

GIRLS ARISE

Working Together for a Better Future

Negotiation Curriculum

Nava Ashraf, Corinne Low, and Kathleen McGinn

Copyright © 2013 Nava Ashraf, Corinne Low, Kathleen McGinn

IPA-Zambia:

Post Box 653, P/bag E891 Manda Hill, Lusaka
39 Central Street, Jesmondine, Lusaka

We welcome questions and comments.

Printed March 2013.



ACKNOWLEDGMENTS

The authors are indebted to Roger Fisher and William Ury, whose insights in the seminal negotiation text, *Getting to Yes* (1981), significantly shaped our thinking and form the foundation of our approach to negotiation in the *GIRLS ARISE* curriculum.

The authors would also like to acknowledge the ideas and exercises cited in the *GIRLS ARISE* manual from the following negotiation manuals: the United Nations' Economic and Social Commission for Asia and the Pacific (UNESCAP) Module on Conflict Negotiation Skills for Youth; Young Negotiators Teaching Manual, by Jared R. Curhan; the Mercy Corps' Youth Conflict Management Curriculum Facilitator's Manual; and Skillz Zambia: Coach's Playbook, produced by Grassroot Soccer Zambia (GRSZ).

Finally, we wish to thank the following partners and supporters for their important contributions to this project:

Innovations for Poverty Action (IPA)
Harvard Business School
Columbia University
Zambian Ministry of Education
International Growth Centre (IGC)
ExxonMobil
Program on Negotiation, Harvard Law School
Women and Public Policy Program, Harvard Kennedy School
Anti-AIDS Teachers Association of Zambia

TABLE OF CONTENTS

ACKNOWLEDGMENTS.....	iii
TEACHING GUIDE & REFERENCES.....	1
SESSION 1: WORKING TOGETHER.....	6
SESSION 2: ME.....	20
SESSION 3: YOU.....	34
SESSION 4: TOGETHER.....	51
SESSION 5: BUILD.....	66
SESSION 6: REVIEW	81

Additional Sections

TROUBLE-SHOOTING SESSION PROTOCOL

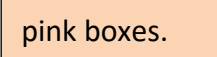
APPENDIX: FLIP CHART TEMPLATES

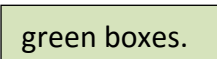
TEACHING GUIDE

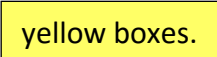
This negotiation curriculum provides a reference guide to train Zambian girls to adopt the communication skills needed to negotiate health and education decisions with power figures in their lives.

Using the manual

- The negotiation curriculum is structured by four principles:
 1. “Me,” or identifying one’s own interests and options in conflict situations;
 2. “You,” or identifying the other person’s interests, needs, and perspective;
 3. “Together,” or identifying shared interests and small trades; and
 4. “Build,” or developing win-win situations.
- The curriculum also accounts for some negotiations in which it is necessary to be patient, or “Take 5,” and others in which the only outcome to keep the girl safe and healthy is to walk away and not negotiate.
- This teaching manual is organized into six training sessions, and each session begins with a detailed overview for the facilitator.
- A ‘map’ of the negotiation curriculum is included to orient the facilitator and to make teaching preparation easier (see page 3.)
- The manual contains three main types of formats:
 - **This symbol and font indicate the things you say to students.**
 - ✓ *These are potential responses from the students.*
 - (These are instructions that are just for you, the coaches.)*
- Four other visual tools will help you to navigate the manual:

Session **objectives** are placed in  pink boxes.

Group **activities** are described in  green boxes.

Stories are included inside  yellow boxes.

Session **takeaways** are framed in  grey boxes.

Teaching style and strategies

- Try to teach in an energetic style, using lots of expression and adding examples as necessary. This is a different form of teaching and learning than the usual classroom style.
- Check to make sure that the students understand the content as you go through it—look at their expressions, ask them to tell you what you have said in their own words, etc.
- Always teach using the words in the manual first, then explain further or translate as needed. Be careful not to change the meaning of the text when explaining or translating.
- Ask the students questions and patiently probe for responses, but if they are unable to understand something after several tries, it is fine to give them the answer so they do not become frustrated.
- Give positive feedback to students who participate and try to answer questions. Build on the answers they give you, restating their answer to bring it closer to the answer in the text, if needed. For example, if a student tells you an interest is “what you want,” you can say, “Yes, that’s right. An interest is something you want deeply, or something you care about.”

Using journals

- Give each of the students a blank journal during the first session.
- During class sessions, give the students “journal breaks” to record into their journals the information that is on the flip chart. Ask them not to write during the rest of the class, but instead to listen and participate.
- During “journal breaks” Instruct the students to use the journals to take notes on what they are learning in class
- Instruct the students to take notes between sessions on situations where they find themselves applying negotiation, or when they are feeling powerless in a situation.
- Especially over each weekend, instruct them to write down one or two situations where they negotiated, where they see negotiation being used, or where negotiation could be used.

Using index cards for recording steps in negotiating

- Give each of the students a blank index card during the first session.
- When each negotiation step is described (Me-You-Together-Build), instruct the students to write the name of the step on the card, and practice doing that step at home, carrying the card with them.
- The index cards are for the students to get used to carrying around a physical reminder of the negotiation steps.

- At the end of the program, the index cards will be replaced with prepared, laminated cards with all of the steps written on them.

Using energizers, icebreakers, warm-ups, and cheers

- During classes, use energizers, icebreakers, warm-ups or cheers whenever you feel the energy in the room lagging.
- Suggestions for energizers include: “You do like I do”; write name with waist; “head, shoulders, knees, and toes”; “in the river, on the bank”; “girl power” cheer, etc.

NEGOTIATION CURRICULUM

Day		Exercise	Time (min)
1 Introduction: Working Together	Introduction	Problems and Solutions	15
		What is Negotiation? Examples	10
		The Arm Game / Nelson Mandela Story	25
	Supporting concepts	Positions and Interests: The Case of the Lemon	25
		4-Step Negotiation Process / Making Cards	10
2 Me	Understanding your interests	Learn	15
		Apply: Babysitter Blues: Hope & Mary	25
	Know your other option	Learn	15
	Supporting skills	Walking Away	20
		Take 5: Managing Emotions	20
3 You	Choose the approach	Learn	20
	Discover their interests	Learn: Victor & Mercy	20
		Apply: But Why, Momma?	20
	Supporting skills	Step to Their Side	20
4 Together	Introduction	Lion-Zebra	25
	Finding common ground	Learn: Bad Crowd	25
		Learn: Don't Push Them Away!	15
	Recognize road blocks	Learn	15
5 Build	Brainstorming solutions	Learn: Ball Game	15
		Apply: A Bad Crowd	10
	Building a house	Learn	15
		Apply: Who Cooks?	10
	Synthesize	The Full Negotiation Process: Me-You-Together-Build	30
6 Review	Synthesize	Review: Diagram Explanation	20
		When Negotiation Comes to You	10
		Difficult Mother: Practice	50

REFERENCES

Curhan, Jared R. *Young Negotiators Teaching Manual*. Cambridge, MA: Program for Young Negotiators, Great Source Education Group, 1998.

Fisher, Roger and William Ury. *Getting to Yes: Negotiating Agreement Without Giving In*. New York: Houghton Mifflin, 1981.

Grassroot Soccer Zambia. *Skills Zambia: Coach's Playbook*.

Mercy Corps. *Youth Conflict Management Curriculum Facilitator's Manual*. Portland, 2009.

United Nations' Economic and Social Commission for Asia and the Pacific (UNESCAP). *Module on Conflict Negotiation Skills for Youth*. New York, 2003.

Ury, William. *Getting Past No: Negotiating in Difficult Situations*. New York: Bantam, 1991.

---. *The Power of a Positive No: How to Say No and Still Get to Yes*. New York: Bantam Dell, 2007.

SESSION 1: WORKING TOGETHER

Teaching objective: To teach that negotiation is a way of talking and working together with others to solve problems. Students should understand that working with others can be a source of strength. Through examples, stories, and activities, students should learn that good solutions are possible when negotiating partners—who are often fighting over *positions*—instead consider *interests*.

Key concepts: Negotiation; positions; interests; win-win solutions.

Skills: Students should be able to identify positions versus interests.

Problems and Solutions

15 min

Lesson: Teach students that talking and working with others is a common way to resolve problems. Negotiation involves talking and working with others to solve problems.

Activity: Students match problem cards with solution cards, and discuss ways to find solutions to their own problems.

Takeaway for students: One of the best ways to solve a problem is to talk with others in order to find a solution together.

What to look for: Students saying that they would talk with someone or work together with someone to solve their problem(s).

What is Negotiation? Examples

10 min

Lesson: Negotiation can happen in many different situations and in ways that the students might not think of as negotiation. No matter how difficult the situation, the negotiating parties have a reason to work together despite some conflict in their objectives.

Activity: Discussion of examples.

Takeaway for students: Negotiation is talking and working together to solve problems. It can happen when two people seem to want different things, yet also want to work together.

What to look for: (i) Students identifying reasons for why people might have different interests; (ii) students looking at specific situations and identifying reasons for why the parties would want to work together.

The Arm Game / The Nelson Mandela Story

25 min

Lesson: By cooperating rather than competing with each other, both parties may reach their desired results, even in situations that seem competitive.

Activity: Coaches and a student volunteer demonstrate the arm game for the class; coach reads Nelson Mandela story.

Takeaway for students: Negotiation is a way that you can get what you want by also helping the other person to get what they want.

What to look for: (i) Students should have an “aha!” moment when they see the coach demonstrate the cooperative way of playing the arm game; (ii) students’ feedback to the Nelson Mandela story shows that they understand why his approach worked better than the competitive way.

Positions and Interests: The Case of the Lemon **25 min**

Lesson: Teach the difference between positions and interests. Demonstrate the possibility of reaching a win-win solution when focusing on interests instead of positions.

Activity: Story: “The Case of the Lemon.”

Takeaway for students: If we talk about our interests—what we really want and why—we can sometimes find win-win solutions, solutions that meet the interests of both parties.

What to look for: (i) Students consistently being able to name interests, not positions, when asked; (ii) students being able to say why a win-win solution can be better than a compromise, if interests are considered.

The 4-Step Negotiation Process / Making Cards **10 min**

Lesson: There is a four-step process for negotiation: Me-You-Together-Build. Students should learn to repeat back the four steps so they can refer to them later on.

Activity: Students will make note cards that they will use throughout the program.

Takeaway for students: Negotiating well involves following a four-step process: Me-You-Together-Build.

What to look for: Students are able to identify the four steps.

SESSION 1: WORKING TOGETHER

(When the students are all together for the first time, lead them in your favorite cheer or energizer. When the students are energized and ready to begin class, ask them to be seated. Then introduce yourself and have each of the students introduce themselves, including saying their name, their class and their favorite color. After introductions, set expectations about these sessions not being like school and state the hope that everyone be relaxed, interact, and have fun. They should feel free, participate, and are encouraged to express themselves in either English or Vernacular.)

Hand out Day 1 Negotiation Journal Entry Sheets and give the girls 10 minutes to answer the following questions:

- *Describe a problem you've encountered in the past one month that involved at least one other person.*
 - *How did you resolve this problem?*
- **Your journals are for you to take notes about what you are learning. The coaches will give you time after class to write down important definitions and concepts. You can also write in your journals between sessions. You might want to use them to share your thoughts about what you have learned, or to record situations where you find yourself using or thinking about what you are learning. Now, each of you should write your name on the cover of your journal, so that you know it is yours.**

(After the students finish putting their names on their journals, begin the training session with):

- **Girls, how is life as a girl in Zambia? Is it good? Is it hard?**
- **Being a girl in Zambia is often good, but sometimes it's tricky too, right? As girls, you have to face many challenges that can sometimes get in the way of things you want to achieve in your future.**
- **I know because I once faced these challenges, much like you.**
- **These sessions are about teaching you an important life skill, to help you deal with such challenges. The skill is called negotiation.**
- **Has anyone ever heard of the word 'negotiation'?**

(If yes, allow students to respond, asking what they think it means; do not correct them yet.)

- **I hear lots of good ideas for what negotiation means. Negotiation is a way of communicating, and we are going to spend a lot of time over the next two weeks talking about what it means and how you can do it well.**

- Today, we are going to introduce you to the concept of negotiation. We will play a few games, and you will learn what a *position*, an *interest*, and a *win-win solution* are.
- But before we get to all that, let's step back for a small activity to get us thinking about problems and how to find solutions for them.

Problems and Solutions¹

15 min

- **What is a problem?**

(Give students the chance to answer.)

✓ *A problem is a difficulty you face.*

- **What are some problems that you have had in your own lives, and how have you dealt with those problems?** *(you can probe with the answers on their journal entry sheets)*

(Allow some of the students to share their problems with the rest of the class. Ask them to share how they solved the problem. You may need to give personal examples or to call on some girls if no one volunteers.)

Activity: Problems and Solutions

Materials: Problem cards and matching solution cards. Sort the cards so that all the problem cards are together in one pile and all the solution cards are together in a separate pile.

- **Now we are going to play a game about solving problems.**

(Distribute the problem cards to one half of the room and the solution cards to the other half. Tell the students what you are doing.)

- **The girls on this side of the room have problem cards and the girls on that side have solution cards. In this game, you need to match your problem with a solution. Those with solutions should be looking for the matching problem. As soon as you find a good match, put your hands up.**

(Students play the game until all matches are found, with coaches helping, if needed.)

Discussion: Problems and Solutions

- **OK, let us have the first pair who found their match talk about their problem. What was your problem? What was your solution? Can you**

¹ Adapted from Curhan, *Young Negotiators Teaching Manual*. Cambridge, 1998.

think of any ways to achieve this solution? Can anyone else in the group think of ways you could try to reach this solution?

(Keep taking answers until the students suggest something that involves talking, discussing, or working together. If necessary, prompt them by saying, "You might want to just make it happen, but what would you have to do? Would you involve other people?" etc. Call on different students for each problem, talking to multiple pairs if necessary to bring out the idea of talking, discussing, and working together. See below for samples on each of the problems.)

Sample Problems and Potential Ways to Achieve Solutions:

Problem: My friend has started drinking beer. I want her to stop but she will not listen to me.

Solution: Get my friend to stop drinking beer.

Way to achieve solution: Talk with my friend, let her know I am worried and ask her what I can do to help her stop drinking.

Problem: I feel uncomfortable when I have my period at school.

Solution: Good facilities for my period at my school.

Way to achieve solution: Discuss with the school officials to put the right facilities in place.

Problem: There is no clean drinking water at my school.

Solution: A borehole or treated water at my school.

Way to achieve solution: Get together with schoolmates to ask the school officials to get a well at the school that provides clean drinking water.

Problem: I have too much housework to do before school.

Solution: Sharing housework with sisters and brothers.

Way to achieve solution: Talk with mother and brothers and sisters about sharing housework.

Takeaway: One of the best ways to solve a problem is to talk or discuss with others in order to find a solution together.

What is Negotiation? Examples

10 min

- We have discussed that one way to reach solutions to our problems is by talking and working with other people to find a solution together. We call this a "negotiation."
 - What is negotiation?
- (Write 'Negotiation' on the flip chart.)*
- Let's try to define negotiation in a way that we all understand.

- **Negotiation is talking and working with other people to find solutions to problems together.**
- **Negotiation can happen when two people seem to want different things, and yet they want to work together.**

(Have the class repeat after you. You say: “Negotiation can happen when” and one side of the class says, “two people seem to want different things,” and then you say, “and yet” and the other side of the class says, “they want to work together!”)

- **Arguments and disagreements happen when two people are trying to work together, but each wants something different. If they did not want to work together, they would not have to fight, and they could each do what they wanted. If they did not want different things, they could just agree, and there would be no need for a discussion.**
- **Negotiation is not about arguing with or convincing the other person. Instead, negotiation is a method of working together with the other person to solve a problem, and to get both people what they need. This means that you can use negotiation to work with people even when you feel you cannot “talk back” to them, like your parents or teachers. We will learn more about how we actually negotiate later.**

Examples: Negotiation

- **Let’s go through some examples where two people are trying to work together, but seem to want different things.**

Example 1: I have to work on homework with a friend, but my mom is making me watch my little brother.

- **Who are the people in this negotiation?**
 - ✓ *Me and my mother*
- **What do you seem to want that is different?** *(Let students answer.)*
 - ✓ *My mother wants me to babysit, and I want to work on my school project.*
 - ✓ *I want to do something different with my time than what she wants.*
- **Why do you want to work together?** *(Let students answer.)*
 - ✓ *It’s my mother, so I cannot just do what I want—I have to listen to her.*
 - ✓ *My mother cares about me, so she wants what is best for me.*
 - ✓ *We are family.*

Example 2: My boyfriend says we should meet up for a walk after dark, but I do not like going out in the compound at night.

- **Who are the people in this negotiation?**

✓ *Me and my boyfriend*

➤ **What do you seem to want that is different?** *(Let students answer.)*

✓ *He wants to go for a walk at night, and I would rather meet in the daytime or tomorrow.*

➤ **Why do you want to work together?** *(Let students answer.)*

✓ *I like my boyfriend, and I want him to be happy.*

✓ *My boyfriend likes me and wants my company.*

Example 3: I want to buy something at the market, and the price is too high.

➤ **Who are the people in this negotiation?**

✓ *Me and the seller*

➤ **What do you want that is different?** *(Let students answer.)*

✓ *We do not agree on the price.*

✓ *The seller wants to make more money, and I want to spend less.*

➤ **Why do you want to work together?** *(Let students answer.)*

(If students can't answer, instructor can say: It might be clear why you want different things in this example, but it is harder to think of why you want to work together. Think about what you want from the seller, and what he wants from you.)

✓ *The seller at the market wants my business—he or she wants to sell something.*

✓ *I need to buy something.*

✓

✓

Takeaway: Negotiation is talking and working with other people to solve problems together. It can happen when two people seem to want different things, and yet they also want to work together.

The Arm Game / The Nelson Mandela Story

25 min

➤ **Now we are going to demonstrate to you a situation in which two people seem to want different things. We are going to play a game called the Arm Game. I am going to need a volunteer.**

➤ **Great, you and my co-coach will play the “girls,” and I will be the teacher.**

(One coach role-plays as the teacher, the other as a fellow “girl” with the volunteer.)

- *(In teacher voice to the role-playing coach and girl volunteer):* **OK, hold onto each other's hands, with your elbows on the table.**
(The coach role-playing as a girl helps the volunteer girl get into position.)
- **You earn a point whenever the other person's hand touches the table. The goal is to get as many points as possible for yourself. You must keep holding your partner's hand and keep your elbows on the table. Ready? Note: emphasize the rules of the game.**
- *(Coach who is holding hands with the girl says to the girl):* **OK, we have to hold hands like this, and then try to get points. Let's go.** *(Fight each other very hard, get one or two points.)*
- *(Coach playing teacher says):* **Okay, stop for a minute. How many points did each of you earn? (Wait for their answers.) That is not very many points! Please start over and try again. The goal is for you to get as many points as possible for yourself. I think you can each earn many more points if you think about the problem a little differently.**
- *(This time, the coach who is holding hands with the girl should whisper to the other girl and explain to her that they can take turns putting their hands down, then demonstrate going back and forth.)* **OK, let's try it. Remember to count your points!** *(Girl coach and girl demonstrate.)*
- *(Coach playing teacher says):* **How many points did you each of you earn this time?** *(Girl coach and volunteer girl report their own points).*
- **Wow! Working together as a team worked out much better! It did not mean you that were not trying to get your own points—you were still looking out for yourself. It just means that you helped the other person get points so they would help you get points, and in the end, you both got more points for yourselves.**
(Let the volunteer sit down, and switch back into a normal voice, addressing the bigger group).
- **What did all of you think of the game?** *(Let the girls share their reactions.)*
- **This may seem like a somewhat silly example, but we wanted to show you that negotiation is *not* a competition.**
- **When you are negotiating, even though you are trying to get something for yourself—in this case, points—you are not trying to beat the other person. Negotiation is working with another person to solve a problem together. In a negotiation, you want to work together with the other person in a way that will help *each* of you to get what you want.**
- **This is especially important when you need to negotiate with someone who has more power than you, like a parent or a teacher. That is like playing the arm game with someone who is stronger than you. If you try to win against them, you probably will lose, because they are stronger.**

But if you both work together, you can each get what you want.

- **Sometimes that person might seem like he or she is against you at first, so you might try to compete with him or her. But we are going to teach you ways to get that person to work together with you instead.**
- **Does this game seem like any situation you have been in in real life? Let me tell you a story of a situation like this in real life.**

Story: Nelson Mandela

One example of people working together when others thought they needed to fight is Nelson Mandela's presidency. Have you heard of Nelson Mandela?

Nelson Mandela was a leader who worked against the division of white and black people in South Africa, which was called apartheid. He was put in prison for 27 years for his work, by the white government. When he was finally released from prison and went on to become president, many people expected him to be angry with white South Africans. They thought he should fight back against the white leaders who had put him in prison, and even take revenge on them.

But Nelson Mandela was very wise, and he saw that if he divided the country by fighting against the white leaders, his country would suffer. He knew South Africa would be stronger if whites and blacks worked together. So instead of punishing white South Africans, he forgave them, and he invited them to make South Africa a stronger place together with him. His decision made it possible for white and black South Africans to try to work together for the first time.

Did Nelson Mandela "win" in this situation? Who else won?

Note that Nelson Mandela had the *power* to punish the white leaders. He could have chosen to compete with them, but he knew both would lose out. He realized that by working together, all of South Africa could be stronger. Similarly, if *you* can show people—even people who are stronger than you—*why* there is a benefit to working together, you can be a great negotiator!

- **Nelson Mandela's story and the Arm Game both give us lessons for negotiation:**
 - 1. Negotiation is *not* a competition. Working together with the person you are negotiating with can sometimes help both people to get more.**
 - 2. Sometimes it seems like we need to fight, but really there is a way for us *both* to get what we want. It will not always be easy to see that two people can work together instead of fighting. The two girls playing the arm game thought they had to fight to get points, but they actually got more points for themselves by working with the other person.**

Takeaway: Negotiation is a way of working together with another person so that you can get what you want by also helping the other person to get what they want.

- Let's talk about why negotiations can help both people get what they want by working together.
- Have you ever tried to bargain with a seller at the market? When we bargain with a seller at the market, it seems that to make one of us happy, the other one must be less happy. If I get the price I want and pay less, the seller will be less happy because he gets less money. If I pay his price, though, and pay more, I am less happy because I have to spend so much money.
- But negotiation is not always like this. As we saw in the arm game, sometimes it is possible to find solutions that help *both* people. I am going to tell you a story that shows this idea.

Story: The Case of the Lemon

Two sisters are arguing over a lemon from their neighbor's tree. One says, "I should get the lemon because I'm older and bigger." The other says, "I should get the lemon because I saw it first."

They argue back and forth, each one trying to get the lemon. Finally, they decide to split the lemon in half. They get out a knife and cut the lemon in half.

One sister takes her half of the lemon, peels it, throws away the peel, and eats the inside with salt. The other sister takes her half of the lemon, peels it, throws away the inside, and boils the peel to make cough syrup because she has a cough.

(After telling the story, the coach will ask a series of questions. The coach should let the girls answer and talk together after each question.)

- **What did you think about this story?** *(If laughter, ask "why are you laughing?")*
- **Was anything wasted? What would have been a better solution?**
- **How did you feel about the way the sisters were negotiating?**
- **Did they talk about what they wanted to do with the lemon? What did they say instead?**
- **What this story shows us is that sometimes when people are negotiating, and they only state their demands—what they are asking for—it is hard**

² Adapted from "The Case of the Orange" from Fisher and Ury, *Getting to Yes*. New York, 1981. Discussion adapted from Curhan, *Young Negotiators Teaching Manual*. Cambridge, 1998.

to come up with a good solution. But when you talk about *why* you are asking for something—the things you care about beneath the demands—sometimes you can see solutions you did not see before.

- In a negotiation, your *position* is what you are demanding and your *interest* is what you care about and why.

(Write on flip chart):

Position: Your demand, or what you are asking for.

Interest: What you care about and why.

(In the next section, you will be introducing Me-You-Together-Build. It is important to go slowly through the first illustration of Me-You-Together-Build, using hand gestures and words together. You will be repeating these hand gestures throughout the training. The girls will learn to quickly recognize them after you use the gestures and the words together a few times.)

- When people are arguing and demanding things, are they usually asking for the same things or opposite things? Opposite, yes? Positions are usually opposite each other, like two fists going against each other.

(Make the gesture of two fists against one another.)

- Can we make a good agreement like this? No.
- But the things people deeply care about and their reasons for wanting them are not always opposite. Interests go in all different directions, like two open hands.

(Open the fists and pull hands apart slowly to show fingers pointing in different directions.)

- Behind someone's position, you can always find many interests. If you talk about positions only, it is very hard to have a good negotiation, because you will just end up arguing over opposite demands. But, if you open up the positions to find the interests behind, you can start to negotiate.

(Illustrate this by starting with the fists hitting against each other, then pulling apart and opening up, and slowly coming back together with the hands joining together, like holding hands.)

- Let's talk about interests and positions in the case of the lemon.

(Instructions for facilitator: Draw the table on the flip chart and ask the students for the positions and interests of each sister by repeating the definitions, since they will not fully know the terms yet).

	Sister A	Sister B
➤ Positions: What is each girl	✓ I want the lemon.	✓ I want the lemon.

demanding?		
➤ Interests: What does each girl care about and why?	✓ <i>Eating the lemon, because she is hungry.</i>	✓ <i>Using the lemon peel to make cough syrup because she feels sick.</i>

- When the sisters were arguing, they were only talking about their positions—“I want the lemon.” Since there was only one lemon, it seemed that there was no way for both to get what they wanted.
- However, if they had talked about their interests—what they really cared about and why—they would have realized there was a way for them both to be happy. One could have taken the inside of the lemon, and the other could have taken the outside. This is called a “*win-win solution*.”
- In a win-win solution, negotiation helps both people to win. If the sisters had talked about their interests—“I want all the juice because I’m hungry” and “I want all the peel to make cough syrup because I am sick.”—one sister could have taken all the peel and given the other sister all the juice. They could have both won!
- Note that a win-win solution is different from a compromise. Often when people are trying to settle a conflict, they look for a compromise (e.g. I get half and you get half, or I will take the lemon this time and you can have it next time.) In this case, a compromise would have left at least one of them unhappy, while the win-win outcome allowed them both to meet their interests—to get what they really cared about. To compromise is to agree to something that is less than what you want.
- Compromises are what you get if you only talk about positions, not interests—and because positions are often opposing, both people have to give something up and are a bit unhappy as a result.
- Win-win solutions come from talking about interests instead of positions. We will be teaching you how to find out your own and other people’s interests so that you can have win-win solutions in your negotiations.

(Write on flip chart):

- **Win-win solution:** when negotiation helps both people to win by meeting their interests.

(Use the Me-You-Together-Build hand motions as you discuss the next 3 points):

- Let’s talk more about interests. See when I hold my hands like this, how some fingers go toward each other, some go up, and some go away from each other? That is how interests work. Everyone put your hands like

this. People have different interests, and if we find them out, it is possible to get a win-win solution. We are going to learn to find where the interests overlap, and where people's different interests can come together in a good way, such as the girls each wanting a different piece of the lemon and agreeing to share it.

- Sometimes, there are some interests that seem like they cannot be brought together (*wiggle thumbs*). Part of what we will learn in these sessions is how to deal with such interests.
- Over the next five sessions, we will learn how to open up positions to find interests, and how to bring these two sides together to form win-win solutions.
- Win-win solutions are the reason that negotiation can work for you, even if you feel like you do not have power over people in your life. You might feel like, I am just a girl, why would anyone negotiate with me? But, actually, if you learn how to create win-win solutions, the people you negotiate with in your life will be made better off, because they will also “win.” This means that if you can show the other person how a “win-win” solution is possible, you can get anyone to negotiate with you!
- Negotiation is about improving the lives of both people, not just about one person getting what they want. But used properly, negotiation is a powerful tool that you can use to make sure your interests are met.

Takeaway: If we talk about what we really want and why—our interests—we can sometimes find win-win solutions, where both people get what they want.

Review: “Working Together”

Let’s review:

- To negotiate well, we need to find out what people care about and why.
- When two people negotiate using interests, they are more likely to find a solution that makes them both happy—that is a win-win solution.
- But to get to a win-win solution, you need to find out all of the interests that both people have, and find a solution that meets the needs that each of them has.
- Doing this is like playing a journalist, investigating the situation.
- But is this always easy? Is negotiation always as simple as one person taking the lemon peel, and the other eating the fruit?
- No! In the real world, negotiation can be very hard. That is why we are going to teach you the steps to negotiating so that you will be able to negotiate well, even in hard situations.

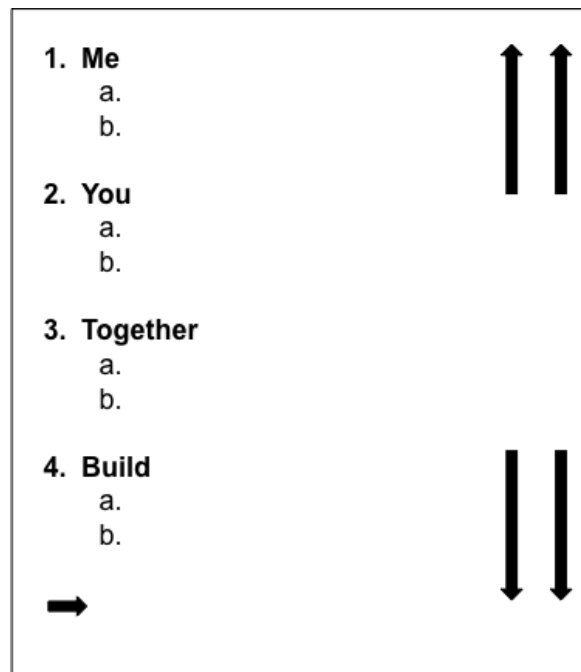
The 4-Step Negotiation Process / Making Cards

10 min

- Negotiating well involves a process. First, you have to know your own interests. Next, you need to find out what the other person’s interests are. Then, you need to think of ways to find overlaps between what you each want. And finally, you need to reach an agreement that makes you both happy. These are the four steps of negotiation.
- These steps are:
 1. Me
 2. You
 3. Together
 4. Build
- What are the four steps? *(Let students shout out the answer together.)*
 - ✓ Me! You! Together! Build!

Activity: Making Cards

- I am now going to give each of you an index card.
- On this card, you are going to draw this chart, exactly as I have it here.
- You will have the 4 steps of negotiation, leaving space for two sub-points after each one.
- “Me” should be at the top of the card, and then leave some space under “Build.”



- We will be using this diagram to keep track of the steps, and will learn a new step each day. Bring this card with you to each session. Also, keep it with you to remind yourself of the steps of negotiation, as we learn each one.
- Before we meet again next time, remember to write down in your journal any examples of negotiation that you see. And in particular, see if you can find examples of the difference between positions and interests.

Takeaway: Negotiating well involves following a four-step process: Me-You-Together-Build.

SESSION 2: ME

Teaching objective: The goal of this session is to learn to understand and express oneself in a negotiation. The students should learn to identify their own interests and communicate them. Students should be able to recognize that there are other options in case negotiation fails, and practice “walking away.” Finally, they should see how important both talking and a relationship is in negotiation by playing the lion-zebra game.

Key concepts: Interests and positions (reinforce from Session 1); other options; walking away.

Skills: Students should be able to identify their own deeper interests and express them to others. They should be able to recognize other options, say “no” to someone else, and walk away in order to say “yes” to their own interests.

Understanding Your Interests

15 min

Lesson: Students should understand how to find the deeper interests behind their own demands, and by doing so solidify their understanding of the difference between positions and interests.

Activity: Example: “Understanding Your Interests.”

Takeaway for students: Talking about interests instead of positions can help to “soften” the negotiation, and can lead to a good agreement.

What to look for: Students naming interests (such as spending time with a friend), not positions (such as going out).

Babysitter Blues

25 min

Lesson: This activity is designed to show students that they do not always have all the information in a situation. If they express positions only, the other person is likely to respond by stating their own position, and a fight can occur. But if they express their interests, then they are more likely to find agreement—interests are the foundation for a solid negotiation.

Activity: “Babysitter Blues” Role-Play: Hope & Mary.

Takeaway for students: To negotiate well, you need to understand your own interests and be able to communicate them to the other person.

What to look for: Students saying their interests to one another, such as “I miss you” and “I need to babysit my brother, but I still want to be friends” and not making demands, such as “You should come play at my house!” or accusations such as “You don’t like me anymore!”

Know Your Other Option: Walking Away

15 min / 20 min

Lesson: To learn to recognize other options, and to identify that there is *always* another option. Students should learn that it is OK to walk away from a negotiation if the possible agreement will harm them or interfere with their values.

Activity: Scene: “The Strength to Say ‘No.’”

Takeaway for students: Although we should always try to work with others, sometimes the best way to protect ourselves is to walk away—to say “yes” to our values by saying “no.” Thinking about our other options can help us to know when to walk away, because we will know what we can do instead of negotiating.

What to look for: Students being able to identify “other options” as something they can do if they do not negotiate (like “walking away”), instead of thinking of other options as things that involve the other person, like a compromise. Students should understand why one might walk away to protect one’s values.

Take 5: Managing Emotions

20 min

Lesson: Teach students to use “Take 5” to manage their emotions and to practice communication skills that result in a better negotiation.

Activity: Discussion of emotions and how to manage them through the “Take 5” exercise.

Takeaway for students: To use our negotiation skills well, we have to stop our emotions from getting in the way. We can do this by “Taking 5” when we feel our emotions getting the best of us. When we “Take 5,” we ask ourselves whether it is worth it to continue negotiating. If it is, we calm ourselves down, and try to express ourselves in a way that expresses our desire to work with the other person to find a solution together.

What to look for: Students understanding that taking a few minutes to control their emotions (“Taking 5”) can be used at any point during a negotiation, and that doing so will help them to negotiate.

SESSION 2: ME

- In the last session we introduced you to negotiation, which is talking and working with other people to find a solution together. We also learned that in order to find a win-win solution to a problem, we need to think about interests (what people really care about and why) and not their positions (what they are demanding or asking for). We learned that by cooperating rather than competing with others, both parties may reach their desired outcome.
- Did anyone write about this in their journals? What did you write about?
- Does everyone have their cards? Do you remember the four steps of negotiation we talked about yesterday? (*Encourage the students to respond before you give the answer*):
 - ✓ *Me*
 - ✓ *You*
 - ✓ *Together*
 - ✓ *Build*
- Today we are going to learn about the first step—“Me.”
- (*Use your hand motions—two fists hitting against each other, then one pulling back and opening up—to illustrate this point.*) Remember how we learned that positions are like two fists, and to have a good negotiation we need to find the interests underneath? The “Me” step is about opening up your own fist, to find and understand your interests.

Understanding Your Interests

15 min

- The first step of negotiation involves really understanding what you are seeking and why you want it. This means knowing your own interests.
- One reason you need to know this is because you need to look out for your own interests in a negotiation. The other reason is that talking about interests instead of positions can help to “soften” the negotiation, and can lead to an agreement that is good for both parties.
- Only by first being open and sharing our interests can we expect the other person to be open and to want to work with us towards a good solution.
- To know your own interests, start by thinking about what you want to ask for from the other person—this is your position.
- Then ask yourself: why am I asking for that? Keep asking yourself why until you can’t think of any more interests.

- **Then ask yourself: are there any other things that I care about than these I am asking for now?**
- **Let's use an example.**

Example: Understanding Your Interests

- Let's say you ask your mother if you may go out to see a friend. She says no, but you continue to insist. What is your position?
 - ✓ *You want to go out to see a friend.*
- Right. Now, let's learn *why* you want to go out. What are some possible reasons? *(Let the students give some possible reasons why they would want to see friends.)*
- OK, in this case, the girl has a few reasons for wanting to go out:
 - ✓ She misses her friend, since they are in different classes this year.
 - ✓ She wants to do homework together with her friend, since her friend is very good at mathematics.
 - ✓ She wants to have some fun and just relax.
- If we asked "why" even more deeply, we would see that she wants these things to experience companionship, and also to do well in school.
- But there are also some other things she cares about. What else do you think she cares about?
 - ✓ *Having a good relationship with her mother.*
- When we only knew her position, it seemed like the only way for her to get what she wanted was for her mother to agree to let her go out. But, now that we know her interests, we can see that her mother shares some of these interests. Her mother wants her to do well in school too. And her mother cares about their relationship too. One way she can meet her own interests and her mothers' would be for her friend to come over. There might also be a chance that after hearing her deeper interests, her mother agrees to let her go.

- **Understanding your interests is just the first step. To have a good negotiation, you also have to work to share your interests with the other person.**
- **You do this because, as we discussed yesterday, we cannot have a good negotiation if we only say our positions, and not our interests. We need to talk about interests to find a good solution.**

Takeaway: Talking about *interests* instead of *positions* can help to "soften" the negotiation, and can lead to a good agreement.

Babysitter Blues³

25 min

- Let's try doing a practice negotiation, which is called a role-play.
- Here are the three rules of role-playing:
 1. Your instructions are private, so do not share your instructions with the other person.
 2. Do not change the information described in the instructions. If, for example, it says you want to go to your friend's house, you shouldn't decide you really don't want to go.
 3. In the role-play, you should behave the way you really would if you were in this situation.
- This negotiation practice is between two good friends who have a conflict.

Activity: Babysitter Blues

(Each coach takes one half of the class aside and each explains one set of instructions. The coach should read the story for that role several times aloud and then have the group tell it back, correcting one another, until you are sure the students have all the details.)

Instructions for Hope (the babysitter):

The past two weeks have been very frustrating. You want to play with your best friend, Mary, but the last two weeks your mum has been away taking care of a sick relative, and has asked you to babysit your younger brother all the time. You really miss playing with Mary and you keep trying to make plans to see her, but your mum is depending on you to look after your brother. All you do is babysit and you never have time for anything else.

Mary keeps asking you to play, but you cannot go to her house because of your brother. You are upset because Mary could have asked to come to your house and keep you company and help you, but instead you think that she is playing with other friends. This makes you feel left out. You are thinking that Mary no longer wants to be friends with you and this makes you sad. You plan to tell her she is not being nice.

Instructions for Mary (Hope's friend):

The past two weeks have been very frustrating. You want to play with your best friend, Hope, but lately she has not had any time and keeps canceling when you have agreed to meet. Hope says she has to babysit her younger brother but you are beginning to think that she no longer wants to be your friend. Hope did not even invite you to come and babysit with her. You think that it is because she has started having other friends. This hurts you. You are also angry because the last times you agreed to meet, she cancelled at the last minute, so you had to make other plans. You plan to tell Hope that you are upset that she does not want to be your friend anymore, and that you think she is not being nice.

(5 min—Have the 'Mary' students pair up with the 'Hope' students. Have the pairs practice negotiating, then identify one pair who appears to be fighting and ask them to demonstrate what they are saying to the whole class.)

Discussion: Babysitter Blues

- **Why do you think these girls are getting angry with each other?**
 - ✓ *They are talking about their positions. Each is just saying “you should have come to my house” or “You are not a nice friend.”*
- **Are they talking about their positions, or their interests?**
- **Let’s try again. This time, please take a minute to think about your interests instead of your positions. When you meet your partner, try telling her about your interests instead of making demands.**

(Let them repeat the negotiation for 5 minutes, then ask a pair who seems to be getting along to demonstrate. If the students are discussing their interests, continue on. If they are not, ask the class, are they talking about their interests? And ask for another group to demonstrate how to discuss interests.)

(Then read the full details of the both sides to the group, so that each side now understands the interests of the other side).

- **The conversation is between two good friends who view the same situation very differently. The girls are called Mary and Hope. Hope’s mother is taking care of a sick relative so Hope has to babysit her younger brother and cannot leave the house to play with Mary. Mary thinks that Hope does not want to be her friend anymore because Hope cannot come out and play. Hope thinks that Mary no longer wants to be friends with her because she does not come to her house and help her to babysit.**
- **What do you think now that you know all the information?**
 - ✓ *Talking about positions led to a fight, but discussing interests led to agreement.*
 - ✓ *The position of Hope is that Mary should come and help her babysit, or else she is not a nice friend, and the position of Mary is that Hope should play with her when they have plans, otherwise she is not a nice friend. Starting from there, it is easy to see why most partners fought at first.*
- **What are the interests of the two girls? What do they really care about and why? (Use flipchart and let students answer.)**

Hope	Mary
✓ To play with her friend Mary	✓ To play with her friend Hope
✓ To feel cared about and liked	✓ To feel cared about and liked
✓ For Mary to be happy and like her	✓ For Hope to be happy and like her
✓ To take care of her family	

- Great job. You can now see that Hope and Mary did not need to fight, because they have many interests in common. But talking only about positions led to a misunderstanding.
- You can see that understanding your interests and talking about them, instead of making demands, can be one way to have a good negotiation.
- Remember to always think about your interests before starting to negotiate.

Takeaway: To negotiate well, you need to understand your own interests and be able to communicate them to the other person.

Know Your Other Option

15 min

- When you really understand yourself and your interests, you can also see that there is more than one way to get your interests met. Sometimes you can meet your needs through negotiation. But there are different ways to meet your interests if you cannot get what you need through negotiation.
- When we only think about positions, it can seem like we must get what we want through the negotiation.
- When we think about our interests, though, we realize there is always another option.
- What you can do if negotiation does not work is called your “other option.” Everyone say “other option”. Knowing your other option helps free you in a negotiation, because it lets you know that while negotiating can help you get your interests, you don’t need to agree to anything hurtful or unfair.

(Write on flip chart):

Other option: How you can best meet your interests other than continuing to negotiate.

- In the example we talked about earlier, about the girl asking her mother to go out, how could the girl meet her interests of seeing her friend and getting her homework done if her mother refused to let her go out?
 - ✓ *Invite the friend over.*
 - ✓ *Do her homework alone or ask her brother to help, and see her friend at school.*
- Great job! Those are all other options for the girl.

- Before you start a negotiation, think about your other options. That is easy to do once you have really thought about your interests. Think about how else you could get those interests taken care of.
- To find your other options, ask yourself: what could I do to get my needs met if the other person does not negotiate with me? Could I ask someone else? Could I find a different way?
- Really think about what you can do instead. Thinking through your other options means that you will not feel “trapped” into agreeing on something that does not meet your interests.
- But, sometimes your other option also tells you that you need to be realistic in a negotiation. If your other option is not very good, it might be worth trying really hard to negotiate with the person, and reaching a solution together.
- Sometimes in a negotiation, we feel like we do not have any options—like we just have to agree to what the other person is telling us. But, it is important to remember that there is actually always another option.
- For example, if my boss is treating me unfairly, and I cannot get him to stop, I might think that there is nothing I can do because he is the big boss. But, I always have the option to quit and look elsewhere for work.
- Knowing that you always have another option in a negotiation tells you that you never have to agree to something that hurts you or does not meet your interests.

Walking Away

20 min

- Understanding our interests and other options helps us to know when we should continue negotiating with someone and when we should *walk away*.
- *Walking away* means leaving the negotiation, and choosing our other option. It happens when you cannot come to a negotiated agreement that is good for both people.
- Sometimes you walk away because one party is being unreasonable, but you might also need to walk away if, for some reason, there is just no agreement that can meet both people’s needs.

- **Let's look at an example. Here is an example of a girl who really wants a phone. She is talking to her friends one day in the compound about the kind of phone she wants, when a man in a car pulls up beside them. (Read scene aloud.)**

Scene: The Strength to Say "No"

Man: You know, I could give you the kind of phone you want. I can get it from my work.

Girl: Really? How much would it cost?

Man: No, I could even get it for you for free.

Girl: Ha! How can a cell phone be free? Those phones cost at least 200 pin!

Man: I can give it to you for free, as long as you promise to let me take you for a drink on Saturday. I will bring the phone and pick you up.

Girl: Umm....

- **OK, let's pause the scene. What happened here? What is the man asking for? Should the girl agree to it? (Make sure all students understand the scenario.)**
- **OK, let's go back to the scene.**

Man: So, do we have an agreement?

Girl: No. I do not think that is a good agreement. You are asking me to compromise my morals, and there is no price for that. I am just going to get a used phone from one of my friends. I do not even need something so flashy, anyway.

- **Do you see how it is important to walk away if a good agreement is not possible? In this case, there is no agreement that will make both parties happy, because to get the phone, the girl would have to agree with something that she does not think is morally right.**
- **Focusing only on positions can lead you to do things you might regret, because you get so focused on that one thing (like getting a phone). When you instead think about interests, you realize that there are many things you value. Sometimes, it is better to give up something that you feel you really want in the short term (like the phone) to not harm your long-term interests, like your health or education. When that happens, you might choose to walk away.**
- **Instead of just pushing to get your position, looking at interests can help you to realize that there are better ways to get what you really care about. (Show hand motion of open hand going away from the fist.)**

- As girls, you sometimes may have trouble saying no to people, because you may feel that is not your place. Does anyone here ever find that they have trouble saying no? We just have to remember that there are times when we have to say no to protect ourselves.
- Let's all practice what we would say to walk away in this situation—what would we tell the man?

(Ask each student if we have an agreement, and let her respond “No” and explain why.)

Discussion: The Strength to Say “No”

- The first step of negotiation involves understanding ourselves and our interests. When we do this, it gives us the power to reach a good agreement with our partner when possible, or to walk away when it is not.
- There are times when saying “no” is absolutely the right thing to do in order to meet our interests—meaning our underlying needs and values.
- When you say “no” in order to protect your needs and values, you are really saying “yes” to the things you care about. This gives you the strength to say no.⁴
- When we say “no,” we can begin by explaining what we are saying “yes” to. For example, if you want to say “no” to sex with a boyfriend, you can say, “I care deeply about my health and my education. I worry that having sex puts those at risk. Therefore, I do not want to have sex.”
- Walking away does not always mean physically walking away from the person—that might be rude, especially if that person is a family member or respected adult. You should physically walk away when you are in danger, such as if someone demands sex. Other times, walking away just means politely saying “no, thank you,” or thanking the person and saying you will look for another solution.

Takeaway: Although we should always try to work with others, sometimes the best way to protect ourselves is to walk away—to say “yes” to our values by saying “no.” Thinking about our other options can help us to know when to walk away, because we will know what we can do instead of negotiating.

- Today, we learned the first step of negotiation—the “Me” part. Our goal in negotiation is to go from two fists hitting each other to two hands

⁴ From Ury (2007), *Power of a Positive No*.

forming a win-win agreement. The first step in doing that is to open up our own fist, which represents your position, to find your interests.

- Once we see our interests, we can find other ways of meeting them if negotiation fails—we call this our *other option*.
- We need to walk away from a negotiation when agreeing would go against our values or safety. In those cases, we can use our other option. But, in most cases, we want to try negotiating before we walk away.

Take 5: Managing Emotions

20 min

- We just learned about walking away if the negotiation seems like it could hurt us. Have you ever stormed away from a discussion in anger? Is that the same as walking away?
 - ✓ *No. Sometimes we storm away in anger when it would be better to stay and negotiate.*
- Why do you think people sometimes storm away from negotiations, or start to cry, or yell and shout instead of negotiating?
 - ✓ *They get upset and emotional.*
 - ✓ *They don't like conflict.*
- Yes. Sometimes we get upset in a negotiation and negotiations can involve conflict. Sometimes, even though you know you should unclench your fist, and negotiate like this (*show two open hands*), not like this (*show two fists*), you might find yourself yelling and shouting, or saying unfriendly words, or crying, because emotions get in the way.
- We are going to learn lots of things about how to have a good negotiation. But, these tools are only useful if you remember to use them.
- We are going to learn about controlling our emotions, so that you can negotiate using the tools you're learning, rather than letting your emotions control the negotiation. This is useful at any point during a negotiation.
- Emotions are normal and we cannot help having them. We can, however, manage our emotions, controlling them or using them when necessary.

Take 5

- Can you remember a time when you were trying to discuss something with someone, but you got too emotional to express yourself? What about a time when someone was angry with you and yelling? How does that feel?

(Let students describe examples.)

- Getting upset while you negotiate may feel like a lump in your throat or like a fist in your chest is blocking your words. It can also feel like you would rather run away or go outside than stay and talk. Or, even that you want to throw something or hit something.
- When we get upset, it becomes difficult to use the skills we have learned, and the negotiation might break down or fall apart. How can we control these emotions? What are some tricks you use when you get upset?

(Let students describe examples.)

- We are going to practice a simple trick to help you control your emotions, called “Take 5.” When you “Take 5,” you step back from the situation you’re in and give yourself 5 seconds to calm your emotions. You can “Take 5” whenever you get upset.
- If you start to get upset in a negotiation, this is how you Take 5: Stop talking and count slowly to 5. As you count to 5, take the time to breathe, to calm yourself, and to rethink what you are going to say. In these 5 seconds, ask yourself these questions:
 - What am I trying to get out of this negotiation? What am I trying to get across to the other person?
 - Do I think the other person may be willing to work together? Should I walk away from this negotiation, or is it worth it to continue negotiating?
- If you decide it is worth it to continue negotiating, then ask yourself:
 - Will getting upset help me to create a win-win solution or will it hurt me?
 - How can I express what I want to get across calmly, in a way that helps us to build a win-win solution?
- During those 5 seconds, you might try to imagine yourself as a third party looking in on the negotiation, maybe a trusted teacher or friend. Think of the advice you would give yourself.
- After those 5 seconds, try to restate what you were trying to say, in a more calm way.
- “Taking 5” does not just have to be 5 seconds—if you need more time to calm down or rethink the negotiation, you can excuse yourself for 5 minutes, or even 5 hours. “Take 5” is just a way to remind yourself to take the time you need to have a good negotiation.
- Crying, shouting, running off to another room, or throwing something—these all might feel good in the moment, but in the long term, they can hurt your ability to get what you want. Working with the other person to

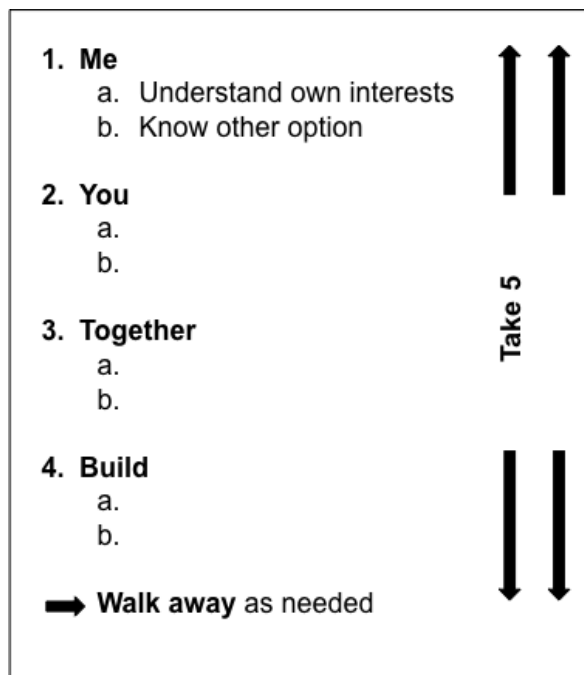
create a win-win solution, or choosing calmly to walk away if a win-win solution is not possible, is the best way for you to meet your goals.

- We need to pay attention to our emotions and figure out why we are feeling a certain way, but we cannot let our emotions control our every decision. This will hurt our ability to make good decisions and to conduct a calm negotiation. We can control our emotions in ways that help us reach agreements that benefit both sides.

Takeaway: To use our negotiation skills well, we have to stop our emotions from getting in the way. We do this by “Taking 5” when we feel our emotions getting the best of us. When we “Take 5,” we ask ourselves whether it is worth it to continue negotiating. If it is, we calm ourselves down, and try to express ourselves in a way that will help lead to a win-win solution.

Review: “Me”

- **OK, let’s review what we learned today. Everyone, take out your cards.** *(Put up flip chart with the picture of their cards, and fill in as you go through the points below.)*
- **Today, we learned the first step of negotiation: “Me.”** Our goal in negotiation is to go from two fists hitting each other to two hands forming a win-win agreement. The first step toward doing that is to open up our own fist to find our interests. *(Use hand gestures, first two fists, then one hand opening up.)*
- **Now we can now fill in the two points under “Me” on our cards.** The first part of “Me” is “Understand my own interests.”
- **Once we see our interests, we can find other ways of meeting them if negotiation fails—we call this our other option.** The second part of “Me” is “Know my other options.”
- **If agreeing to what the other person is asking for in the negotiation would go against our values or safety, we need to walk away from the negotiation.** In this case, we can use our other option. But, in most cases, we want to try negotiating before we walk away, so please write “Walk away” down here at the bottom of the diagram.
- **We also learned that we can control our emotions if we “Take 5” when we are starting to get upset.** We can “Take 5” any time we are negotiating, so you should write “Take 5” over here along the side.



- Now that you have one step filled in on your cards, you are ready to start using them. Between now and the next time we meet, carry your cards with you, and try to apply the concepts of “Understanding your own interests” and “Knowing your other option” to your everyday life.
- When you find yourself asking for something, or arguing with someone, ask yourself what you really want and why—that is understanding your own interests.
- When you find yourself feeling trapped or frustrated by trying to get something you want, ask yourself what else you could do to get what you need instead—that is knowing your other options.
- Write about what you experience and examples of negotiation that you see in your journal.
- Tomorrow we will move forward and learn the second step of negotiation—you. That is, we will learn about understanding and appreciating the other person in the negotiation.

Teaching objectives: Students should learn:

- ways to help the other person in a negotiation to open up
- why preparation is needed for a good negotiation
- how to get in a “working together mindset”
- how to diffuse anger and resistance by stepping to the other person’s side
- how to discover interests in a way that does not make the other person feel questioned or challenged.

Key concepts: “Stepping to their side”; body language; active listening.

Skills: Learning to find out the other person’s interests by stepping to their side and asking open or indirect questions.

SESSION 3: YOU

Choose the Approach

20 min

Lesson: Teach students to get in the mindset of working together by thinking about positive things the other person has done. Also, get students to think about how they would approach someone they want to negotiate with in order to foster a good conversation.

Activity: Finding the Good.

Takeaway for students: Showing appreciation for the other person’s perspective and what they have already done for you may help the other person open up in the negotiation.

What to look for: Students are able to describe the ways even a difficult person has helped them. Students offer examples of their own ways to approach people.

Discover Their Interests: Victor & Mercy

20 min

Lesson: This exercise is designed to demonstrate how to discover the other person’s interests, and show how this helps to lead to a good negotiation. Coaches are modeling how to discover another person’s interests.

Activity: Victor & Mercy Role-Play.

Takeaway for students: You can find out about what the other person wants by using open questions or indirect questions. Pairing these questions with statements

showing the other person that you are listening helps the other person open up.

What to look for: Students are able to name another person's interests after the coaches show them in the role-play. Students are able to identify open questions as a way to find out the other person's interests.

But Why, Momma?

20 min

Lesson: Students should practice "stepping to their side" and discovering interests.

Activity: "But Why, Momma?" Role-Play.

Takeaway for students: Finding out the other person's interests will help you to build a solution with them because now you can think of ways to meet both your interests and theirs.

What to look for: Students applying the skills taught in Victor & Mercy Role-Play, including:

- Discovering interests *before* offering solutions.
- Showing understanding and reflecting the other person's views.
- Asking open questions, not yes/no questions ("What do you need me to do at home?" instead of "Can I go if I bring my brother?").

Step To Their Side

20 min

Lesson: Students should learn to diffuse anger through "stepping to their side," using positive body language and active listening.

Activity: Victor & Mercy Role-Play #2.

Takeaway for students: Stepping to their side means fully listening and hearing the other person. When you think about and try to understand the other person in the negotiation, instead of only focusing on your own needs and wants, you may at times realize that the issues they are dealing with are more important than what you are asking for; as a result, you may decide to put your request aside or offer something more or different in the negotiation.

What to look for: Students are able to identify negative actions that make a situation worse versus positive behaviors that help a situation.

SESSION 3: YOU

- **Let's review what we learned yesterday.**
- **Does everyone have their cards?** *(Wait until all of the girls get their cards out. If some girls don't have their cards, give them new ones, but remind them that they need to keep the cards with them and bring them to the sessions.)*
- **OK—what are the four steps of negotiation? What did we learn about “Me”?**

(Keep calling on girls until you have reviewed all of the important concepts from Session 2: Me, interests; other options; walking away; and “Take 5”.)

- **Did anyone write in their journals about what we learned last time? What did you write?**
- **We are now going to learn about the second step—You. In a negotiation you need to find out the other person's interests before you start trying to come up with solutions. Assuming that you understand what the other person wants, without asking them and letting them explain what they want, can lead to misunderstandings.**
- **When you practiced the Hope/Mary role-play yesterday, how do you think you could have found out the interests of your friend, if she did not tell you at first?**

(Facilitator can demonstrate, “For example, will I find out more by saying ‘You should have played with me—you are so mean!’? Or is it better to say, ‘I am wondering why you did not play with me, because it made me feel bad.’?”)

- **Remember we talked about how two people negotiating start like two fists? (Gesture two fists bumping against one another.) And we learned that the first step was finding out our own deep interests, which was like opening our fist, right? (Show visual of one open hand running into the other fist.)**
- **But are we ready to come to an agreement at this point? No, we are not. We need to open the other person's “fist” before an agreement is possible—we need to find out the interests beneath their position.**

Choose the Approach

20 min

- **To get to a point where you can find a solution together with someone, you need to get them to open up and allow you to find out the interests behind their positions.**

(Make gesture of a fist opening up.)

- **Sometimes, just expressing your own interests instead of stating a position will be enough to get the other person to open up somewhat. That was the case in the Hope & Mary role-play from yesterday—just by telling your friend you missed her, she already became more open and ready to talk.**
- **But sometimes it takes more than that. What are some ways you get people to soften a bit?**
 - ✓ *Telling them how you feel rather than making demands.*
 - ✓ *Using a respectful tone of voice.*
- **Right—how you approach the person can make all the difference between a good or bad negotiation. If you walk in already feeling upset with the person or assuming they will be difficult, the negotiation might go badly.**
- **So, you need to put yourself in a mindset of working together with the other person. This will cause you to approach them in a gentler way—not to walk in demanding things.**
- **If I go up to someone and say “Give me this!” or “Tell me why you did that!”, they are likely to make their fist tighter, not soften it.**
- **So, the first part of “You” is to “Choose the approach.” Everyone say that with me: “Choose the approach.”**
- **What kind of things should we think about when we choose the approach in our negotiation?** *(Let students brainstorm a bit.)*
- **How should we approach someone who is older or very busy?**
- **There are some things to keep in mind:**
 - **Choose a good time to approach the person**—not when they are very busy, or stressed about other things. When someone has had a hard day, is tired, or is in a bad mood, it is not a good time to talk about something.
 - **Humble yourself before an older person and approach them respectfully.** What ways do you know of doing this?
 - **Get your duties taken care of first.** If it is a parent or a teacher, get everything you have been asked to do done first, and maybe do some extra things to help out—such as doing the dishes before your mom gets home.

- **One more important point is that we should not approach them like we want to compete with them. We should not approach the situation like the two girls in the arm game first did, like we are going to fight. We need to approach the other person like we want to work together.**
- **But sometimes when we are negotiating with someone, we are angry at them for saying “no”, or we feel like they are not being fair to us. So we approach them like they are our enemy.**
- **A way to make sure we take a softer approach is to focus on the reasons we want to work together with the other person. Remember we said that negotiation happens when people might want different things, and yet also want to work together?**
- **To focus on your reason to work with the other person, try making a list in your mind of all the good things that person has done for you, or the ways they have supported you before.**
- **This is a key step, because otherwise you might find yourself trying to be “fake nice” to the other person or trying to “butter them up”—like saying, “you are the best dad in the world!” before you ask for something.**
- **Making a list of specific things will help you to approach them in a genuine way.**
- **You should also try to push away negative views about the other person—if you find yourself thinking “she never agrees with me,” or “he will just say no,” you will not have a good negotiation.**

Activity: Finding the Good

- **Pick someone in your life who you sometimes feel is difficult, but whom you nonetheless care about and know cares about you.**
- **Now make a list of the positive things about that person, including ways that person has helped you, or nice things they have done.**
- **Think about behaviors or actions that made you upset. Try to put yourself in their shoes, and think about some possible reasons they could have acted as they did.**
- **Try to think about whether any assumptions you may have made about that person could have been wrong.**

(Give the girls some time to think about “Finding the Good.”)

- **What did you think about this exercise? Can anyone share with us about something that “Finding the Good” made them realize about someone**

else? (Take 2-3 examples. Share your own example, if necessary, to prompt the discussion.)

- Trying to think of the positive in the other person does not mean that your own interests are unimportant. But it just means that you can approach the situation as two people working together, and not as you

Takeaway: Showing appreciation for the other person's perspective and what they have already done for you may help the other person open up in the negotiation.

against the other person. If they have helped you before, they might be willing to help you now!

- So what did we learn about choosing the way we approach the other party? (turn to flipchart) We need to:
 - pick a good time;
 - act respectfully;
 - make sure we have done our duties first;
 - try to understand the other person's point of view;
 - be humble when talking to elders
 - use good body language; and
 - show appreciation for the good things that person has done for us.

Discover Their Interests

20 min

- Now that you have approached the other person, you need to find out what their interests are so that you can come to a good agreement. If you just know their positions, in a fist like this (*hold up a closed fist*), you will not be able to come up with a win-win solution. Approaching the person correctly can get that fist to soften, and then we need to open it up and find out their interests.
- "Discover their interests" is the second part of the "You" step. Let's all say that together: "Discover their interests!"
- In a negotiation, the other person often seems to want something that is totally different from what we want. But, if you discover their interests, instead of just seeing their position, we might find out that there are ways for you to work together to help them get what they want while they help you get what you want.

- **Let's look at a role-play between Victor and Mercy, where Mercy tries to discover the interests behind Victor's demands. I am going to play a teen**

Victor & Mercy Role-Play

Victor: Mercy, I love you very much.

Mercy: I know, I love you too.

Victor: I was thinking...I think it is time for us to take the next step. I think we should have sex.

Mercy: Wow, Victor, I thought we had talked about this, and decided we are not ready?

Victor: But, Mercy, we love each other! This is how we can show it.

girl, Mercy, and [other coach] is going to play my boyfriend, Victor.

(Pause scene)

- **What is going on here? What is Victor asking for? What is his position?**
- **Do you think there is anything else that Victor could care about? How can Mercy find out? OK, let's go back to the scene. (Coaches take their Mercy & Victor roles again.)**

Mercy: What has got you thinking about sex suddenly?

Victor: I just love you!

Mercy: I know, I love you too. But what does sex have to do with that?

Victor: It is a way of showing our love—of showing how committed we are to each other.

Mercy: I see. What else does sex mean to you?

Victor: Well, it means we are like big people—we are not kids anymore.

Mercy: I see. So you think that having sex would make you feel older. What else does it mean to you?

Victor: It would mean we would be cool, Mercy. All of our friends have had sex. I do not want to be the baby of the group.

Mercy: What have your friends said to make you feel like that?

Victor: You know, they say that anyone who is still a virgin will always be a virgin—and that boys who do not want to have sex should go play girls' games during recess.

Mercy: What else?

Victor: That's all—I just do not want to be a kid anymore. And I want to know that you love me as much as I love you.

(Pause scene. Ask the group: "Are there any other questions for Victor?" Let the students suggest additional questions.)

- **So, what have we found out about why Victor wants to have sex?**
 - ✓ *He wants to feel like a man.*
 - ✓ *He wants to be cool—to be like his friends.*
 - ✓ *He wants to be accepted, and not made fun of for not having sex.*
 - ✓ *He wants to show his love for Mercy, and to know that Mercy loves him.*
- **Yes. Those are his interests that Mercy discovered.**
- **Mercy does not want to have sex because she feels she is not ready. She thinks Victor felt the same way, before talking to his friends. Now that we know that, what could Mercy tell Victor?** *(Let the girls make suggestions before the coaches take their Mercy & Victor roles again.)*

Mercy: Okay, I think I understand now why you want to have sex. But, I am still not ready. I know that you want to feel like a big person, who is ready to make mature decisions. But I think the way we do that is by making smart choices, and not just listening to what our friends tell us. And if we want to show that we love each other, we can do that through showing respect for each other.

Victor: But I want to have sex!

Mercy: I know, but I know you care about so many things, like finishing school and being able to take care of your younger brothers and sisters. If we have sex, I could get pregnant, and you would have to leave school to support the baby. Or, one of us could get a disease, and our families would have to take care of us. Even though you think you want sex, having sex could hurt other things you care about in life.

Victor: I see your point—maybe we should wait to have sex. But what will I tell the boys at school?

Mercy: You can tell them whatever you want, but we will know we made the smart choice. Anyway, I bet most of them have not had sex, either. They are just bragging. I love you.

Victor: I love you, too.

Discussion: Victor & Mercy Role-Play

- **What did you think about this scene?**
- **What did Mercy do, that helped turned the negotiation away from Victor's position that they should have sex?**
- **How did Mercy discover Victor's interests?**

- ✓ *Mercy found out Victor's interests by asking questions.*
- **That's right. She asked open questions that showed she was really interested in what he had to say, and was not judging him. She also echoed what he had said, to check that she had understood correctly, while showing him she was listening. This encouraged him to open up further.**
- **Once she knew what Victor's reasons for having sex were, what his interests were, what did she do?**
 - ✓ *She showed him how his interests could be met in different ways—such as:*
 - ✓ *making mature decisions to feel like a man, or*
 - ✓ *respecting each other to show they cared about each other.*
- **Yes. Note this was only after she had gotten all the information about what he cared about, so she knew what to focus on. Why did Mercy bring up Victor's goals in life and his family?**
 - ✓ *She wanted to show him he had other interests besides sex, and that getting one of his interests might get in the way of another one.*
- **Just to review from an earlier lesson, what should Mercy have done if Victor still insisted on having sex, and threatened to break up with her if she didn't agree?**
 - ✓ *Walk away! Use her other options! Date someone who will respect her, or hang out with her friends instead.*
- **In this case, giving in to what he wants would *not* be win-win, because Mercy would lose by not meeting her interests of staying safe and waiting until she was ready to have sex.**
- **Sometimes during the “you” step, you will find out that the other person's interests are so opposed to yours that no good agreement is possible. That was like when the man offered to buy the girl the phone if she came with him for a drink. In that case, it's better to walk away!**
- **However, in this case, since they found a way to meet Victor's interests and Mercy's interests without having sex, Mercy was able to find a win-win solution with Victor.**
- **We have seen from this example that one way to find out what the other person cares about is to ask open-ended questions, like Mercy asked Victor. Can you remember any questions that Mercy asked Victor?**
 - ✓ *What has got you thinking about sex suddenly?*
 - ✓ *What does sex have to do with that?*
 - ✓ *What else does sex mean to you?*
 - ✓ *What have your friends said to make you feel like that?*

✓ *What else?*

- **If you think the other person might find direct questions rude, you can also use indirect questions, which encourage the other person to explain without using direct language. Here are some examples of statements:** *(Have on prepared flip chart, and have students copy down.)*
 - I'm wondering why...
 - May I know more about...
 - Could you tell me more about...
 - Is it possible to hear about...
 - I would like to understand...
- **It is always a good idea to pair questions or indirect questions with a sentence showing that you recognize what the other person has told you. This makes the other person feel like your question is a way of continuing a conversation, and is not contradicting them.**
- **Here are some examples of ways to pair up statements and questions:** *(Have on prepared flip chart, and have girls read aloud after you read each one.)*
 - "Mom, I know you have asked that I stay home from school today to help at the house. Could you tell me more about what I need to do at home?"
 - "Teacher, I heard you mention that you have already chosen someone to recommend for the scholarship. Could you help me to understand how you chose, so I can know what to do better for next time?"
 - "Boyfriend, you have said you do not feel comfortable going for HIV testing. May I know more about why you feel that way?"
- **Now it's time to practice our own open and indirect questions. Everyone take one moment to write in your journals an example of an open or indirect question you might use to find out more information from someone, without being rude. Can we have two people who feel comfortable share their questions?**
- **Remember, though, that if you ask questions you have to listen to the answer. If you are not really listening and do not care about the other person's view, he or she will be able to tell!**

Takeaway: You can find out about what the other person wants by using open questions or indirect questions. Pairing these questions with statements showing the other person you are listening helps the other person open up.

- We are now going to let you apply what you have seen in the Victor-Mercy role-play. You are going to practice finding out more information about what the other person cares about, as Mercy did. Remember to pair open or indirect questions with statements to show you are listening.

But Why, Momma?

20 min

Activity: "But Why, Momma?"

- You are going to pretend you are asking your mother if you can go to a friend's house. Remember yesterday when we thought about why you wanted to go? Now we need to put the "You" step into action and find out about your mother's reasons for saying no. I am your mother—I say you cannot go, but I have not told you why. You are going to try to find out the reasons without being rude or making me angry!

(Let the students approach you however they want. If they ask a direct question such as "Why?" without first showing understanding or respect, just say "I have my reasons." When they ask good questions, reveal the following information):

- I think it is not safe for girls to be out walking at night, and it will be dark by the time you come home.
- I have to rush to visit a relative, and there will be no one to watch the baby. I was counting on you to watch the baby.
- I want you to get your homework done, and I do not think playing is more important than that!

(If the girls argue or whine or give solutions, just react by saying "No—you cannot go!" Only give them information when they show the skills we learned.)

- **Now we know more about the concerns and interests of our mother. What are they?**

(Write "Interests" on a blank flip chart and list: 1) Girl's safety, 2) Baby looked after, 3) Girl's homework complete.)

- **Great, now we can think about ways to meet both our interests and hers. What ideas do you have?**
 - ✓ *Take the baby with me, do my homework there, and come home before dark.*

- What did you notice about this activity? What things worked with your mother and what did not?
- Did you notice that offering solutions before finding out all of your mother's interests did not work? That is because you are not ready to build a solution when one person's fist is still like this (*make a fist*) and they have not opened up yet. You need to complete the "You" step before you are ready to move on.

Takeaway: Finding out the other person's interests will help you to build a solution with them because now you can think of ways to meet both your interests and theirs.

Step To Their Side⁵

- When you ask someone else for something, does it always go smoothly? No! Sometimes, the other person gets angry, or does not want to listen to you. They might get emotional. We know how to manage our own emotions with "Take 5," but how do we handle their emotions?
- If you have chosen your approach well, many times your negotiation will get off to a smooth start.
- But sometimes, when you try to negotiate with someone, it seems they will never be willing to negotiate with you. They might yell at you, refuse to talk, or otherwise let you know that they do not want to hear what you have to say.
- The way to handle these difficult negotiation situations is to put what you are asking for to the side for a bit and instead "step to *their* side."
- "Stepping to their side" means trying to see the other person's point of view, or putting yourself in their shoes.
- We are going to look at another role-play between Mercy and Victor. Imagine Mercy wants to ask Victor to borrow his brother's car, and give her friends a lift somewhere. But Victor is mad that Mercy does not seem to think about anyone else but herself.

⁵ Adapted from Ury (1991), *Getting Past No*.

Victor & Mercy Role-Play: #2

Mercy: Hey Victor, me and the girls need to go somewhere. You think you could take your brother's car and give us a lift?

Victor: Man, Mercy, you are always asking me for stuff! Why can't you start by saying "Hey, how are you? How was your day?"

Mercy: Whatever. Look, Victor, we have to go somewhere, are you going to help us or not?

Victor: Well, if that is how it's going to be, then no. Find your own way.

Mercy: What? Are you serious? You never do anything for me! What kind of a boyfriend are you?

Victor: And what do you ever do for me? My friends say I should just break up with you—that you don't even care about me.

Mercy: That's the stupidest thing I have ever heard! Why don't you just leave then?

Victor: See ya!

- **Was Victor angry about Mercy's request? How could you tell?**
- **How did Mercy's response affect Victor's emotions?**
 - ✓ *He got angrier and more frustrated.*
- **Did the way Mercy act help get her what she wanted? What was wrong with what she did?**
 - ✓ *She said "whatever" and acted like she did not want to listen to Victor.*
 - ✓ *She did not ask him what was wrong.*
 - ✓ *She had poor body language.*
 - ✓ *She accused Victor of things, like saying he never did anything for her.*
- **What could Mercy have done that would have helped to have a good conversation with Victor?**

(Let the girls brainstorm. Summarize at the end of their contributions with the following):

- **This case can be a lesson for all of us on what to do when someone does not want to work with us, or is angry or frustrated. You must address their frustration *before* you can have a good negotiation. To do this, you need to "step to their side."**
- **"Stepping to their side" means you try to see where the other person is coming from, like two people trying to solve a problem together.**

(Demonstrate one coach standing beside the other, listening.)

- **Stepping to the other person's side means that you hear them out and let them know you care about their issues, before you try to ask them for**

something or start a negotiation. Stepping to their side is a tool you can use to get the other person to be willing to work with you as a partner, by showing them you are on their side. Here are some ways you step to the other person's side *(Have the bullets below on prepared flipchart)*:

- 1) **Ask for information:** Ask the person about their problems, or what is making them upset, and actively listen to the answer. Do not assume you already know. Ask more questions to make sure you have understood fully, as needed.
 - 2) **Active listening:** Show the other person you are listening to them and understand them. Nod as they speak, repeat what they have said, and say you understand. *Showing understanding does not mean you agree with them!* It only means that you see their side of things, and how it is making them feel. So for example, if Victor says, "You only ever want to talk to me when you want something!", Mercy can show active listening by nodding and saying, "You feel like I am always asking you for things."
 - 3) **Good body language:** Your face, body, and hands all talk just as much as your words do—nodding, turning toward the person, and looking them in the eye can show that you are listening and that you think what they have to say is important.
- **Let's replay the scene, and see if Mercy can "step to Victor's side" and ask questions to have a good negotiation.**

Victor & Mercy Role-Play #2: Take 2

Mercy: Hey Victor, me and the girls need to go somewhere. You think you could take your brother's car and give us a lift?

Victor: Man, Mercy, you are always asking me for stuff! Why can't you start by saying "Hey, how are you? How was your day?"

Mercy: You are right—of course I should have greeted you first! What's going on? It sounds like you are upset about something.

Victor: Yeah, I am. I just got my end of term marks, and I did not do so great. I need to worry about my problems before I can worry about you and your friends.

Mercy: Oh, I'm so sorry. That must have been really hard. We should study together next term—maybe I can help you.

Victor: Yeah. That would be nice. Anyway, I'm sorry, what did you want to ask me?

Mercy: I know you just said you are really busy, so we will have to figure out if you can help without it taking too much time. My friend Sheila needs to go to the chemist to pick up some medicine for her dad. She does not want to take the bus since it's after dark, but her dad needs it tonight.

Victor: It's no big deal for me to take you guys, since school's over for the term and there's nothing I can do about my scores now, but we would need to get permission from my brother to use the car, and he might say no...

Mercy: OK, I totally understand that it's up to your brother. Why don't I go with you and we ask him together?

- **How did the scene go this time?**
- **Mercy might not get what she wants, but you can see that now Victor is willing to work with her to try to make it happen. She's managed to get him on her team by stepping to his side.**
- **How did Mercy step to Victor's side?**
 - ✓ *She asked him what was going on.*
 - ✓ *She listened and showed she understood.*
 - ✓ *She asked her question in a way that showed she knew he was busy.*
 - ✓ *She suggested ways to work together, like talking to his brother.*
 - ✓ *She used good body language*

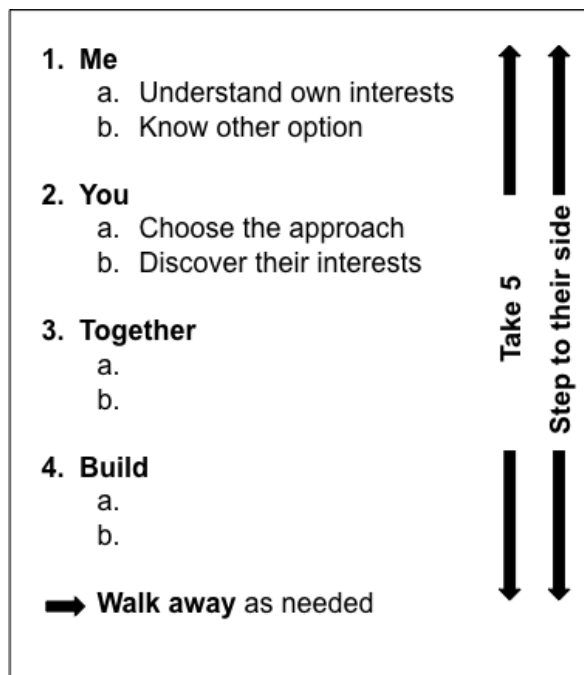
Takeaway: Stepping to their side means fully listening and hearing the other person out. When you think about and try to understand the other person in the negotiation, instead of focusing on only your own needs and wants, you may at times realize that the issues they are dealing with are more important than what you are asking for; as a result, you may decide to put your request aside or offer something more or different in the negotiation.

- Stepping to their side does not mean giving up your interests forever—it just means balancing your interests in what you want with your interest in having a good relationship with the other person.
- Stepping to their side can be used throughout the negotiation when the other person gets upset or frustrated, in the same way you will use “Take 5” when you get upset or frustrated. When the other person calms down and is ready to talk, you can continue the steps of negotiation.

Review: “You”

- Let’s wrap up what we have learned today. Can everyone take out their cards?
- Today we learned the second step, “You.” This step is about how you can help the other person to open up in a negotiation.
- To do this, you first “Choose the approach”—you decide when and how to approach them, and make sure to do it with respect. You can prepare by thinking about the reason you have to work together with the other person, or the existing relationship and the good things they have done for you.
- We then use open or indirect questions to discover their interests.
- The key thing during this step is not to assume you already understand the other person. You have to genuinely want to find out about their interests and think about what they tell you. That will show that you understand and will help them be more willing to open up and work with you.
- If needed, you step to their side to diffuse anger or frustration. Just like “Take 5,” stepping to the other person’s side can be used at any point during the negotiation, which is why it is on the side (*point to flip chart diagram, see below*).
- Before our next session, try to apply the skills of “Choose the approach” and “Discover their interests.” Try to practice finding a good time to ask people things, and thinking about the good things they have done for you. When you need to find something out, try using open or indirect questions and showing that you are listening to the other person. And, when someone gets angry, try out “Stepping to their side” and see how it works.

➤ Write about these experiences in your journal to share next time.



SESSION 4: TOGETHER

Teaching objective: Students should learn how to close the distance between themselves and the person they are negotiating with by finding shared interests, recognizing roadblocks, and emphasizing similarities rather than divisions.

Key concepts: Shared interests; common ground; roadblocks.

Skills: Identifying shared interests, seeing resistance as being caused by roadblocks and not true differences, managing one's own emotions.

Lion–Zebra min

25

Lesson: To learn that while working together can be beneficial, it can be difficult because each person also wants to look out for themselves. Learn that the other person's actions can affect the negotiation. Talking can help you work together, but negotiations work better when there is a relationship both people care about.

Activity: Lion–Zebra game.

Takeaway for students: Successful negotiations do not happen instantly. If you treat negotiations only as an opportunity to win, it can be hard to build trust because each person might be focused on beating the other side. But when think of negotiations as opportunities for both parties to win, and you have a relationship with someone that grows over time, like you have with your parents or your friends, you have an opportunity to talk and develop trust together, which can lead to better negotiations.

What to look for: Students do not need to play only zebra–zebra to get the point of the game. They can try a range of things, so that they get the experience of being betrayed by their partner, being tempted, etc. Let the students play the game, and then use the discussion to bring out the different feelings. Ideally, in the no-talking round several students end up playing lion–lion repeatedly, then in the talking round several manage to sustain zebra–zebra.

Finding Common Ground min

25

Lesson: To learn how to identify shared interests by first applying skills to a real-life scenario. Students should learn how to demonstrate “stepping to their side” and asking open questions to find out interests.

Activity: “A Bad Crowd”: Esther & Cecilia Role-Play.

Takeaway for students: Finding “common ground” means finding shared interests through focusing on the existing relationship and the things both people want. Finding “common ground” is one way to move together in a negotiation. “Common ground” is what you have in common that will help you to form an agreement.

What to look for: Students applying what we have learned so far, including:

- Being able to name their own interests and find out the other person’s interests.
- Not treating negotiation like an exercise in convincing, persuasion, or arguing. Instead, students should be offering examples of how they learned about the other person’s interests, asked them questions, and stepped to their side.
- Being able to think of their own and others’ deeper interests when pressed, and thus see common interests.

Don’t Push Them Away! **min**

15

Lesson: To teach students that words we use in a negotiation can sometimes distance us from the person we are negotiating with. If we use words that instead bring us closer together, we can find better solutions. This, along with finding shared interests, is part of the “common ground” part of negotiation.

Activity: Example: “The Distance Between Us.”

Takeaway for students: By finding common interests, we can see that we may not be so different from the person we are negotiating with. We can use words that bring us closer together, focusing on our shared values and our existing relationship, rather than pushing the other person away. This gets us ready to form an agreement.

What to look for: Students recognizing statements that create distance instead of bring people closer together.

Roadblock **min**

15

Lesson: Students should learn that the person they are negotiating with is not the enemy—when a negotiation is difficult, there is often an external roadblock behind the other person’s actions. Students should understand that discovering interests can uncover this roadblock and allow for a good negotiation that addresses the problem instead of attacking the person.

Activity: Example: Roadblock.

Takeaway for students: By finding out what is keeping the other person from coming to agreement—the roadblock—you may be able to come up with ways to address those concerns and *still* get an agreement that is good for both of you. Once

you remove the roadblock, you may find that the other person is on your side and willing to help.

What to look for: Students recognizing that understanding the other person *first*, by finding hidden roadblocks, can open up the negotiation and allow for collaboration.

SESSION 4: TOGETHER

- **In the last session we learned to approach and understand the other person we are negotiating with.**
- **Can anyone remind us of how to do that?**
 - ✓ *First we “choose the approach” or decide when and how to approach them.*
 - ✓ *Then we use open or indirect questions to “discover their interests.”*
 - ✓ *If needed, we can “step to their side” to diffuse anger or frustration.*
- **Did anyone write in their journals about applying the skills you learned? Who can share what they wrote?**
- **So far, we have learned to understand our own interests and to find out the other person’s interests. Our hands are now open like this (*show open hands*), instead of closed like fists (*show fists*).**
- **To begin to build a solution, you have to find ways to bring yourself and the other person closer together, even if it seems like you do not have very much in common.**
- **Remember on the first day, when we learned that negotiation can happen whenever two people seem to want different things, and yet also want to work together?**
- **To move together in a negotiation, we use finding out about interests to show that what the two people want may not be completely different. We also focus on the reasons to work together that were always there.**
- **This is like looking for overlap between interests and finding ways to bring our separate interests together.**

(Show hand motions of opening one fist, then the other, then overlapping pinky and ring fingers, then moving other fingers to meet.)

**Lion–Zebra
min**

25

- **Negotiation can be tricky, because it involves two people. What the *other* person wants and does will affect what happens in the negotiation. For a negotiation to help either person, both need to work together. We**

are going to play a game to see how working together can sometimes be challenging.

Activity: Lion–Zebra Game

(Distribute the Lion and Zebra cards—one of each to each student.)

- We are going to play a card game. Each of you has two cards—one with a picture of a lion and one with a picture of a zebra. The goal of the game is to win as many points as you can. The rules are:
 1. In each round you will win points based on which cards you and your partner put down.
 2. Before you play, hold your cards close to you so that only you can see them.
 3. When you choose which card to put down, place it face down in front of you.
 4. When we say so, you and your partner flip your cards.
 5. You then record your score.
 6. The game will last 5 rounds.
 7. No talking is allowed from now until the end of the game, except when I tell you it is okay to talk.

(Draw scoring table on the board. Then, explain the scoring key as follows):

You play Zebra—Your partner plays Zebra

You earn 2 points—your partner earns 2 points

You play Lion—Your partner plays Lion

You earn 1 point—your partner earns 1 point

You play Lion—Your partner plays Zebra

You earn 3 points—your partner earns 0 points

You play Zebra—Your partner plays Lion

You earn 0 points—your partner earns 3 points

- What happens if two zebras meet? They play! If two zebra cards are put down, the zebras play and you each get 2 points.
- What happens if two lions meet? They fight! If two lions are put down, the lions fight and you each get 1 point.
- What happens if a lion meets a zebra? The lion eats the zebra! If a zebra and a lion card are put down the lion eats the zebra, so the player who put down the lion card gets 3 points and the player who put down the zebra card gets 0 points.

(Coaches demonstrate a round. The students are divided into pairs and the game is played. When 5 rounds are complete, total the scores.)

Discussion: Lion–Zebra Game

- **What did you think of the game?**
- **What scores did you get?**
- **Did anyone start playing lion–lion? Why do you think that happens?**
- **When you play lion–lion throughout the game, each person ends up with 5 points. If you play zebra–zebra the entire time, you would get ten points each. Did anyone here get ten points?** *(Some of the students may have earned more than 10 points if they played Lion through four or five rounds, while their partner played Zebra. Ask the Zebra player why she kept playing Zebra and how she would act if she had to play with this person again. Ask others what they would have done in this situation. The point is that sometimes you can win by beating other people, but most people will fight back and it can destroy any chance for a good relationship in the future.)*
- **Why do you think it is so hard for both people to play Zebra the whole time in this game?**
 - ✓ *Each person wants to win.*
 - ✓ *The other person played Lion and I was afraid to play Zebra.*
 - ✓ *Without talking, there is no way to build trust so that you are willing to play zebra.*
- **Let's try the game again. This time, you can talk with each other.**

(Let students play another 5 rounds while talking with each other.)
- **How did being allowed to talk change the game?**
- **Did anyone's partner play lion on you, when you agreed to play zebra? How did that feel?**
- **Was anyone tempted to play lion, when you had promised to play zebra? Why?**
- **Was anyone able to create trust in this game? How?**
- **Did knowing that you had many rounds to play help you create trust in the game?**
- **The goal of this game is to show you that while working together can sometimes help both people, it can also be hard!**
- **In negotiation, your actions affect the other player, and their actions affect you. Sometimes, the best way to get what you want is by helping others get what they want. But, while you could choose your own actions in the game, you could not choose the actions of your partner. In fact, your partner might play lion when you thought they would play zebra. And you yourself might have felt tempted to play lion.**

- In negotiation, you will often be in this situation. You might want to work with someone, but they might make it hard. Often, if you can show them the win-win solution, they may agree to work with you. But, you can also protect yourself by walking away from a negotiation, which is like choosing to play lion the next time, if they will not cooperate.
- Having the option to play lion if the other person hurts you might allow you to be more trustful at first, and to try playing zebra. By playing zebra–zebra several times, you may be able to build up trust that will allow both people to win.
- We are going to switch partners, and play one more time. This time, the points are going to be doubled. Zebra–zebra will be 4-4, lion–lion will be 2-2, and lion–zebra will be 6-0. But, you are only going to play one round. Ready? Go!

(Let students play 1 round with new partners, letting them talk together.)

- **What happened in this round?** *(Many of the students will have played Lion-Lion.)* **Why do you think that happened?**
- We have seen from this example that building trust does not happen instantly. If you always treat negotiations as just a single round, like playing one round of lion–zebra, it can be hard to build trust. Each person might just try to get as much for themselves as possible, and you might end up with lion–lion.
- However, when you have a relationship with someone that is built up over time, like you have with your parents or your friends, you do not need to think about just a single round. It can be like when you had ten rounds to talk and build trust together.

Takeaway: Successful negotiations do not happen instantly. If you treat negotiations only as an opportunity to win, it can be hard to build trust because each person might be focused on beating the other side. But when think of negotiations as opportunities for both parties to win, and you have a relationship with someone that grows over time, like you have with your parents or your friends, you have an opportunity to talk and develop trust together, which can lead to better negotiations.

- **Creating trust is part of the “Together” step of negotiation. Let’s do a role-play where you will apply the two steps we have already learned, “Me” and “You,” and then we will learn how to move “Together.”**
- **Remember to think about your interests and express them to the other person.**
- **Also, remember the tools we learned about “stepping to their side.” Show your partner that you understand how *she* feels, and try to find out more information about her interests.**
- **Remember, this is not about trying to persuade or convince the other person. This is an exercise in finding out what each of you cares about, so a good solution for both people can be found.**
- **Remember the three rules of role-playing:**
 - 1. Your instructions are private, so do not share your instructions with the other person.**
 - 2. Do not change the information described in the instructions. If, for example, it says you want to go to your friend’s house, you shouldn’t decide you really don’t want to go.**
 - 3. In the role-play, you should behave the way you really would if you were in this situation.**

Activity: “A Bad Crowd”: Esther & Cecilia Role-Play

- This is a negotiation between two friends: Esther and Cecilia.

(Split the group into two teams—the Esther group and the Cecilia group—and read the confidential instructions for that role—Esther or Cecilia—to each group. Then match members of the two groups into pairs and let the pairs role-play for 10 minutes. If they seem to be fighting, remind them to step to the other person’s side and demonstrate the hand motions about two positions clashing. This will help them to remember to move away from that style.)

Instructions for Esther: You and your best friend Cecilia have not been hanging out very much lately. You have been hanging out with some older friends, making some money after school by seeing older guys and sometimes stealing from the market. You like being part of this group because it keeps you busy. You feel like you belong to something, and you make money, too, which you need since your parents are sick. Sometimes you get scared of getting caught, or of getting a disease, but you feel like your friends will help you. Your friends only like to hang out with other kids in their group, and Cecilia is not one of their friends. You really want to spend more time with Cecilia, but you know your friends will not like it. You think maybe if Cecilia joined in with the group, you could both hang out more. You think that your friends are cool, and you feel really popular. Maybe Cecilia would feel that way too. Plus, Cecilia could make some extra money. You are going to ask Cecilia to join up with your friends.

Instructions for Cecilia: You and your best friend Esther have not been hanging out very much lately. You wish you could spend more time with Esther. You are really worried because Esther started hanging out with a bad crowd. The group that Esther hangs out with is into some illegal stuff. You are not sure what they do, but you know it is dangerous. The girls in the group hang around boys who steal and are always getting in trouble—one of them even went to jail. Plus, they sleep with older guys who probably have diseases. You think Esther’s new friends are a ticket to trouble. You know Esther has been flashing a lot of money around lately, which she probably makes by doing something bad. You get your money by working at a shop, and you do not want to risk going to jail or getting sick just to make extra cash. You do not want anything to happen to Esther either. You hang out with some kids who do not act this way and you have a good time with them. You wish Esther could be part of this group. Today, after school, you are going to ask Esther to stay away from the bad crowd.

(After 10 minutes, bring the class together.)

Discussion: Esther & Cecilia Role-Play

- **What happened in your negotiations? Did you use “stepping to their side” and open questions to find out the interests of the other person?**
- **Let’s first identify the positions of each side—what are they?**

(Facilitator records on flip chart):

People	Esther	Cecilia
--------	--------	---------

Positions What is each person demanding?	<ul style="list-style-type: none"> • Cecilia should join my group of friends. 	<ul style="list-style-type: none"> • Esther should stop hanging out with the bad crowd.
--	--	--

- **Given their positions, does it seem like Esther and Cecilia can both get what they want?**
- **Are their positions the same or opposite?**
- **Great, now let's think about some of the interests. Everyone who played Cecilia, raise your hand. (Call on a few different Cecílias and ask): Cecilia, what are Esther's interests? (When a student answers correctly, write down the interest on the flip chart. Stop calling on Cecílias when all of Esther's interests have been identified. Then ask all the Esthers to raise their hands and repeat with Cecilia's interests.) Esther, what are Cecilia's interests?**

(Facilitator, first take obvious interests, such as the below, from the class.)

People	Esther	Cecilia
Interests What does each person really care about and why?	<ul style="list-style-type: none"> • To be part of something. • To make money. • To feel important. 	<ul style="list-style-type: none"> • To spend more time with Esther. • For Esther to stay out of trouble.

- **Those are all great interests. Let's push ourselves now to use the "Together" step to really think about why Esther and Cecilia would want to work together, and what they have in common.**
- **We call this "finding common ground" with the other person. Everyone say, "Find common ground!" (If needed, explain that "common ground" usually refers to the things that people have in common, or that they both agree on. So, if you want to work on math homework first, and your friend prefers to read, the common ground is that you both want to study and spend time together).**
- **What is the common ground between Esther and Cecilia? (If needed, prompt with the additional questions below. As the students explain their shared interests, write them on the flipchart.)**
 - **Do Esther and Cecilia have an existing relationship?**
 - **What are some things Esther and Cecilia could both want, as girls?**
 - **What are some things Esther and Cecilia might both want for their futures?**

- Let’s now circle the shared interests—which interests do you see on both sides? (Circle all the shared interests on the flipchart.)

People	Esther	Cecilia
Interests What does each person really care about and why?	<ul style="list-style-type: none"> • To be part of something. • To make money. • To feel important. • To spend more time with Cecilia. • To be safe. • To do fun things. • To stay out of trouble and not get sick. 	<ul style="list-style-type: none"> • To spend more time with Esther. • For Esther to stay out of trouble. • To be safe. • To do fun things. • To stay out of trouble and not get sick.

- When you were talking to your friend, did it seem like you had a lot in common?
- Now that you see how much you have in common, do you think you could come to an agreement?

(Make the hand motion of two open hands coming to overlap.)

Takeaway: Finding “common ground” means finding shared interests through focusing on the existing relationship and the things both people want. Finding “common ground” is one way to move together in a negotiation. “Common ground” is what you have in common that will help you to form an agreement.

Don’t Push Them Away! 15 min

- You may now have seen that you and the person you are negotiating with are closer than you originally thought. Your two positions seemed opposite, but now you see your interests starting to come together.
- You need to help the other person see the same potential for you to work together as you now see.
- Too often when we are negotiating, our words put distance between ourselves and the person we are negotiating with. When we try to argue with or convince the other person, our words end up saying to them, “I think you are different from me,” when we should be saying, “I think we care about the same things.”

- I am going to show you an example together with the other coach.

Example: The Distance Between Us

- Let's pretend I am a sister asking her older brother for help with school fees. The older brother has helped to support me up to this point, but he says he cannot manage to pay the entire fee amount.

(Coaches stand facing one another. Have one coach play the sister and read the following statements. The other coach, playing the brother, steps further away after each statement.)

- **But education is important!** *(Other coach steps further away.)*
- **You are not being fair—you promised you would pay!**
- **Couldn't you put the money toward this, instead of that big car you drive?**
- **If I were your own daughter, you would help!**
- **Each of these statements only served to put distance between my brother and me, even though I thought I was using them to convince him. Why is that?** *(Let the students give several different answers.)*
 - ✓ *The statements made it sound like I thought I cared about education, but he didn't.*
 - ✓ *The statements accused him of things, such as being selfish or not being fair.*
 - ✓ *The statements failed to recognize the past help he has provided.*
 - ✓ *The statements make the brother seem like a bad brother, when he sees himself as a good brother.*
- **Let's see what happens when I instead use the "Together" step to focus on appreciation and common ground, on the interests we have in common:**

(After each statement by the "Sister" coach, "Brother" coach steps closer to the "Sister" coach.)

- **I know how much you care about my education, and that you want me to have a bright future.**
- **You have done so much for me already, and I am so appreciative.**
- **I know you are the type of person who makes sacrifices for your family.**
- **It means so much to me that you treat me like a daughter, even though I know you have so many responsibilities for your own family.**
- **In which situation do you think the brother would be more ready to talk about solutions for paying for the sister's school fees? Why?**

- Recognizing shared interests ourselves is not enough. We need to use our words to eliminate distance between us and the other person, by making sure they see our shared goals, too. These things—finding shared interests and using our words to bring us closer to the other person—are how we “find common ground.”

Takeaway: By finding common interests, we can see that we may not be so different from the person we are negotiating with. We can use words that bring us closer together, focusing on our shared values and our existing relationship, rather than pushing the other person away. This gets us ready to form an agreement.

Roadblock min

15

- After we find common ground with the other person, we might find there are some things that still separate us—this is the next part of the “Together” step. Let’s go back to the example of Esther and Cecilia. Here are all their common interests. (*Point to circled interests on the flipcharts*).
- Now, let’s talk about what might be keeping them apart. What is something that Esther wants that seems to get in the way of her agreeing to give up the bad crowd?
 - ✓ *She wants to make money.*
- We call something like this a *roadblock*. A roadblock in negotiation is something that keeps the two people from agreeing. But, if you recognize that the person’s refusal to agree is coming from a roadblock and not from deep underlying differences, you will move much closer to an agreement.

Example: Roadblock

- Imagine you are on a minibus trying to go to school. Suddenly, the car in front of you just stops. Not knowing the reason, the bus begins to hoot at the car, and the people are shouting, “Move!!!”
- The car in front is like the person you are negotiating with—when they say no or present a difficulty, you just want to shout at them, because it seems they are the problem.
- Now, someone from the bus alights, and finds that in front of the car, there is a tree fallen across the road. That tree is the roadblock—it is the true problem, rather than the car that has stopped.
- Instead of shouting and hooting at the car, the people in the minibus could have worked together with the driver of the car to remove the tree—to move the roadblock—and thus continue on their way.
- This can be applied to negotiation—Instead of arguing with the person, you need to think up ways to remove the roadblock. Behind their “no,” there is a reason or a difficulty that is stopping them, like the tree blocking the path.
- If you recognize the roadblock, you may find that the other person actually cares about the same things as you, the way the car wanted to go forward just as the bus did. Then you can work together to find a solution to remove the roadblock.

Recognizing roadblocks

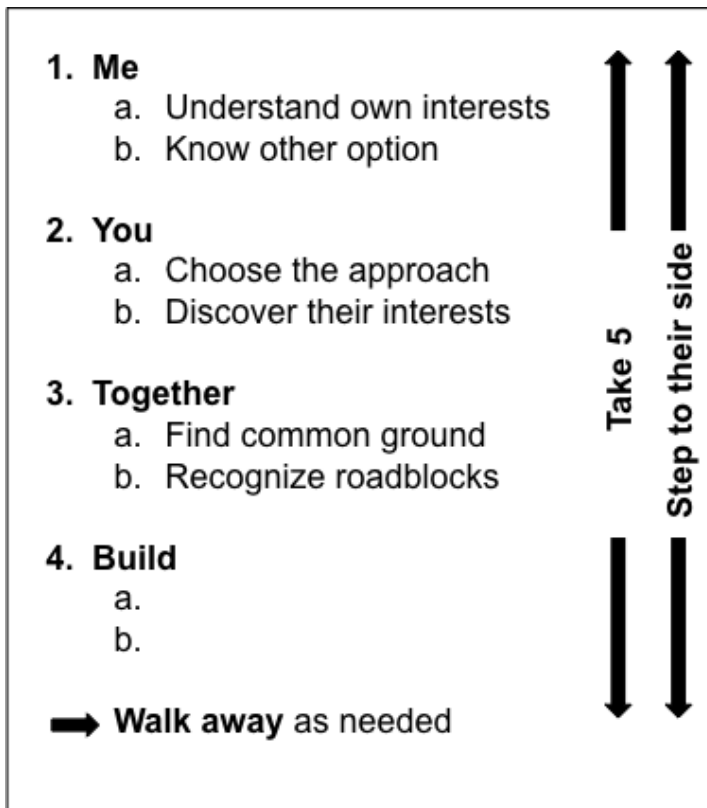
- **Consider the example yesterday of your mother saying you could not go out. Remember that story—you wanted to go out but your Mother said you had to stay home. Was the reason she did not want to let you go see your friend because she did not like you? Was it because she did not care about you and your interests?** *(Let some of the students respond, stopping on someone who says “No” and explains the Mother’s reasons.)*
- **No! The reason she did not want to let you go was because she had concerns about you being out late, someone watching the baby, and you getting your homework done.**
- **When we start a negotiation, we think the other person is our competition. For example, in the arm game, the other person at first seems like your enemy, because they are stopping you from getting points. But the truth is, the reason they were fighting you was not because they did not want *you* to have points, but rather that they wanted points themselves. If you suggest that there is a way for you *both* to get more points, by going back and forth quickly, the other person can be your teammate instead of your competition.**

Takeaway: By finding out what is keeping the other person from coming to agreement—the roadblock—you may be able to come up with ways to address those concerns and *still* get an agreement.

- Tomorrow, we will learn a cool skill to come up with ideas to get roadblocks out of the way.

Review: “Together”

- Let’s wrap up what we learned today. Can everyone get their cards out? What step of negotiation did we learn today?
 - ✓ *The “Together” step.*
- Right. The “Together” step is how the two hands in a negotiation start to come together. (*Show hand gestures of two fists opening up and starting to come together.*)
- The first part of the “Together” step is to find common ground with the other person by finding our shared interests with the other person and using our words to show how we are similar rather than showing our differences.
- The second part of “Together” is to recognize the roadblocks that are stopping the other person from agreeing with us. A roadblock is an interest that is not getting met, like the thumbs sticking out here (*show hands overlapping and wiggle thumbs*). We will talk about how we solve that problem more next time.
- Everyone should write “Find common ground” and “Recognize roadblocks” under “Together” on your cards.



- Now that you know “me, you, and together,” you can practice your negotiation skills even more. Before we meet next time, try practicing finding common ground and recognizing roadblocks. To find common ground, look for shared interests between you and the other person, and use your words to help them see these similarities, too. To recognize roadblocks, look for reasons behind someone’s “no” rather than treating the *person* as the problem.
- Write about your experience applying these concepts in your journals! See if you can move “together” with someone who seems like they are against you at first.

SESSION 5: BUILD

Teaching objective: The goal of this session is to teach the last step in the negotiation process—building a final agreement—while bringing everything together. Students should learn to brainstorm to come up with solutions and remove roadblocks. They should learn to think of finding a solution as building a house, not splitting something in two. Finally, they should learn to prioritize their own interests.

Concepts: Brainstorming; building a house; using negotiation steps as a “checklist”; other option; shared interests.

Skills: Coming up with ideas without judging or rejecting; thinking of solutions that address the interests of each party; applying negotiation checklist (Me-You-Together-Build).

Brainstorming Solutions

15 min

Lesson: Teach the skill of brainstorming, which is coming up with many possible solutions to a problem without judging or criticizing—and also give the students a break with a bit of fun.

Activity: Ball Game.

Takeaway: Brainstorming solutions that meet your interests *and* the other person’s interests will help you move past roadblocks so you can form an agreement together.

What to look for: Students encouraging each other and building on each other’s ideas, *not* rejecting ideas or nay-saying.

A Bad Crowd

10 min

Lesson: Help students see how brainstorming can be applied in a real-life setting.

Activity: “A Bad Crowd”: Esther & Cecilia Role-Play.

Takeaway: When you brainstorm ideas that meet your partners’ interests, then there is no need to argue with the other person. They will want to agree, because their interests are being met through that solution.

What to look for: Students understanding how to brainstorm past roadblocks, even if the other person at first says “no” to their ideas. Students are able to see

that brainstorming involves finding shared interests and removing roadblocks in the way of an agreement.

Building a House

15 min

Lesson: Teach students to use the negotiation steps as a “checklist” for a good solution, and that they must keep their own needs and the other person’s needs in mind. Make sure they understand how to check that a solution meets their important interests (while leaving less important interests out, if needed), and that the agreement is better than their other option, such as walking away.

Activity: Checklist of negotiation steps: “Me-You-Together-Build”

Takeaway: Finding a solution together in a negotiation is like building a house with another person, not like splitting a piece of wood into two pieces. Maybe you cannot have everything you want in your house, but there are some things you need, so the house is built out of different pieces—your interests and the other person’s interests—which together create a win-win solution.

What to look for: Students are able to see how *building* is different from *splitting*, and are able to use the negotiation steps as a checklist (“You, Me, Together”).

Who Cooks?

10 min

Lesson: Coaches show the students an example of “building” in action.

Activity: “Who Cooks?” Role-Play.

Takeaway: Building a final agreement is not just about *choosing* a solution, but rather about *building* one together. By using the negotiation steps as a checklist, you can find shared interests and brainstorm solutions together. This will help you to get past any roadblocks and build an agreement—or house—that you can both live with.

What to look for: Students understand the importance of asking questions in order to find shared interests, and are able to prioritize their own interests.

The Full Negotiation Process

30 min

Lesson: To apply each step of negotiation to a scenario (“Me-You-Together-Build”), in order to see how it all fits together. Instructor should use this as an opportunity to check student understanding of each concept, and re-teach as necessary.

Activity: Youth Center: Negotiation Prep Worksheet.

Takeaway: Using all four steps in the negotiation process—Me-You-Together-Build—will help us to communicate in ways that will lead to agreements with others, even in difficult situations.

What to look for: Be extra careful here to check that each student understands the concepts and is not mixing up different pieces of the worksheet. The students should be comfortable at this point with the difference between interests and positions, with naming shared interests and roadblocks, with brainstorming and naming other options if they do not agree in the negotiation.

SESSION 5: BUILD

(Briefly review with students what they have learned so far—“Me, You, Together”.)

- Did anyone write about trying to apply their negotiation skills in their journal? Can you share what you wrote?
- Once you understand your own interests, find out the other person’s interests, and move together, you are ready to try to build an agreement.

(Show hand motions all the way through—opening one hand, then the other, then finding overlap, then weaving fingers together and placing hands up.)

- Putting together an agreement is like building a house. When most people negotiate, they think that coming to an agreement is like splitting a piece of wood—either one person takes it, the other person takes it, or they cut it in half.

(Facilitator draws wood splitting versus a house on the flip chart.)

- That is like how the sisters were thinking about the lemon. But, in fact, the agreement is a house you can build together with your negotiating partner that makes both people better off.
- We are going to learn today how to come up with creative solutions that make both people better off. It is especially important to do that given the roadblocks we talked about yesterday—if there is a roadblock keeping our negotiating partner from agreeing with us, we need to move it out of the way!

Brainstorming Solutions⁶

15 min

- Often, when we start a negotiation, it seems that there are only a couple of solutions. Thinking in terms of interests can help us to see solutions we did not realize were there. To come up with a list of potential solutions, we are going to do something called *brainstorming*.
- *Brainstorming* is a way to come up with many different ideas to solve a problem, without thinking about whether those ideas are good or bad.
- Think about the parts of the word—your brain, and then “storm,” which means weather conditions like lightning and rain and wind. When you are brainstorming, all of that lightning and rain and wind is your brain coming up with ideas very quickly!
- When brainstorming a list of potential solutions, we will follow a couple of rules:

⁶ Activity and discussion adapted from Mercy Corps, *Youth Conflict Management Curriculum Facilitator’s Manual*. Portland, 2009.

- 1) Be creative—come up with things that seem unusual or new.
- 2) Keep the problem we are trying to solve in mind, but as long as the idea solves the problem, we should not reject it even if it seems unlikely or a little crazy.
- 3) Do not try to choose one solution yet, as that will keep us from coming up with other solutions.

Activity: Ball Game

(Break participants up into groups of 4-5 people. Tell them they must come up with ways to move a ball across the table without using their hands. The goal is to get as many ideas as possible and as many creative solutions as possible, in a short period of time. Give them one minute to brainstorm only. At the end, ask each group to demonstrate their best idea. Then, for fun, let each group choose the “hardest” idea from the other team’s list for that team to demonstrate.)

- How many groups generated 10 options? Was it difficult? Easy?
- Did having a short time period help you to generate creative options?
- Did all of the ideas work? What can we learn from that?
- Brainstorming is about letting your mind be free to come up with lots of ideas. If we try to make sure every idea is perfect while brainstorming, we will miss out on lots of good ideas. That is why it was OK to generate many ideas for moving the ball, even if it turned out they did not work that well when we tried them. If we had rejected them earlier, we might have missed a really great idea.
- When brainstorming solutions for a negotiation, you should think about two things:
 - Ways for each person to meet their interests.
 - Ways of removing roadblocks.

Takeaway: Brainstorming solutions that meet your interests *and* the other person’s interests will help you move past roadblocks so you can form an agreement together.

Application: A Bad Crowd

10 min

- Let’s go back to the Esther & Cecilia role-play from yesterday. What was the main roadblock in the way of agreement in their case?
 - ✓ *Esther’s need to earn money.*
 - ✓ *To be cool*

- **Right. Let’s brainstorm some ideas for an agreement. Remember to keep the interests of each person in mind, and think about how to move the roadblock.**

(Note to coaches: accept all potential solutions to illustrate brainstorming. After a number of solutions have been suggested, highlight the two below as particularly meeting the interests of both parties.)

- ✓ *Cecilia could help Esther get a job so she could have extra money.*
- ✓ *Esther and Cecilia could find a group of friends they both like.*

- **My fellow coach and I are going to play Esther and Cecilia quickly, to model some ways to keep the brainstorming going, even if your partner seems to want to say “no” to your ideas.**

(Coaches take on the roles of Esther and Cecilia.)

Cecilia: I know you want to make money, and feel like you are a part of something. Maybe we could come up with ideas to be able to do those things, but still hang out together.

Esther: I appreciate you trying to help, but I think my future is with these girls now. How else am I supposed to get money?

Cecilia: I am not sure, but there must be some way! Let’s just think up ideas for a while—you do not have to decide to do any of them. But, you never know, one of them might turn out to be a good idea.

Esther: OK, fine. Go ahead.

Cecilia: So, we could start a business together, maybe braiding hair?

Esther: That’s silly—I do not even know how to braid.

Cecilia: That’s OK, because we do not need to decide to do that. Let’s just let ourselves be creative and think up lots of ideas, and then we can pick the one that seems the most realistic. What things are you good at?

Esther: OK, well, I do think I am pretty good at cleaning...

Cecilia: That’s a great idea! We could take some maid jobs in the compound after school, doing washing for people who cannot afford full-time maids.

Esther: Or, we could even start doing laundry from my house, where there is that big sink, and people could bring their wash...

- **OK, so now that you have heard our example of how to keep the ideas going, I want you to try. I am going to play Esther, and some of you will play Cecilia. You need to try to brainstorm, even if I make it difficult!**

(Call on a few students and haven them play Cecilia, one by one. Let each Cecilia try to brainstorm with you, with you responding negatively at first, but eventually agreeing to brainstorm if they follow the above example. Let several girls try until one follows the example well and the point is driven home.)

- **Now, why do you think we chose to brainstorm here about finding Esther a job?**
 - ✓ *Because that removes the roadblock.*
 - ✓ *Because it meets Esther's interest.*
- **Yes, we brainstormed about the job because we needed to brainstorm solutions that met Esther's interests *and* removed the roadblock of her needing money.**

Takeaway: When you brainstorm ideas that meet your partners' interests, then there is no need to argue with the other person. They will want to agree, because their interests are being met through that solution.

- **That is why the secret to a successful negotiation is to find out the other person's interests and think about ways to meet them through a solution that also meets *your* interests. In that case, you will not need to argue with the other person because both people will want to agree to this win-win solution.**
- **We call this part of the "Build" step *brainstorming past roadblocks*, because we are brainstorming ideas that get us past roadblocks and let us form an agreement.**
- **Once you find common ground, and recognize roadblocks in the "Together" step, brainstorming is what helps you to move those roadblocks, so they do not keep you from a win-win solution.**

Building a House

15 min

- **Now you are ready to come up with a solution together with your partner. Remember to think about this like building a house that both people want to live in. Instead of just splitting one piece of wood, we will build the house out of different pieces, which together create a win-win solution. This means putting in our ideas from brainstorming that meet both people's interests and get past any roadblocks.**
- **You need to build in the things you both need in the house, the interests you have in common—this is like the foundation. And you definitely want to put in things that *you* need—that meet your interests. Otherwise, you will not want to live in the house! *But*, you have to remember that your "house" has to have things in it that the other person wants too—otherwise, why would they want to live in the house? To make sure our house does all of these things, we are going to use our negotiation steps as a "checklist."**

- First, we will go through the “Me” step to make sure the agreement works for us. Then, we will go through the “You” step to make sure the agreement is good for the other person, too. And finally, the “Together” step, to make sure we can agree on it.

Step 1: “Me”

- First, we go through the “Me” step. The first step of “Me” is to “understand my own interests,” so we have to check that this agreement meets our own interests. The second part is “knowing your other options,” so now we need to check that the agreement is better than our other option. If it is not, we may need to keep negotiating.
- Let’s talk a little bit more about making sure a negotiation meets our interests. We always hope when we go into a negotiation that we will get all of our interests met. Sometimes, though, we might find that we are only able to come up with a solution that meets *most* of our interests.
- To decide if that is good enough, we have to think about which of our interests are *most* important.
- This means deciding what really matters. Just like some parts of a house are more important than others, some of our interests are more important than other interests.
 - For example, when the girl walked away from the man offering her a phone, it was because she knew her values and safety were more important than her interest in having a cool phone.
- Sometimes, when we decide what really matters, we realize it is better to give up something we really wanted in the short term to get something we really want in the long term.
 - For example, if you are negotiating with your mom to go out one night, but she needs you to take care of the sick baby, you might decide it is better to give up your short-term interest of having fun in order to meet your long-term interest of being a good daughter and sister. If you do that, maybe next time your mom will be willing to help you, as well!
- When we think about more an less important interests in terms of our “house”, this is like deciding that maybe you do not need fancy curtains in your house. Maybe you cannot have everything that you want in the house. But, you need a roof and you need a stove—these are things you cannot live without.
- Can you think of a time when you gave up something you really wanted because of something you cared about more? Let’s have a few people share their examples.

- What were the things that really mattered to you? What did you decide was not so important?
- To know if the agreement is good for you, you will compare it to your other options. What is your *other option*?
 - ✓ *It is what you would do if you do not make an agreement, if you “walk away.”*
- Right. If the agreement is *worse* than your other option, keep negotiating, or walk away. Do not agree to something worse than your other option.

Step 2: “You”

- Next, we go through the “You” step. Here, we need to make sure the agreement meets the *other* person’s interests. If it does not they will not want to agree to it, and we will find ourselves trying to convince them or argue with them.
- Even if they do agree to it, they might feel bad later, because they feel like the negotiation did not help them. This might make them unwilling to negotiate next time.
- If you care about a long-term relationship with someone, it is a good idea to think about both *your* needs and *their* needs when negotiating. Think about ways to make the agreement meet both of your interests.

Step 3: “Together”

- Now, the “Together” step. We check that a potential agreement meets our shared interests, and that it helps us get around any roadblocks.
- If we get past the 3 steps, “Me,” “You,” and “Together,” we might be able to find an agreement that meet the interests of both people. If we find we cannot check off one of those steps, we need to consider more brainstorming or “rebuild” the solution so that it does.

Takeaway: Finding a solution together in a negotiation is like building a house with another person, not like splitting a piece of wood into two pieces. Maybe you cannot have everything you want in your house, but there are some things you need, so the house is built out of different pieces—your interests and the other person’s interests—which together create a win-win solution.

- Let’s look at a scene to see *building* in action.

Who Cooks?

10 min

- Imagine you and your sister are negotiating over housework. You are supposed to cook dinner, but you have something you need to do after school, so you ask your sister to cook instead. First, we will see what the

scene would look like if both sisters treated coming to an agreement as dividing a piece of wood:

(Two coaches perform this role-play):

Young sister: Can you cook for me tonight? Please?

Older sister: I will cook dinner for you tonight if you cook for me three nights next week.

Young sister: What? How about we trade one night—tonight for tomorrow.

Older sister: No. Three nights.

Young sister: But that's not fair!

Older sister: It does not matter if it is fair—you need me to cook for you, so I get to decide what you have to give me in return.

Young sister: But pleeeeeease! What I need to do is really important!

Older sister: Why should I care if it is important or not? You want me to do your housework, you have to do what I say.

- **What did you think of this discussion?** (*bring out the point that they were arguing back and forth and not working towards building a win-win solution*)
- **Now, let's look at the scene where the young sister *builds a house with the other person.***

(Coaches continue the role-play):

Older sister: I will cook dinner for you tonight if you cook for me three nights next week.

Young sister: Thanks for considering cooking for me tonight—why do you want me to cook for you for three nights?

Older sister: I do not like having to cook, in case I have to go somewhere. I do not want to trade just one night, because that might not even be a night I have plans!

Young sister: Well, then why don't we say that I will cook for you some night when you really do need it, without you having to plead with me? That way this deal will help both of us!

Older sister: Well, maybe, but it would have to be any night I want. But why should I agree to just one night as a trade—after all, you are the one who needs my help.

Young sister: It is true that I have asked you to cook, but I also know that our younger sister could do it, without requiring any trade at all. It is just that you cook better than she does, which is why I am asking you and am willing to trade one night of cooking.

Older sister: Fine! But I am just going to make rice—nothing else.

Young sister: I am worried about agreeing to that. Then, our family would get hurt because I traded my night for cooking. The little kids will not grow if they do not get vegetables. Are you worried about having time to cook all those things?

Older sister: No. You just know that I hate chopping vegetables.

Young sister: OK, well that is easy. I can chop the vegetables before I leave for school in the morning, and then you can just cook them. And I will cook for you some night when you really do need it.

Older sister: OK, that sounds fine.

Young sister: Great, so we have a deal! Thanks so much!

Discussion: “Who Cooks?” Role-Play

- As you have seen, building a final agreement is not just about *choosing* a solution, but rather about *building* one together. (*bring out the point that the sisters worked together to build a house or agreement*)
- The young sister used her *negotiation steps as a checklist*. First, for the “Me” step, she made sure the agreement met her interests and was better than her other option.
- For example, the young sister made sure the agreement was better than her other option by mentioning that their other sister would cook with no trade at all.
- For the “You” step, the young sister continued asking questions as she went along. She kept her needs in mind, but also knew she would not get her sister’s agreement unless the sister’s needs were also met.
- For example, the young sister changed the agreement to be that her older sister could ask her to cook *any* night to meet the older sister’s interest of being able to go out when she wanted.
- The young sister did the “Together” step by bringing up *shared interests*, such as the health of the little kids in their family, and recognizing *roadblocks* that were stopping the older sister from agreeing, such as that she did not like chopping vegetables.
- The young sister then brainstormed new solutions to fit these needs.

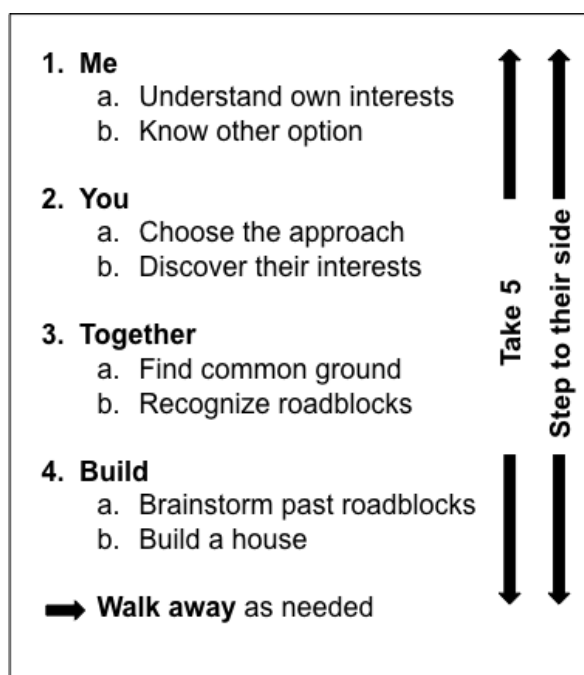
Takeaway: Building a final agreement is not just about *choosing* a solution, but rather about *building* one together. By using the negotiation steps as a checklist, you can find shared interests and brainstorm solutions together. This will help you to get past any roadblocks and build an agreement—or house—that you can both live with.

Review: “Build”

- Let’s wrap up before we do our final activity. Can everyone take out their cards?
- What step did we learn today?
 - ✓ *Build.*
- That’s right. We learned that reaching a solution with someone is like *building a house* together. We also learned how to use our building checklist to *brainstorm* creative solutions that will help us to get past roadblocks, or things that might prevent us from agreeing.
- Everyone write “Build a house” and “Brainstorm past roadblocks” on your cards, under “Build”.
- Did we learn anything else? What about the fancy curtains and the three nights of cooking that the older sister asked for at first?

(Let the students come up with the idea that not all interests are equally important. As soon as someone says this, reinforce it.)

- Yes! We also learned that sometimes we cannot have everything we want, so we need to decide what really matters in a solution. Just like we may not be able to have everything we want in our house, we need to decide which of our interests are most important to us. Then, we need to work with the other person to learn the things that are most important to them. This way, the house—or the agreement—we build will be a place we *both* want to live in.



The Full Negotiation Process⁷

- We are now going to practice bringing together all of the negotiation tools to come up with an agreement that meets the interests of everyone involved. I am going to tell you about a scenario, and then you are going to prepare for the negotiation.

⁷ Scenario adapted from Mercy Corps, *Youth Conflict Management Curriculum Facilitator's Manual*. Portland, 2009.

Activity: Youth Center

- In a nearby village, a group of youths gets together and decides that they want to build a youth center where young people can socialize together. They want to present their idea to the village elders. Pretend you are these youths. You want the center very badly because you want a safe place to play after school. You see a lot of kids getting into trouble, and you do not want that to happen to your friends. You also care about the whole community, and you think the center could be good for it.
- I am going to hand out a worksheet for you to work on in groups. You are going to get prepared to talk to the elders by completing **Steps 1 and 2**, up to the dark line. Then, my co-coach and I will tell you more about the elders.

(Show the class the worksheet and explain each part. Then split the class into two groups, each assigned to a facilitator who will help them to fill out the worksheet. Let them complete steps 1 and 2, stopping before “Their interests.”)

- You present your idea to the elders when they have plenty of time to consider it, and you show them respect. In your presentation, you discuss your reasons for wanting the center. Here is what happens:

Youth: So, what do you think about the idea?

Elder: We do not like it. We do not think it will be safe for the youths to play in some center, with no one to supervise them.

Youth: We want the youth to be safe, too—that is why we recommend the center. Because right now they are drinking and getting into trouble after school. The center would let youths do positive activities like sports. What if we had someone to supervise?

Elder: And who is supposed to pay for that? Already, the village does not have the money for this project. Building a center takes money, and that would mean spending less on other things the village needs, like a well.

Youth: We also care about what is best for the community, but we think the youths are part of that community. Can you tell us more about what you think?

Elder: Of course we care about the youth, but we have to do what is best for the whole community. We cannot accept this proposal as it is. Think about what we have said, and you may come back with a new proposal.

- Now fill out the elders’ interests (end of step 2) and complete steps 3 and 4, to be able to present a new proposal to the elders.

NEGOTIATION PREP WORKSHEET

Step 1: Me	
My interests: <ul style="list-style-type: none"> • Socialize and play with friends. • Safety of youth; kids not getting into trouble. • Well-being of the community. 	My other option: <ul style="list-style-type: none"> • Find a place outside where youth can congregate. • Ask a church / school / other organization about using/renting their existing space for youth activities.
Step 2: You	
Choose the approach: <ul style="list-style-type: none"> • Respectful manner. • When they have time; are not distracted or stressed. • Show appreciation for what the elders do for the community. 	Ways to discover their interests: <ul style="list-style-type: none"> • Ask open-ended questions, such as: • What do you think about youth in the village? • What do you think would help children stay safe? • What are you agenda items or priorities for the village?
Their interests: <ul style="list-style-type: none"> • Safety of the youth. • Meeting other needs of the village (like getting a well). • Being fair (doing what is best for the <i>entire</i> community, not just a segment of the population). 	
Step 3: Together	
Common ground: <ul style="list-style-type: none"> • Both care about the well-being of the community and about youth and their safety. 	Roadblocks: <ul style="list-style-type: none"> • Lack of funds for the center. • Safety / supervision of youths.
Step 4: Build	
Brainstorming: <ul style="list-style-type: none"> • Fundraise (through piecework or finding donations). • Use youth group activities to address village needs (like assisting with digging the well). • Offer youth group labor to help build center and lower costs, or organize volunteers. • Charge fees for usage of the youth center, which could make up the cost. • Include an income-generating community garden as part of the youth center to pay for upkeep and supervision. 	Final agreement:

(Call on the two groups and ask one person from each to describe the elders' interests, the common ground, and the roadblocks. Note any they might have missed. Then ask each group about the ideas they brainstormed. This is an opportunity to praise unusual ideas, even if they are not perfect. Finally, ask each group to describe the final agreement and explain why they chose that agreement. Push them to talk about how the final agreement meets their own interests and the elders' interests, and how it helps overcome the roadblocks.)

Takeaway: Using all four steps in the negotiation process—Me-You-Together-Build—will help us to communicate in ways that will lead to agreements with others, even in difficult situations.

- Now you have learned *all* the steps of negotiation. Before our next meeting, make sure you practice them! In particular, practice brainstorming to get around roadblocks, and thinking of a negotiation as “building a house” with the other person.

- Remember to write about these experiences in your journals.

SESSION 6: REVIEW & PRACTICE

Teaching objective: The goal of this session is to review and apply all the concepts learned in the training, from start to finish. Students should observe how the different pieces fit together to create an effective negotiation.

[No new concepts or skills, simply applying all skills learned.]

Review: Diagram Explanation

20 min

Lesson: To go back through all the concepts learned, and remind students of the different applications seen throughout the curriculum, so they leave with a complete understanding of what they have learned throughout the five sessions.

Activity: Diagram explanation and discussion.

Takeaway: We have now learned all the skills we need to be good negotiators. You can use the hand signs to help you remember to use your negotiation skills.

What to look for: Students able to name what they learned in the different sections.

When Negotiation Comes to You

10 min

Lesson: To learn how to apply the skills even when you do not start the negotiation yourself.

Activity: Discussion of examples of real-life negotiations.

Takeaway: Sometimes negotiation comes to you, which means you may not have time to prepare. In these cases, it can help to remember the four steps, the hand motions, and to “Take 5” when you need to.

What to look for: Students are able to think of situations in which they will be able to use their negotiation skills. They understand that they will not always have time to prepare for negotiation, so have memorized the four steps and hand motions.

Difficult Mother: Practice

50 min

Lesson: Students should see how the skills they have learned fit together to overcome someone’s resistance and get them to be willing to negotiate and come up with a solution that both people are happy with. They should understand that negotiations are unlikely to be successful if their partner does not feel understood first, and so should use “stepping to their side.” They should also see how the “Me-

You-Together-Build” process might work in practice.

Activity: Difficult Mother Role-Play.

Takeaway: Negotiating is not easy. When we find ourselves getting off-track during a negotiation, it is important to remember what we have learned and change our tactics.

What to look for:

- Beginning by asking open-ended questions and “stepping to the mother’s side,” rather than trying to solve the problem right away.
- Finding out the mother’s interests.
- Suggesting creative solutions that address the mother’s interests and also get the girl school fees.
- Not being derailed by the mother’s objections to these solutions. Rather, coming up with more creative solutions that help meet the Me-You-Together-Build checklist.

SESSION 6: REVIEW & PRACTICE

- It is time to share from our journals one last time. What examples of negotiation did you practice or see? How did you apply what you learned?
- Let's now review what we learned each day.

(Let the class tell you what they remembered about each day and restate correctly when needed, then summarize with the text below.)

Review: Diagram Explanation

20 min

(Put up the completed diagram on the flipchart. Make hand motions while explaining the four negotiation steps, and point to these pieces on the diagram, asking what the students learned.)

- We have now learned all the skills we need to be good negotiators.
- On the first day, we learned why negotiation could help both people, and to look at *interests* instead of positions. Then, we learned about the four steps of negotiation. What are those steps?
 - ✓ *Me-You-Together-Build.*
- The “Me” step has two parts, *understanding your own interests* and *knowing your other option*. “Me” is about really understanding yourself—opening up your own position to find the interests underneath. Expressing these interests to others is one way to start a good negotiation. Once you understand your interests, you also need to think about how else you could meet them other than in this negotiation—that is your *other option*.
- On the same day we learned “Me,” we learned that we might sometimes need to “*walk away*” from a negotiation—especially to meet our deeper interests like our values.
- Does anyone remember an example of when someone might want to “walk away” from a negotiation?
 - ✓ *The example of the man who offered the girl a cell phone if she agreed to go for a drink.*
- Right. In that case a good agreement was not possible as it might have been dangerous for the girl, or meant that she had to do something she did not think was right.
- On the same day, we also learned to manage our emotions by “*Taking 5*.” What does it mean to “Take 5” during a negotiation?

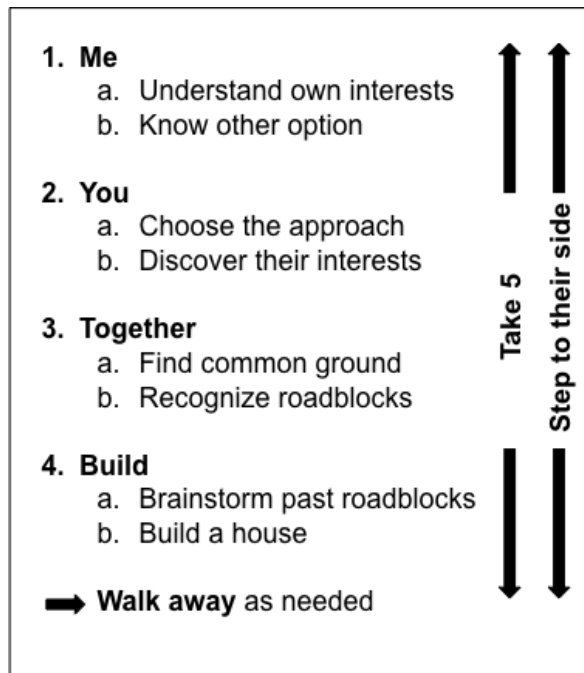
- ✓ *When you get upset, you can take a few seconds to think and calm yourself before you answer.*
- ✓ *A trick to help you control your emotions, and the chance to ask yourself if it is worth it to keep negotiating.*
- **The “You” step has two parts—*choosing the approach* and *discovering the other person’s interests*. “You” is about how you get the person you are speaking with to open up, to share their interests, and to be willing to negotiate with you.**
- **Do you remember how to do this, how to approach the other person so he or she will want to negotiate with you?**
 - ✓ *You need to choose the right time and place to approach.*
 - ✓ *Approach them respectfully.*
 - ✓ *You might also want to prepare to approach them, by thinking about the ways in which that person has helped and supported you—this lets you show your appreciation to the person, rather than making demands.*
- **We also learned about “*Stepping to their Side.*” What does it mean to step to someone’s side, and when can it be used during a negotiation?**
 - ✓ *Trying to see the other person’s point of view, or putting yourself in their shoes.*
 - ✓ *An approach that can help the other person to open up and to soften their position.*
 - ✓ *Can be used any time during a negotiation (just like “Take 5”).*
- **Right—that’s great. And “stepping to their side” is an important tool because it will help you to be ready for the *next* part of “You,” which is *discovering their interests*.**
- **To discover the other person’s interests, you can use open questions or indirect questions, to ask for information while being respectful.**
- **Does anyone remember an example of someone who used open or indirect questions effectively to reach an agreement?**
 - ✓ *Younger sister in “Who Cooks?”*
- **We also learned that it is important to reflect what the other person has already told us when we respond to them. Why is it important to do this?**
 - ✓ *To show that we are really listening to the other person and that we care about their interests.*
- **What is the third step in the negotiation process, after “Me” and “You”?**
 - ✓ *The “Together” step.*

- **Right. The “Together” step is when we “find common ground” while still recognizing the roadblocks keeping us apart. “Together” is about closing the distance between the two people in a negotiation, like two hands coming together.**
- **How do we find common ground so we can come together in agreement? And does anyone remember a good example of this from our lessons?**
 - ✓ *By finding where our interests overlap—things we both want, or both value, like the relationship.*
 - ✓ *We help the other person see what we have in common by using our words to focus on our **shared values and interests**, rather than using arguments or trying to convince them, which might only create more distance.*
 - ✓ *Example of Esther and Cecilia in “A Bad Crowd” role-play.*
- **As part of this step, we should also recognize the *roadblocks* that are keeping us from agreeing. Recognizing roadblocks is about seeing that someone might *want* to agree with us, but there might be a roadblock in the way. This shows us that the other person is not our enemy, but that there is just a roadblock we need to remove together.**
- **As we saw, it can be helpful to think of the example of a real roadblock, where you might be stuck in traffic and not be able to see ahead to know why the cars in front of you are not moving. In the same way, sometimes you might not be able to see or understand the other person’s interests when you are negotiation with them.**
- **The next step—the fourth step in the negotiation process—helps us to move the roadblock. What is the fourth step?**
 - ✓ *Build.*
- **Right. The “Build” step is where we finally get to create an agreement, which we are only ready to do once both people have opened up about their interests and found the overlap between them.**
- **What can we do to help build an agreement?**
 - ✓ *Brainstorm solutions to get each person’s interests met and to remove roadblocks keeping us apart.*
 - ✓ *Prioritize our interests—recognize that we cannot always get everything we want, so focus on what is most important to us.*
- **Yes, that’s right. We then “build a house” together, which means choosing a solution that meets both people’s interests, and using our negotiation steps as a “checklist” to make sure the agreement is good.**
- **How do we know when we have reached a good agreement?**

- ✓ *A good agreement meets our own important interests and is better than our other option.*
 - ✓ *A good agreement also meets the other person's interests, so they will be willing to agree.*
- **And that is the complete negotiation process, “Me-You-Together-Build!”**

Takeaway: We have now learned all the skills we need to be good negotiators. You can use the hand signs to help you remember to use your negotiation skills.

- Does anyone have any questions or need us to review certain steps again?



When Negotiation Comes to You 10 min

- **Before we go into our final practice of negotiation skills, I want to discuss using these skills in the real world.**
- **Here is a memory tool to help you remember to use the four steps when a negotiation comes to you. You can use the hand motions to help you remember to use your negotiation skills. If you find yourself in an unexpected negotiation or even in an argument with someone, make a fist with your hand at your side and then open it up, to remind yourself to follow the steps and not just argue. You can even excuse yourself for a**

moment (“Take 5”), to go through the hand motions, and then come back.

- **What are some situations in which you will be able to use the skills you learned?**
 - ✓ *With family members and friends; at school and at work; with strangers or in situations that make me uncomfortable or scared.*
- **We have talked about these skills in a setting where you can prepare for the negotiation and approach someone. Sometimes, however, this is not the case—sometimes negotiation comes to you.**
- **What are some examples you can think of where a negotiation could come to you?**
 - ✓ *A friend asks you for something.*
 - ✓ *You end up having a disagreement with a parent you did not expect.*
 - ✓ *A boyfriend asks you about having sex.*
- **In these situations, how do you think you can still use the tools we have learned?** *(Give the students time to describe some of the ways they would apply the tools in the example situations they provided. Whenever a student describes a step that fits into Me-You-Together-Build, reinforce it by naming the tool or lesson they’re applying. For example, “Yes, showing appreciation for the other person is a way to apply “You.”)*
- **In these situations, where you may not have much time to prepare, it is important to remember the four steps—“Me-You-Together-Build”—and use them as you go along.**

Takeaway: Sometimes negotiation comes to you, which means you may not have time to prepare. In these cases, it can help to remember the four steps, the hand motions, and to “Take 5” when you need to.

- **When you open your fist, remember to think about your interests and express them, instead of just stating a position.**
- **When you open your other fist, remember you need to discover the other person’s interests, which means you first need them to soften. Remind yourself to show appreciation for what they have done, step to their side, and use open questions or indirect questions to find out more information.**

- Check yourself and make sure you are making statements that bring you closer together, rather than further apart. Talk about the values you both share.
- Then you will be ready to brainstorm and build.
- Because you did not have as much time to prepare, you may need to “Take 5” more frequently to make sure you are using good negotiation skills. You can always ask the other person if you can answer their question or discuss the situation at a later time. You can also ask to take a short walk, so you can think about what you want to say.

The Difficult Mother: Practice

- We are now going to play one last game that will help us to apply our negotiation skills.
- I am going to play your mother, and you will be my children. You are going to come to me and ask for school fees.
- You need 50,000 to be allowed to write your exams.
- But I, your mother, am a widow and have nine children to take care of. Therefore, money is very tight in our household.
- Each of you will take a turn trying to negotiate with me. When your classmates do a good job negotiating, show them by making snaps with your fingers (*demonstrate snapping*).
- When what they are doing is *not* working, rub your hands together (*demonstrate rubbing hands together*). Then the student who is negotiating will know to try something else.
- When many people start to rub their hands together, the student that is trying to negotiate can sit down to give someone else a turn.

- Each time we change students, the next person will start the negotiation from where the last one left it, not start over.

Mother's Story

*(For the Coaches' information—You **do not** read aloud to the students)*

You have nine children to take care of, and your husband died three years ago, leaving you as the only breadwinner. You have done the best you can to care for your children, but you are busy and stressed out. You have a full-time job as a maid for a wealthy family, and also do piecework whenever you can to earn some extra cash. Most of your family is in Ndola, so they cannot help out, and those that are in Lusaka have no more money themselves.

It is not easy taking care of nine children—just the necessities like mealie-meal and the electricity bill really add up. You have so many things to spend the little money you earn on, and it seems like every day brings a new request from your children. Your young daughter's birthday is coming up, and you wanted to get her a present, as she has been asking for a new dress for so long. However, you feel all your children have too much junk, which feels wasteful when you need money for so many other things.

Your eldest son is in grade 10, and you know you need to pay his school fees this week. The younger children are in basic school, and do not have any fees. However, when your eldest daughter, in grade 7, approaches you about paying fees so she will not be kept from writing her grade 7 exams, you realize you have completely forgotten that they need to be paid, and there is no money. At first you react with anger, because you feel like it was her responsibility to tell you about it earlier so you could have planned.

Activity: The Difficult Mother

Instructions for the game: One of the facilitators will take the part of the mother. Let one student start the negotiation with you, switching people until all have had a turn. The other Coach can ask questions of the girls to help keep things on track, such as: "Are you asking questions that will help you learn about your mother's interests?", "What are your interests?", "Should you agree to this?"

Your goal--Get the "children" to go through the steps of a negotiation:

- *Stepping to your side and calming you down as needed through showing appreciation, body language, and open-ended questions.*
- *Showing appreciation and listening with you so you are willing to talk to them about the issue.*
- *Finding out your interests and the roadblocks by asking good questions.*
- *Talking about shared interests and similarities.*
- *Brainstorming creative solutions together with you.*
- *Making sure the solution meets their interests and yours.*

Your actions as the students take turns negotiating with you should include:

- *Acting angry until someone uses active listening and appreciation to calm you down.*
- *Acting annoyed that everyone is always coming to you for things, until someone appreciates your situation and how difficult things are for you.*
- *Talking about how many things you have to pay for and how many responsibilities you have, until someone asks what those things are.*
- *Becoming angry any time students use arguments that highlight differences, such as “but I need money for school,” rather than emphasizing shared values, such as “you value my education and I do too.”*
- *Describing the different things you have to spend money on, and letting the student brainstorm how to take care of those things, so the money can be used for school.*
- *Proposing something that will not work for the daughter—like selling all of her things, having her go to work full-time for a year before returning to school, making her find all the money herself however she can—so that the girl can brainstorm with you.*
- *Eventually agreeing to a solution when it meets your interests.*

Activity: The Difficult Mother (continued)

Example of what the mother and daughter might say in the negotiation:

The non-bold parts are where the student is not negotiating well, so the mother continues to be difficult. These should repeat for as many times as necessary, until the students change tactics or decide a new student begins to negotiate. You must maintain a difficult attitude when the student is whining, convincing, begging, or ignoring your needs.

The bold parts signal when the student has started using negotiation skills. At this point, you should let her know she is on the right track by changing your behavior toward her. You should be willing to listen, and reinforce that you appreciate the approach she is taking. But, you also should not give in too easily.

Go back to your difficult stance whenever a student stops using negotiation skills. However, if she gets “back on track,” do not make her start over, but rather pick up with the progress that has been made.

Example dialogue:

Child: Mother, I need school fees.

Mother: Child, I am so busy, and now you are always coming here asking me for things.

Child: Mom, I need school fees—please, it’s important.

Mother: Child, I told you, I am so busy. I have got so many things on my mind.

Child: Oh, what is on your mind, mother?

Mother: Finally, someone asks me what is on my mind. Thank you, child. I have got this N’shima to prepare, the washing to do, so many chores...

Child: Well, maybe I could help you prepare the N’shima, and that way we can talk.

Mother: Fine, child, here. What did you want to talk about?

Child: I need money for exam fees, they are due next week.

Mother: Ah, but where should I get the money? Everyone needs money from me!

Child: But mom, I need exam fees! You do not want me to have to drop out, do you?

Mother: Child! Talking to me like that, imagine! You think I do not know you have needs? Everyone needs things!

Child: Sorry, mother. Maybe I can ask, what else is it that needs money now?

Mother (do not give the interests out all at once): *I see you are now interested in my side of things ... OK, well, the rent is due, your brother's school fees are due, and your sister's birthday is coming up, so I need money for a present.*

Child: *Why don't you take that money for the present and pay my school fees instead? You think a present is more important than school?*

Mother: *I decide what is important! Anyway, that money is not enough. You will just have to stay home.*

Child: *But mom, pleeeeeeeeeease!*

Mother: *Sorry.*

Child: *OK, mum, I am sorry. I know sister's birthday is really important. It is just that if I am able to go to school, I could earn money in the future for us, and then maybe it will not be so difficult every month.*

Mother: *Hmmm, I see what you are saying...*

Child: *Maybe we could work together to come up with a solution that gets everything paid for?*

Mother: *Like what?*

Child: *Well, for example, maybe for my sister's birthday, I could make her a present instead? You know I am good with sewing.*

Mother: *Hmm, that is a good suggestion. I think that will get us some of the money. Then for the rest, I have seen lately you have so many clothes. Why don't we take those clothes for salalulah and raise the money from there?*

Child: *But mother, we cannot sell my clothes!*

Mother: *If that is your attitude, then I guess you do not want to go to school!*

Child: *Sorry, mother, I appreciate so much you trying to come up with a solution. I like your idea of trying to sell clothes for money. Then again, I also need some clothes to wear to school, if I am to go. I know that in the family we each have some clothes that we do not wear. Why don't I gather up the clothes I do not wear and ask my sisters and my brothers the clothes we do not wear, and together those clothes will add up to the money we need?*

Mother: *That sounds OK, but what about next term?*

Child: *Well, if we get this salalulah business going, I can even gather from the neighbors and other people, and keep raising money that way.*

Mother: *OK, child, I have seen that you want to help. It seems we will raise the money for your fees after all.*

Discussion and Review

(Once the last student has participated, regroup with the class for a brief discussion. Joke a bit about the experience of being their angry mother or about something funny that happened.)

➤ **Thank you everyone for participating. You did a good job; together we built a very good agreement!**

➤ **So how did that feel?**

(Let a few students share their reflections.)

➤ **Was it difficult? If so, why?**

➤ **Well, I am glad if it was a little difficult; that means I played my role as the Difficult Mother well. But this is also a good reminder that negotiating is difficult sometimes.**

Takeaway: Negotiating is not easy. When we find ourselves getting off-track during a negotiation, it is important to remember what we have learned and change our tactics.

➤ **Were you able to go straight through the four steps of negotiation? What happened instead?**

✓ *We sometimes had to go from step to step, or back up if we tried to go to the next step too quickly.*

➤ **Good. So let's talk a little bit about how the negotiation between the daughter and the Mother went. Since you watched many of your friends here negotiate with me, did you notice any patterns in how the mother reacted to the daughter?**

✓ *Yes, when the girl got emotional or was complaining and yelling, the mother got angry and was less willing to listen.*

✓ *Yes, when the girl stepped to her mother's side and asked questions about the mother's interests, the mother became more open to talk about the issue.*

✓ *Yes, when the girl brainstormed options to meet both of their interests, the mother became more open.*

*(For these and other possible responses, try to draw out the **negotiation concept** that the girl used or should have used. Let the discussion go on until the students have seen the major things that worked or did not work.)*

➤ **So how did the girl use her negotiation skills to eventually come to an agreement?**

- **Great—our negotiation tools helped us come to an agreement that both the girl *and* the mom were happy with. What do we call that?**

- ✓ *A win-win solution.*

- **Yes, an agreement that meets the interests of both people is a win-win solution. What do you think we can do, all of us, to help us negotiate win-win situations in our everyday lives after we leave here? What do you think we need to do to keep developing our skills and become better negotiators?**

- ✓ *Practice.*

- **Exactly, we need to practice, practice, practice. The more you practice, and the more you try to use these techniques in your communication and interactions with your parents, brothers and sisters, other family members, friends, boyfriends, teachers, and other community members, the better you will get at it!**

- **So we will all practice, yes?**

- ✓ *Yes.*

(Refer to diagram.)

- **What are the steps we will be practicing?**

(Have them, together as a class, read aloud the steps and sub-steps in the diagram.)

- **Great. And is there anything we can do in advance of a negotiation to better help us to remember and use these tools?**

- ✓ *Yes, we should prepare for the negotiation in advance.*

- **Yes, you always need to go into a negotiation prepared—as you would prepare for a test, for example. Why is preparation so important, do you think?**

- ✓ *Because then you will have had more time to think.*

- **Yes, exactly. Preparing in advance really gives you time to do the “Me” step (discovering your own interests and your other option) and part of the “You” step (choosing your approach to effectively discover the other person’s interests).**

- **Sometimes, negotiation comes to us, and we will not be able to prepare. But if we have practiced a lot and prepared for other negotiations, we will be able to handle it anyway! And we can always Take 5 and think about how we can use Me-You-Together-Build in the negotiation that has come to us.**

- **So, as we conclude, I would like you to engage in one last activity with me. I would like you to think of some specific situations in your lives where you and your friends can use and apply what you have learned.**

Are there situations in your daily lives where you can use this negotiation training?

Final Discussion: Using Negotiation

Lead a discussion of how negotiation can be used for things such as staying safe or avoiding sexual relationships, staying in school, and mediating conflicts.

Encourage students to think about parents, brothers and sisters, boyfriends, friends, teachers, and other community members as people they might need to negotiate with. If needed, the coaches or the class can help point out how specific tools can be applied to examples the students bring up.

This final activity should last at least 10 minutes.

- **These are all great ideas. Remember, it may not always be easy, but putting in the effort into negotiating through Me-You-Together-Build is definitely worth it.**
- **I am now going to give you a laminated negotiation card, for you to always keep the steps of negotiation with you. Let's review them one last time.** *(Hand out the laminated cards and put up the flipchart diagram. Point out each step and sub-step and ask a girl to describe it. Reinforce correct answers and restate incorrect answers.)*
- **Sadly, our time together is coming to an end. Both** *(partner coach)* **and I have very much enjoyed spending this time with you. We appreciate the energy you have shown and your level of participation. You have been truly great partners in this learning process.**
- **Thank you for being a great class, and we look forward to seeing you again in several weeks for a 1-day trouble-shooting session—more details to follow!**
- **Good luck with your negotiations!**

