DEAL OR NO DEAL - LESSON PLAN

DEAL OR NO DEAL LESSON PLAN OBJECTIVES:

- The importance of understanding the difference between positions versus interests.
- The importance of effective two-way communication for conflict resolution.
- To help participants in identifying different means of solving problems and resolving conflict.

MATERIALS NEEDED:

- Dr. Roland and Dr. Jones Handouts
- Negotiation Handout

PROCEDURES:

Background (10 mins)

Facilitator Script:

“Welcome to ‘Deal or No Deal.’ We will now seek to highlight some of the basic principles of negotiation by doing the *Ugli Orange Exercise*. Is anyone familiar with it? If so, please be an observer during the exercise. Everyone else, please count off by twos. Odd numbers to the left side of the room, even numbers to the right side.”

Facilitator should read the following scenario:

*Dr. Jones and Dr. Roland, two biological research scientists representing rival pharmaceutical companies, each seek to acquire the entire crop of Ugli Oranges that was grown in the world this year.*

*Dr. Jones is interested in the Ugli Oranges because of a recent outbreak of Rudosen, a disease contracted by pregnant women that causes serious brain, eye, and ear damage to unborn children unless the pregnant mothers are inoculated early in*
their pregnancies. The Ugli Orange can be made into a synthetic chemical serum by Dr. Jones’ company to prevent the spread of Rudosen.

Dr. Roland is interested in the Ugli Oranges because of a recent leak of nerve gas from old chemical warfare bombs stored in bomb chambers on a small Pacific island. Thousands of people will die or suffer serious brain damage if the gas gets out of the bomb chambers and spreads to the coast. The Ugli Orange can be made into a synthetic chemical gas by Dr. Roland’s company to neutralize the nerve gas.

Mr. Cardoza, a farmer in South America, owns most or all of the Ugli Oranges grown in the world this year.

The facilitator will tell the left side of the room that they represent ‘Dr. Jones’ and the right side of the room that they represent ‘Dr. Roland.’ Facilitator will hand out the ‘Dr. Jones’ confidential instructions to the students on the right side of the room, and the ‘Dr. Roland’ confidential instructions to the students on the left side of the room.

Facilitator will tell students that the confidential instructions will give them more information about their role and will ask them to read through the instructions silently. Afterwards they will have the opportunity to speak with each other to see if they can develop a joint proposal. Ask them to look up when they are finished reading.

**Negotiations (15 mins)**

Facilitator will ask students to partner up with someone on the opposite side of the room. Each ‘Dr. Roland’ will have 15 minutes to reach a negotiation with a ‘Dr. Jones.’ Afterwards there will be a group discussion and a debriefing.

As the groups are negotiating the facilitator and chaperones should walk around to check up on the pairs and observe what is going on in the negotiations.

**Debriefing (20 mins)**

Facilitator will begin the group discussion by going around the room and asking each pair the conclusion they reached in the exercise.

Notes for facilitator’s reference:

- If a pair did not come to an agreement, ask them why they did not reach an agreement and what problems they encountered while trying to negotiate. If a pair did come to an agreement, ask them what agreement they reached and how they reached it.
Some of the pairs may not have reached a solution. The remaining negotiated solutions fall into several different categories:

- Compromises in which they divide the oranges (usually 1/2 and 1/2, but sometimes 2/3 and 1/3).
- For pairs that discover that Dr. Roland wants only rinds and Dr. Jones wants only juice, they “expand the pie” and, in effect, get 6000 oranges.
- For those who discovered the juice/rind secret: How did you find out?
- Those of you who found that Dr. Roland needs the rind and Dr. Jones needs the juice, you were able to move beyond the position of “I need all of the oranges” to the interest, “I need the rinds/ juice of all of the oranges.”

**Closing**

Give students the negotiation skills handout before they exit the breakout session.

**Summary/Conclusion Script**

- Understanding the difference between positions versus interests – inquiring and listening are VERY IMPORTANT
- Effective two-way communication is important for conflict resolution.
- Often we argue for our positions, or what we want, without considering our interests which are what we really need.