

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!

