

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)?)