

NEGOTIATION TEACHING TOOL

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Title

Every Child is an Artist

Brief Description

This is a case study teaching method. The class is divided into several groups of two people. Each pair receives the "Every child is an artist " scenario presented from two contrasting points of view (a student and a school principal). Each student takes a role, which means one student acts as a pupil and one as a school principal. After a set period of time students approach negotiation.

Learning Objectives

- To incorporate the concepts of interests, positions, legitimacy , developing Batna, and commitment
- To introduce the skills of active listening, foreseeing problems, problem solving, and identifying key concepts of negotiations

Lead-in / Preparation

Handouts with a scenario.

Estimated Class-Time Required

45 minutes

Description of Activities

Students work in pairs. They receive a scenario and each of them takes a role ("student" or "school principal"):

Student :

Your school puts a lot of pressure to raise Bagrut test scores. Your school schedule is crammed with core subjects that are tested on the Matriculation Exam. You have a weekly lesson devoted to fine arts studies (music, drama, art, piano) that has recently been replaced by core scientific subjects. Your school administration claims that it aims to improve the Bagrut scores. The art lessons were particularly likeable by students and served as an outlet for their creativity. It was the only chance for students to express their mind without being evaluated,



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graded or judged. Convince the school administration that their decision will negatively influence students' overall performance at school tests.

School principal:

This year the school board decided that art classes should be cut from school curriculum and replaced by scientific classes. The reason for this is students' unsatisfactory performance in the Matriculation Exam (Bagrut) last year. Bagrut tests evaluate only core subjects, while art lessons are not even included in the evaluating process. For this reason, students should focus more on core classes. It is more important for students to do well in subjects like math, science and writing, rather than fine arts. Moreover, scientific subjects are more important in a competitive global economy. The school administration sees value in the art lessons yet they are not that essential for high school students. Convince students that this is the best decision that maximizes their future success.

Key Vocabulary / Phrases (if applicable)

Fine arts, creativity, express, outlet, scores, test, matriculation exam, administration.

Assessment

Teachers may take notes on the "Seven Elements Negotiation Worksheets", checking whether students follow the seven elements of negotiation.

Reflection

Students receive feedback from a teacher and refer to the "Seven Element Negotiation Worksheet" to self-evaluate themselves. For the purpose of self-evaluation, they may answer the following questions:

1. Did I identify my interest and interest of my partner?
2. Did I bargain over positions or interest?
3. Did I focus on my interests?



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4. Did I invent options for the mutual gain?
5. Did I communicate clearly my goals?
6. Did I establish a good rapport with my partner?
7. Did I formulate my BATNA ?
8. Did I follow ethical standards?
9. Did I reach my ideal agreement?

Comments

Provide enough physical space for participants to allow them to practice in a comfortable way.

