings of the other roles?

What are the positions/arguments of the other roles?

What are the interests of the other roles?

Which of the possible solutions you developed would be agreeable to the other roles?

Name \_\_\_\_\_

Date \_\_\_\_\_

## **The Lorax Roles: SIERRA CLUB MEMBER**

### **Consider The Following Questions**

How are trees important to wildlife?

What message from *The Lorax* is important to you?

How do you feel about loggers? How do you feel about the logging industry?

What are your concerns about how people effect the environment?

What are your concerns about logging?

You may do some additional research to learn more about the Sierra Club and other environmental organizations. You should make up a name for your role.

### **Negotiation Planning: Your Role**

What are the feelings of the environmentalist?

What are the positions/arguments of the environmentalist? What are the strengths and weaknesses of the positions/arguments?

What are the interests of the environmentalist?

What are some possible solutions and consequences of each solution?

Name \_\_\_\_\_

Date \_\_\_\_\_

### **Negotiation Planning: Other Roles**

Five town council members, owner of a logging company, local citizen (not a logger) who supports banning the book, a teacher, Dr. Seuss, wife/husband/partner of a logger, a furniture manufacturer, local citizen (not a logger) who supports academic freedom.

What are the feelings of the other roles?

What are the positions/arguments of the other roles?

What are the interests of the other roles?

Which of the possible solutions you developed would be agreeable to the other roles?

Name \_\_\_\_\_

Date \_\_\_\_\_

## **The Lorax Roles: TEACHER**

### **Consider The Following Questions:**

What is academic freedom and why is it important?

How can you be sensitive to the issues of loggers and still read *The Lorax*?

How would your job be different if every book that offended someone were censored?

Should children be exposed to real life controversy in school?

Why is it important to read *The Lorax*?

You should make up a name for your role.

### **Negotiation Planning: Your Role**

What are the feelings of the teacher?

What are the positions/arguments of the teacher? What are the strengths and weaknesses of the positions/arguments?

What are the interests of the teacher?

What are some possible solutions and consequences of each solution?

Name \_\_\_\_\_

Date \_\_\_\_\_

### **Negotiation Planning: Other Roles**

Five town council members, owner of a logging company, local citizen (not a logger) who supports banning the book, a Sierra Club member, Dr. Seuss, wife/husband/partner of a logger, a furniture manufacturer, local citizen (not a logger) who supports academic freedom.

What are the feelings of the other roles?

What are the positions/arguments of the other roles?

What are the interests of the other roles?

Which of the possible solutions you developed would be agreeable to the other roles?

Name \_\_\_\_\_

Date \_\_\_\_\_

## **The Lorax Roles: OBSERVER**

You are observing the role play. As you watch the role play consider some of the questions below. You may be asked to share your thoughts at the end of the exercise.

### **Observer Questions**

What were some of the feeling of the participants?

What are the positions/arguments that people used? How were they presented? Were they persuasive, why or why not?

What are the different interests of the participants?

What are some of the similarities that you observed?

Name \_\_\_\_\_

Date \_\_\_\_\_

**Outcomes**

If you were a council member what how would you decide the outcome and how did you arrive at your decision?

Were any possible solutions missed?

How did the negotiation styles or strategies of the roles impact the conversation?

Name \_\_\_\_\_

Date \_\_\_\_\_

**SIMULATED NEGOTIATION: *THE LORAX***  
**ASSIGNMENT**

**Directions:** Read the article, “A Boy Sides with Dr. Seuss’s Lorax, and Puts a Town at Loggerheads” from *People* magazine: (<http://www.people.com/people/archive/article/0,,20121478,00.html>), and answer the following questions. Attach additional sheets if more space is needed.

1. Where do most families in Laytonville work? Why are they so strongly affected by The Lorax?
  
  
  
  
  
  
  
  
  
  
2. Why did one mother say her child had to choose between “Dr. Seuss and Daddy”?
  
  
  
  
  
  
  
  
  
  
3. What did you think the town should do to bring the various factions together?
  
  
  
  
  
  
  
  
  
  
4. Does Dr. Seuss seem to be saying that loggers are bad, or do you agree with his statement that he is not saying that?
  
  
  
  
  
  
  
  
  
  
5. Do you think the book should be banned? Why or why not?

Name \_\_\_\_\_

Date \_\_\_\_\_

## **PRESENTATION PREPARATION WORKSHEET**

### **Presenters**

Using your completed Negotiation Planning document, decide how your group will present your position and suggested solution to the Town Council. Use the structure below to decide what you will say to the Town Council. Remember the communication and negotiation skills you have practiced, such as active listening, communicating with I-messages, identifying common ground, working cooperatively, and building consensus.

**Introduction: (Greeting, state your name, who you represent)**

**Argument: (why the issue is important to you and the impact of the issue for the community, addressing the opposing arguments)**

**Proposed Solution: (what you want the town council to decide and why)**

Name \_\_\_\_\_

Date \_\_\_\_\_

## **PRESENTATION PREPARATION WORKSHEET**

### **Town Council Members**

Using your completed Negotiation Planning document, decide who will lead the meeting, how you will limit speakers, what questions you will ask, how you will make your decision, and how you will present the decision to the class. Remember the communication and negotiation skills you have practiced, such as active listening, communicating with I-messages, identifying common ground, working cooperatively, and building consensus.

How will the meeting begin? Who will speak?

Who will call on the speakers? How will you let them know their time is up?

What questions will you ask, and to which presenter?

How will you reach your decision after the presentation? (For example, will it be decided by a vote of the council, or will you decide that all of you should agree (consensus)?)