

Peacebuilding in Economics - A Discussion between supporters and critics of the World Trade Organization

Rationale: This lesson helps students to understand opposing viewpoints and, through negotiation, determine how they might improve the World trade Organization.

Objectives:

- **Standards:** This exercise is meant to reinforce International Baccalaureate standards that include:
- **Knowledge and Understanding**
- **Communicating**
- **Thinking Critically**

Materials:

- USIP Negotiating Preparation sheet
- USIP Negotiating Styles handout
- List of WTO Opposing Arguments

Time: 90 minutes

Procedures:

1. Explain that students will have the opportunity to practice their negotiating skills with a partner.
2. *Students will combine a bit of theater with the negotiation by first identifying, then encouraging students to adopt unique negotiating styles. First, conduct with the students a session to identify their conflict styles using [USIP Peacebuilding Toolkit for Educators Lesson 2.4](#). When students have identified their own conflict style, ask them to select an alternative style to use during the WTO negotiation.*
3. Distribute a handout of WTO opposing arguments (in support of and critical of the WTO) along with an excerpt listing supporters' and critics' views of the WTO from *Pearson Baccalaureate Economics for the IB Diploma* by Maley and Welker. (If time is a concern, distribute the scenario for homework the night before).
4. Remind students of the key elements of negotiation: be prepared, build a relationship, identify interests, and look for creative solutions.
5. Divide students into two groups and assign half of them the role of a WTO supporter and the other half the role of a WTO critic "Supporters' View and Critics' View of the WTO in *Pearson Baccalaureate Economics for the IB Diploma* by Maley and Walker.

Distribute roles from “Supporters’ View and Critics View of the WTO. *Students will be practicing their selected negotiating style with an “alter ego.”*

Alternative: Depending on the skill level of your students, you might choose to have the negotiation occur in groups of four, two Pro-WTO students and two students from the side that opposes the WTO. This allows people to work together in their role and during the negotiation they can take breaks to discuss strategy among themselves.

6. Prepare for Debate: Have the WTO supporters’ group meet on one side of the room and WTO critics the meet on the other side. Distribute the **Negotiation Preparation Worksheet** and have students work cooperatively in their role groups to complete it.

7. Have everyone pairs off with someone who has an opposing view and begin their negotiation. Give students 20 minutes to negotiate.

8. Lead a whole class conversation using some or all of the following questions:

- What were some of the results of your negotiations?
- What strategies did you use?
- What were some of the challenges you encountered while negotiating?
- How were you able to get beyond positions to interests?
- What did you learn from the role-play that will help you in future negotiations?

Assessment of student debate engagement:

20 Total Points Possible	
5 - Supporting Examples	<i>Examples used? Effectively?</i>
5 - Interpretation of Events Answer to the “So What” question	<i>Significance of events, ideas, or people stressed? Insights and connections made?</i>
5 - Evaluation Weighing of strategies	<i>Are ideas weighed effectively? Is there a concluding decision?</i>
5 - Organization/presentation	<i>Effective introduction? Effective conclusion? Clear theses shaped in body paragraphs? Ideas linked effectively?</i>

Supplementary Resources

[USIP Peacebuilding Toolkit for Educators Lesson 2.4](#) p. 51-55

[USIP Peacebuilding Toolkit for Educators Lesson 2.8](#) p. 84