

# Super SHARING STRATEGIES

The following learning plan was shared with us by Betsy Smalley, Content Mastery Teacher at Cinco Ranch High School in the Katy Independent School District, Texas. Betsy says, “Enclosed is a lesson plan that incorporates a role-playing negotiation simulation. The goal is ‘win-win,’ not ‘win-lose,’ so the best negotiations will be those that are the most balanced. My particular lesson uses the negotiation to compare capitalism and communism, but it could be adapted to suit other classes by modifying the role sheets and student summary of negotiations.”

We have summarized Betsy’s lesson in the following CRISS® Strategic Learning Plan. A complete set of Betsy’s materials in PDF format follows this article.

## CRISS STRATEGIC LEARNING PLAN

### Enduring Understandings

**Process:** (1) Use discussion as a way to learn content (*Dragonfly*) and to negotiate with a person having a different point of view, (2) use metacognition strategies to evaluate comprehension of resource materials and the success of the negotiations, and (3) use RAFT assignment to help students understand different perspectives.

**Content:** TEKS (Texas Essential Knowledge and Skills) standards (1) WG 18D - Evaluate case studies of the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of capitalism and (2) WG 15 - Identify and give examples of different points of view that influence the development of public policies and decision-making processes . . . .

### Assessment

Based on the negotiations outcomes. Strong negotiations will include a balance of outcomes. Average negotiations will include both sides, but one may dominate. Poor negotiations will show disagreement or lack of decisions.

### Content

(written text, video, lecture, visuals, etc.)

Excerpts from *Dragonfly: NASA and the Crisis Aboard MIR* by Bryan Burroughs and cosmonaut and astronaut information sheets (created by teacher)

### Preparing for Understanding

(bringing out and building background knowledge, setting purposes for learning)

- Read and discuss excerpt from *Dragonfly*.
- Teach the process of negotiation and the four possible outcomes, win-win, win-lose, lose-win, and lose-lose. What is considered a successful negotiation?

### Engaging Students with Content and Transforming Information

• Describe the RAFT assignment: (R) Cosmonaut (or Astronaut), (A) Astronaut (or cosmonaut), (F) Negotiations, (T<sup>1</sup>) Cosmonaut: Convince Americans [1] to buy the Russian command module for the International Space Station (ISS) for \$800 million, [2] to let Russians select the American astronauts who come on board MIR, [3] the language on MIR will be Russian, plus other items listed on Cosmonaut information sheet. (T<sup>2</sup>) Astronaut: Convince Russians [1] to sell you their science module for ISS for \$100 million, [2] to accept American astronauts on MIR, [3] to provide you with plans for the MIR life module, plus other items listed on the Astronaut information sheet.

• Pair students and choose roles. Have “Cosmonauts” meet together, read and discuss their information sheet. Have “Astronauts” meet together, read and discuss their information sheet\* (see next page).

• Hold negotiations. Each student must complete the Negotiations Evaluation Sheet\*\* (see next page).

• Have students evaluate the success of their negotiations (discussion).

• Review the U.S. and Russian goals for negotiation, then share the actual negotiated results (lecture) and have students compare with their results.

\*Betsy writes, “[another important step is the] ‘pep talk’ prior to negotiations. The students love role playing, but they need to get ‘in role.’ In other words, I pull all the astronauts together (out of earshot of the cosmonauts) and tell them how proud NASA is of them, and how much we are counting on them to represent us well in the upcoming negotiations. Then, I huddle with the cosmonauts. In my best Russian accent, I tell them how proud we are of them, how they are the best in the world, and how much we are counting on them to represent our motherland in the upcoming negotiations. I send both sides off to negotiations armed with high confidence.”

\*\**The Negotiations Evaluation Sheet* includes the following questions: (1) Were your negotiations successful? (2) Where did you agree to hold the negotiations? (3) Which module will the Russians build on the ISS? (4) Will American astronauts go to the MIR? (5) Will the plans for the MIR life module be shared? (6) Who will select the astronauts that go? (7) How much money did the Americans agree to pay the Russians? (8) What language will be spoken on the MIR?

Betsy cautions us, “Role playing is a very memorable lesson, but it is not trivial to prepare! . . . truth be known,

this strategy requires quite a lot of prep to transfer it to other lessons. I had to make up the negotiation situation myself and had to allow for several items [on the evaluation sheet] with binary decisions (e.g., meeting in Houston or Moscow, language in Russian or English) as well as items with a range of choices (amount of money to pay Russians). . . [The good part is] the students are engaged. Once they realize they are not working ‘on the same page,’ some get very competitive. Sometimes, they want to see each other’s page (no rule against it - I never suggest it; it is simply a negotiation style whether they want to play ‘close to the vest’ or very openly). “These negotiation styles become part of the discussion afterwards.”

We thank Betsy for sharing her *super* learning plan with us. We are sure her students were both motivated and actively involved during this whole plan.

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## **Lesson: Space program negotiations between U.S. and Russia**

*By Betsy Smalley*

This lesson uses role-playing simulation to focus on the cooperation between the United States and Russia in the years following the breakup of the Soviet Union.

### **TEKS Objective:**

WG 18 D Evaluate case studies of the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of capitalism.

WG 15 A Identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels by comparing the U.S. political and economic systems with the political and economic systems of the former Soviet Union

**Prepare:** Print Cosmonaut Information sheets on yellow paper, Astronaut Information sheets on blue paper. Print Negotiations Evaluation on white paper.

### **Preliminary activity:**

Read excerpts from *Dragonfly: NASA and the Crisis Aboard MIR* by Bryan Burroughs<sup>1</sup>. Use the APPARTS method to analyze the text (optional).

Possible questions for discussion:

- How did the negotiating styles differ?
- Why were the Soviets proud of their space program? What were some of the historical accomplishments of their program?
- After the Soviet Union collapsed, what happened to the Russian space program? What evidence was there that the program had problems?
- In what ways did the Russians generate cash to pay for their program? How did the U.S. help the Russian space program stay afloat? Why did the U.S. want to help the Russians?
- How did the Russian cosmonauts differ after 1991?

Teach four possible outcomes of a negotiation—lose-lose, win-lose, lose-win, win-win. What is considered a successful negotiation?

### **Simulation Activity:**

**Pair students and choose roles.** Each pair must choose one person to play Russian cosmonaut, one to play American astronaut.

**Group:** all Russians to one side of the room and Americans to the other.

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<sup>1</sup>Burroughs, Bryan. *Dragonfly: Nasa and the Crisis Aboard MIR*. 1998. HarperCollins Publishers, Inc. New York. 35,58-64,252,266-267, 292.

**Brief cosmonauts:** Give all cosmonauts the yellow information sheet; explain that they are all proud cosmonauts, and must represent their countries well. They should read the sheet, but not share the information on it with the American.

**Brief astronauts:** Next, give all astronauts the blue information sheet. Explain how proud you are that they are on the NASA team; America is counting on them. They should read the sheet, but not share the information on it with the Russian.

Give each group two minutes to read their sheets.

**Meet with counterpart and negotiate:** Then each student must meet with his/her counterpart, and conduct negotiations according to the roles. Each person must complete the white Negotiations Evaluation paper.

Allow 10-15 minutes to complete and document negotiations. As the teacher moves around the room, it is easy to identify which role the individual has by the color of the information sheet.

**Post simulation discussion:**

Ask students if they thought their negotiations were successful? Would they be willing to negotiate with the individual again?

*Review* U.S.-Russian goals for negotiation.

What were the primary reasons for the U.S. to want to cooperate with Russia?

What were the primary reasons for Russia to want to cooperate with the U.S.?

*Debrief:* U.S. and Russia actually negotiated in many meetings over a period of months to come to initial agreement. The U.S. paid Russia \$400 million to send up 5 astronauts to MIR. This was later extended to 7 astronauts. The ongoing relationships were important to both parties both on the MIR and on the ground, and continue to be as we move into the ISS and other programs. The U.S. plays the lead role on the International Space Station, with cooperation from many international partners, including Canada, Europe, and Japan, as well as Russia.

**Assessment:** Strong negotiations will include a balance of outcomes. Average negotiations will include both sides, but one may dominate. Poor negotiations will show disagreement, or lack of decisions.

**GT/PreAP Extensions:** Success in negotiations relies more on strengths in interpersonal skills than on traditional academic skills such as analysis or application. Add reflection question for students to self-assess negotiation skills.

**Resource/ESL Accommodations:** Pre-plan the partnerships to keep the teams as balanced as possible. Provide reading assistance to the astronaut and cosmonaut groups as necessary.

## Russian and American Space Program Negotiations

The book *Dragonfly: NASA and the Crisis Aboard MIR*, by Bryan Burroughs, describes the challenges of cooperation between the Russian and American space programs between 1992 and 1997.

Both countries found benefit in a joint space program and initial agreement was conducted at the highest levels. The Americans were able to build an International Space Station with true international support. Russians would receive much-needed cash. Burroughs summarizes the political benefits, “by building the new station in partnership with the Russians—and with the Japanese, Europeans, and Canadians—Boris Yeltsin’s unsteady regime would be drawn further into the community of Western nations. Russian engineers and missile experts would be given productive work to keep them from sharing their secrets with the Irans and Libyas of the world. And the United States would gain the leverage it needed to prevent Russia from selling nuclear technology to longtime trading partners such as India. From Russia’s standpoint, the \$400 million NASA agreed to pay for the MIR flights kept its space program alive.”<sup>2</sup>

The details of international cooperation were left to the negotiation teams and to the participating astronauts themselves. The Russian cosmonauts would swagger up to the American astronauts and ask them how many days they had been in space.<sup>3</sup> They showed clear disdain for American lack of Russian language skills and for women as astronauts (though astronaut Shannon Lucid had a very successful mission aboard MIR). American astronauts were

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<sup>2</sup> Burroughs, Bryan. *Dragonfly: Nasa and the Crisis Aboard MIR*. 1998. HarperCollins Publishers, Inc. New York. 35.

<sup>3</sup> *Ibid.*, 252.

surprised by the lack of independent decision making aboard MIR, as the cosmonauts always deferred even the smallest decisions to their ground control.

Team negotiations were similar. Burroughs describes the American confusion during meetings, where “the Russians yawned. Their eyes glazed over. The [Russian company] Energia men, it was clear, had absolutely no interest in what the Americans wanted. . . . Not until months later, when some of its members took a class in Russian culture, did [American team leader] Whitson’s people understand what had gone wrong. In America’s free market society, the customer, in this case NASA, has power over the vendor, in this case Energia. In Russia, still steeped in totalitarian mores, the vendor dictates to the customer. It was an attitude glimpsed every morning in Russian grocery stores, where butchers would tell women what steaks they could buy.”<sup>4</sup>

As the individuals and teams progressed through the program, both gained insights into their counterpart’s culture. Through his description of the space program, Burroughs provides a truly insightful window into the transition of the former Soviet Union (its political, cultural, and economic systems) to today’s Russia, as well as a window into NASA’s influential role in promoting international cooperation.

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<sup>4</sup>Ibid. p 292.

# Cosmonaut Information

You are a cosmonaut for Russia assigned to the negotiation team. You are about to conduct negotiations with your American counterpart. The success of these negotiations is very important to your country.

The Americans want to send astronauts to MIR. Their President Bush and your President Yeltsin have agreed for their space organizations to hold talks. These talks should be in Moscow, of course.

## **ISS Phase**

The Americans are interested in Russian space expertise and equipment for the International Space Station. The most important module is the ISS command module, which should be Russian. The other important module is the science module, which can be built by the Americans.

You would like the Americans to pay \$800 million for the Russian command module. If the Americans do not wish to pay, you have a bid of \$200 million from India to build rocket engines.

## **MIR Phase**

The Americans want to send astronauts to space to stay on MIR. Russia has allowed countries to send cosmonauts to the MIR for \$50 million. It is a great honor to be allowed to stay on the MIR with Russian cosmonauts. Russian cosmonauts have stayed up to 300 days on MIR. The average American astronaut has only 10 days space experience on a Shuttle.

They want plans for the MIR life module. You do not know what you are authorized to tell the Americans. It is probably best not to share this information, or you might be reprimanded.

You should get to choose which astronauts are sent. It is a safety issue. The Russians have a long experience of extended space missions.

The language on the MIR will be Russian, of course. The MIR pilot commander is Russian, and so is all ground control at TsUP (mission control in Star City).

## **Astronaut Information**

You are an American astronaut assigned to the negotiation team. You are about to conduct negotiations with your Soviet counterpart. The success of these negotiations is very important to your country.

The Russian space program is deteriorating. President Bush and their President Yeltsin have agreed for their space organizations to hold talks. You invite the Russians to Houston.

### **ISS Phase**

The Russians are interested in participating in the International Space Station. The most important module is the ISS command module, which should be American. The other important module is the ISS science module, which can be built by the Russians.

You know the Russians are strapped for cash. You are authorized to spend up to \$600 million. You are willing to pay \$100 million for the ISS science module. You know the Russians want to sell you their command module instead—it is probably worth \$300 million. It is very important you get some deal with them; otherwise, they will sell rockets to India that will be likely used for nuclear weapons.

### **MIR Phase**

Although the Russian program is not as advanced as the NASA program, you would like to send American astronauts to MIR for experience with extended space missions. Russia has allowed countries to send cosmonauts to the MIR for \$50 million.

You need plans for the MIR life module. They are stonewalling, and not providing the plans. You need these plans so NASA can ensure your safety aboard the MIR. NASA is responsible for the safety of its astronauts.

Americans will choose which astronauts are selected to go on the missions, just as we do on all NASA Shuttle missions.

The language spoken should be English, since that is becoming almost a universal language.

# Negotiations Evaluation

Name: \_\_\_\_\_ Partner's name: \_\_\_\_\_

Negotiation – were your negotiations successful?

Where did you agree to hold the negotiations?

Which module will the Russians build on the International Space Station?

Will American astronauts go to the MIR?

Will the plans for the MIR life module be shared?

Who will select the astronauts that go?

How much money did the Americans agree to pay the Russians?

What language will be spoken on the MIR?

# Win-Lose Scenarios

<b>You Win</b>	<b>Win-Lose</b>	<b>Win-Win</b>
<b>You Lose</b>	<b>Lose-Lose</b>	<b>Lose-Win</b>
	<b>I Lose</b>	<b>I Win</b>