**MORE IS LESS or LESS IS MORE?!**

A negotiation teaching tool created by

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**Summary**

*The Road Not Taken* by Robert Frost – introducing the communicative concept of negotiation, connecting to English language use in classroom, using experimental explanatory teaching methods.

**Learning Objectives**

1. Interests vs opinions
2. Inquiry & acknowledgment vs advocacy
3. Ladder of inference – data, interpretation, conclusion
4. Focusing on the goal – win-win
5. Expressing empathy before offering solution

**Lead-in / Preparation**

* Choose the English center for this activity – it has two entering doors.
* Prepare signs for the doors to choose either one to enter – path one & two.
* Prepare two different boxes of sweets – toffies & candies.
* Ask students to choose and open one of the boxes.
* Handout worksheets with HOTS literature concepts.
* Handout vocabulary list of negotiation vocabulary/chunks/fill in sentences.
* Handout sheet to choose a summarizing activity – reflection/video clip/flashcards.

**Estimated Class-Time Required**

* 90 minutes-lesson for pre-activity, basic understanding and summarizing.
* 45 minutes-lesson to prepare post-activity.
* 45 minutes-lesson to present in class.

**Description of Activities**

1. Meet students at English center and ask to choose a door to enter.
2. Ask them to choose a box to open and pick a sweet.
3. Handout WS to write process of decision – small groups.
4. Switch candies – negotiation skills – inquiring, acknowledgement, advocacy.
5. Relate to HOTS and ladder of inference – data, interpretation, conclusion.
6. Start preparing the portfolio with WS.
7. Read the poem.
8. Answer LOTS questions from Literature book.
9. Prepare flashcards with negotiation concept vocabulary/questions/chunks.
10. Plan final assignment – post activity – reflection/video clip/poster/dance, etc.

**Key Vocabulary / Phrases**

* New vocabulary – HOTS, poem, negotiation.
* Asking questions chunks – interview, inquiry.
* Reflection vocabulary.

**Assessment**

* Completing a Literature portfolio as per inspectorate request.
* Creating a video clip.
* Interviewing a family member/friend on a personal dilemma.
* Building similar activity for youth movement activity/dancing drill/sports drill, etc.
* Preparing a slam poem on the topic.

**Reflection**

* Creating an activity using the skills of inquiry, acknowledgement and advocacy.
* Presenting it in class.
* Mentioning three new skills gained from this activity.

**Comments**

This activity is planned for 11th graders 4 points students, medium level of English.