



M&Ms® Win the World Over

Language Arts Extension

Goal: Students will understand positive and negative aspects of conflict.

Objectives: Students will ...

- Understand the concepts of cooperation and competition
- Apply the idea of “win-win” to global climate change
- Brainstorm local actions to reduce emissions

Materials (For a class of 30):

- One bag of M&Ms®
- 30 copies of M&Ms® Win the World Over – Student Sheet
- Optional – 15 copies of The Ugli Orange Case – Student Sheet DR. J.W. JONES
- Optional – 15 copies of The Ugli Orange Case – Student Sheet DR. P.W. ROLAND
- Optional – For the extension, a copy of the Dr. Seuss book, The Lorax

Time Required: 45-60 minutes

Standards Met: G4, G5, LA4, LA5, LA6, LA9, LA11

Procedure:

PART ONE

- Divide the class into two groups.
- Select one student to volunteer from each team.
- Set these two students up to arm wrestle. If you have a small table, ask them to sit across from each other at the table.
- Explain that they will participate in an arm wrestling contest to see which team can get the most M&Ms®. Usually students will compete at first rather than cooperate.
- Tell student A that his/her team will get an M&M® every time they make student B's hand touch the table.
- Tell student B that his/her team will get an M&M® every time they make student A's hand touch the table.
- Give them 20 seconds to get as many M&Ms® as possible.
- Then, with two different students, repeat the above contest, but only give students 10 seconds.
***Note: The goal is for students to realize that they can cooperate getting M&Ms® by moving their hands back and forth together alternating hitting the table.**
- If you have extra time, proceed to the directions for Part 2, which is optional.
- Discuss competition vs. cooperation. Which was more beneficial to the class?
- Using an overhead, white board or large sheet of paper, copy the chart below to illustrate the concepts of win-win situations vs. win-lose or lose-lose situations.
- Discuss the chart with students. What happened with the M&Ms® contest? How could the result have been different?

WINNING & LOSING

	"A" gets what she wants	"A" doesn't get what she wants
"B" gets what he/she wants	WIN-WIN	WIN-LOSE
"B" doesn't get what he/she wants	WIN-LOSE	LOSE-LOSE

- Give each student a M&Ms® Win the World Over – Student Sheet.
- Using the chart, ask students to individually think about which square represents where the world is in regard the global climate change. (This is the first question on the student sheet.)
- Ask students to share their rationale.
- Review with students what local contributing factors are affecting global climate change. They should know this from the results of their local surveys (completed in Social Studies).
- Have students write the contributing factors on their M&Ms® Win the World Over – Student Sheet (question 2).
- Give each student time to complete question 3 on their student sheet. Ask students to share their list of potential local actions that could reduce greenhouse gas emissions. List on the board.
- Tell students that in Social Studies they will need to make a poster encouraging people in town to do one of the local actions. They will need to determine which action has the most impact and the highest feasibility. They will also need to demonstrate how their action will help make a difference and why it matters.
- Students should complete question 4 in class (or for homework). If you have time, allow students to share their answers.

OPTIONAL: PART TWO

- Either keep students in the same groups or mix them up into two new groups. They will be the Jones's and the Roland's.
- Use the Ugli Orange Story Sheet. Half of the sheets go to the Jones's and half go to the Roland's. Pass out a story to each student and have him or her read the information quietly.
- In their journals, have each student identify the players, the problem, the issue and their position.
- When they finish, have one Roland pair up with one Jones and ask each pair to discuss their conflict and try to negotiate a win-win situation.
- Tell the students that their companies have informed them not to give out too much information to the competitor.
- Allow them 5-10 minutes to negotiate.
- Go around the room and ask each group what their solution was.
- Record the number of win-win situations, win-lose and lose-lose.
- If no groups figure out a win-win solution, share the following story:

Once upon a time there was a brother and a sister. Both of them liked to cook on Saturday mornings before the cartoons started. One Saturday, Carl decided to make

an Orange Julius. Carla woke up and decided to make orange muffins. Both went to the refrigerator at the same time, only to find ONE orange. They each grabbed the orange and began to shout, "I need it!" "I was here first!" "It's mine!" etc., until their mom woke up and came in. She took the orange, and cut it in half. Handing one half to Carl, and one half to Carla, she turned and left the room. Carla and Carl stood there, with long faces. Neither was satisfied.

"But I needed the juice of the whole orange for my Orange Julius," whimpered Carl. "I needed the rind of the whole orange for my muffins," moaned Carla.

- Send the groups back to their Ugli Orange roles for 5 minutes to see if they can come up with a win-win solution.
- Ask students who reached a win-win situation how they achieved that result.
- Discuss what made it difficult to find a solution. How is this similar to real-world (environmental) conflicts?

Extension:

- Use the book, *The Lorax*, to illustrate the concept of cooperation vs. competition.
- Identify one half of the class as "Loraxes," the other half as "Oncelers."
- Ask students to pay special attention to their character as they watch or hear the Lorax. Students should try to identify with what their character wants, feels and thinks throughout the story.
- After reading or viewing the Lorax, discuss the problem, issue, players, positions, interests and the ending.
- What do the Lorax and Onceler represent? (What are their professions/what do they do for a living?)
- What do they really want? What are their biggest concerns?
- What type of solution did they reach (win-win, win-lose, lose-lose)?
- In small groups of 2-3 Oncelers and 2-3 Loraxes, or facilitated with the whole group, have students brainstorm a list of ALL the possible endings to the Lorax.
- From their list of possible solutions, have the small groups of Oncelers and Loraxes negotiate a win-win solution.
- Have groups share their win-win solutions with the whole group.
- Rewrite the end of the story.
- Review the steps of Issue Negotiation:
 1. Identify the problem.
 2. Identify the players.
 3. Identify the players' interests and positions.
 4. Brainstorm ALL possible solutions.
 5. Attempt to reach an agreement or solution that all players can agree upon.

- Generate discussion or a list of current environmental issues under negotiation. If you have the time, think of possible win-win solutions – no matter how outlandish. Conclude by asking students how they can personally incorporate negotiation into their own lives.

Assessment:

- Participation in activity
- Completed M&Ms® Win the World Over – Student Sheet



M&Ms® Win the World Over – Student Sheet

Name: _____ Date: _____

1. In your view, which square on the chart represents the world in the global climate change issue? Why?

<u>WINNING & LOSING</u>	"A" gets what she wants	"A" doesn't get what she wants
"B" gets what he/she wants	WIN-WIN	WIN-LOSE
"B" doesn't get what he/she wants	WIN-LOSE	LOSE-LOSE

2. List the 3 major, local contributing factors to global climate change.
3. Brainstorm a list of 10 actions people in your community could take to help reduce emissions.
4. How would these actions move the world to the "win-win" square for the global climate change issue?



Optional M&Ms® Win the World Over – The Ugli Orange Case Student Sheet

DR. J.W. JONES

You are Dr. J.W. Jones. You work as a biologist for a company that is doing research on preventing birth defects.

Last week several canisters of a toxic chemical were mistakenly added to the drinking water of several cities in the United States. The chemical has been proven to be a significant cause of birth defects, and may affect others in the population as well. Residents of these cities have been warned not to drink the water. All food processors have been told to stop operations until the problem has been fixed. The alternate supplies of water that are available are limited and will only last two weeks. If people begin to drink the water, it is likely that thousands of babies will be born with birth defects.

You, Dr. Jones, have developed a substance that will combine with the toxic chemical and neutralize it, so that people may safely drink the water again. This substance is made from the juice of the Ugli Orange, a very rare fruit. Unfortunately, only 4,000 of these oranges were produced this year. You will need at least 3,000 of these oranges in order to make enough of the substance to neutralize the chemical and prevent the disaster. You have discovered that R.H. Cardoza, a fruit grower in South America, has 3,000 Ugli Oranges, and these oranges are in good condition. Cardoza is willing to sell the oranges to the highest bidder.

You have also been informed that Dr. P.W. Roland is trying to buy the oranges from Cardoza as well. Dr. Roland is also a biologist who needs the oranges for an important project. The companies that you and Dr. Roland work for have always competed with each other, and do not have a good working relationship.

Your boss has instructed you to offer Cardoza up to \$250,000 if necessary for the oranges. You have decided to first meet with Dr. Roland so that you will not be prevented from purchasing the oranges.

Note: While you can tell the other negotiators what is on this sheet, you may not show them this sheet.



Optional M&Ms® Win the World Over- The Ugli Orange Case Student Sheet

DR. P.W. ROLAND

You are Dr. P.W. Roland. You work as a biologist for a company that is doing research on methods to combat enemy uses of biological warfare.

Recently, several World War II experimental nerve gas bombs were moved from the United States to a small island just off the U.S. coast. In the process of transporting them, two of the bombs developed leaks. The leaks are under control right now, but scientists believe that the gas will begin to escape from the bomb chambers within two weeks. The gas will then get into the atmosphere and spread to other islands and to the U.S. mainland. If this happens, it is likely that several thousands of people will suffer serious brain damage, or die.

You, Dr. Roland, have developed a vapor that will neutralize the nerve gas if it is injected into the bomb chamber before the gas leaks out. The vapor is made with a chemical taken from the rind of the Ugli Orange, a very rare fruit. Unfortunately, only 4000 of these oranges were grown this year. You will need at least 3000 of the oranges in order to produce enough of the vapor to neutralize the gas and prevent the disaster. You have discovered that R.H. Cardoza, a fruit grower in South America, has 3000 Ugli Oranges, and that these oranges are in good condition. Cardoza is willing to sell all of the oranges to the highest bidder.

You have also been informed that Dr. J.W. Jones is trying to buy the oranges from Cardoza as well. Dr. Jones is also a biologist who needs the oranges for an important project. The companies that you and Dr. Jones work for have always competed with each other, and do not have a good working relationship.

Your boss has instructed you to offer Cardoza up to \$250,000 if necessary for the oranges. You have decided to first meet with Dr. Jones so that you will not be prevented from purchasing the oranges.

Note: While you can tell the other negotiators what is on this sheet, you may not show them this sheet.