GIRLS ARISE
Working Together for a Better Future

Negotiation Curriculum

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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 20 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.

Materials needed:

- Journals (one for each girl and one for the coach to hold up)
- Problem Solution Cards. See Appendix III, Handout 1.

Takeaway for students: One of the best ways to solve a problem is to talk with others in order to find a solution together. Students should understand that they could talk with someone or work together with someone to solve their problem(s).

What is Negotiation? Examples 15 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. Students should be able to identify reasons two people could have different interests and be able to understand why they would also want to work together.
The Arm Game 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. Materials needed: a table and two chairs at front of room.

**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. Students should have an “aha!” moment when they see the coach demonstrate the cooperative way of playing the arm game. Students should understand that working together can be better than working competitively.

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. Students should understand the ideas of interests and positions, and how thinking about interests can create win-win solutions that are better than a compromise.

The 4-Step Negotiation Process / Starting Journals 15 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 record steps in journals that they will use throughout the program.

**Takeaway for students:** Negotiating well involves following a four-step process: Me-You-Together-Build. Students should be 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. After introductions, hand out a journal to each student.)

➢ Your journals are for you to take notes about what you are learning in class.

➢ Writing in your journals will help you remember what you learn here. You can write in your journals between sessions. You can 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. Please save the first two pages for activities we will complete as a group.

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

➢ 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 five days 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 Solutions

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?
(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 (See Appendix III)
Before starting the exercise, arrange the cards according to the following guidelines:
• Make sure there are an exact number of cards – 1 for each student if there is an even number of students.
• If there are an uneven number of students, pair two students up to share one problem card.
• You will need an exact number of cards such that each student will have either a problem or a matching solution card. (If there are 3 drinking water problems, there must be 3 drinking problem solutions)
• 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.

There are 4 problems with matching solutions:

<table>
<thead>
<tr>
<th>Problem:</th>
<th>Solution:</th>
</tr>
</thead>
<tbody>
<tr>
<td>My friend has started drinking alcohol,</td>
<td>Get my friend to stop drinking alcohol.</td>
</tr>
<tr>
<td>and I want her to stop.</td>
<td></td>
</tr>
<tr>
<td>I feel uncomfortable when I have my</td>
<td>Good facilities for my menstrual needs at</td>
</tr>
<tr>
<td>period at school.</td>
<td>my school.</td>
</tr>
<tr>
<td>There is no clean drinking water at my</td>
<td>A borehole or treated water at my school.</td>
</tr>
<tr>
<td>school.</td>
<td></td>
</tr>
<tr>
<td>I have too many chores to do before</td>
<td>Share chores with sisters and brothers.</td>
</tr>
<tr>
<td>school.</td>
<td></td>
</tr>
</tbody>
</table>

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 hear from a pair that had the problem of too much housework to do before school. (Call on a pair who had this problem to answer.) What was your solution? (Allow students to answer.)
  - Sharing housework with sisters and brothers.

- Great, can you think of how you could get your sisters and brothers to share the housework with you? (After asking the first pair their ideas, open this up and ask questions to the rest of the students:)

- Can anyone else in the group think of ways she could try to get her sisters and brothers to help with the housework? (Keep taking answers until the students suggest something that involves talking, discussing, or working together. You will likely have to prompt them by asking more questions, such as, “You might want to just make it happen, but what would you have to do?”; “Could you do it alone?”; “Are there other people you could involve?”; “How could you get others involved?”)
  - She could talk with her mother and brothers and sisters about sharing housework.

- Great. Let’s look at another problem. Who had the problem of being uncomfortable when you have your period at school? (Call on one pair to answer.)

- What was your solution? (Allow students to answer.)
  - Good facilities for my period at my school.

- Can you think of any ways to get better facilities at school? (Again, you should keep taking answers until the students suggest something that involves talking, discussing, or working together. If the first pair doesn’t make a suggestion like this, open the question up to the rest of the students as you did with the last question.)

- Can anyone else in the group think of ways to get better facilities at school? (Other prompts are “Could you do it alone?”; “Are there other people you could involve?”; “How could you get others involved?”)
  - We could discuss with teachers or school officials to put facilities in place.
  - We could get together with other girls to ask the school officials to put facilities in place for us.
Yes, that’s a great way to achieve the solution to the problem. Let’s hear from another pair. Who had the problem of the friend who has started to drink beer? *(Call on one pair with this problem.)*

**What was your solution? (Allow students to answer.)**

- Get my friend to stop drinking beer.

**Can you think of any ways to get your friend to stop drinking beer? (Again, you should keep taking answers until the students suggest something that involves talking, discussing, or working together. In this example, the goal is for her to speak with her friend rather than involve other people. If the first pair doesn’t make a suggestion like this, open the question up to the rest of the students as you did with the last question.)*

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

**Can anyone else in the group think of ways to get your friend to stop drinking beer? (Other prompts are “Could you do it alone?”; “Who would be the most important person to talk to about this?”; “Could you talk to your friend about it?”)*

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

**Great. Do you notice any pattern in how we are solving these problems? (If they have a hard time answering, you could prompt them by asking, “can we solve these kinds of problems by ourselves?”, “How do we get others to help?”)*

- We could solve these problems if we talk to people about them.

**Well done. Let’s make sure we remember this. Please repeat after me. (Read Takeaway and ask students to repeat it.)*

**Takeaway:** *(have students repeat after you)

- 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 15 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.”

- 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.
- Arguments and disagreements happen when two people each want something different. If they did not want different things, they could just agree, and there would be no need for a discussion.

- 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!”)

- 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.

- Because negotiation is about solving both people’s problems, you can use negotiation to work with people even when you feel you cannot “talk back” to them, like your parents or teachers.
Examples: Negotiation

Materials needed: Flipchart 1 from Appendix I

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

- **Example 1:** You have to work on homework with a friend, but your mom is making you watch your little brother.
  
  - Who are the people involved in this negotiation?
    + *My mother and me.*
  
  - What do you and your mother seem to want that is different? *(Let students answer.)*
    + *My mother wants me to babysit, and I want to work on my project.*
    + *I want to do something different with my time than what she wants.*
  
  - Why do you want to work together with your mother? *(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:** Your boyfriend wants to meet up for a walk after dark, but you do not like going out in the compound at night.
  
  - Who are the people involved in this negotiation?
    + *My boyfriend and me*
  
  - 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.*

**Takeaway:** *(have students repeat after you)*

- When two people seem to want different things, and yet they also want to work together, they can use negotiation to solve problems together
**Activity: The Arm Game**

Materials needed: a table and two chairs at the front of the room.

- Now we are going to demonstrate a situation in which two people seem to want different things. I am going to need a volunteer. *(Invite your volunteer to the front of the room.)*

- Great, you and my co-coach will play the game, and I will give instructions. *(One coach plays the game with the volunteer.)*

- *(To the role-playing coach and girl volunteer): OK, hold onto each other’s hands, with your elbows on the table.* *(The coach playing the game helps the volunteer girl get into position.)*

- You earn one 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?

- *(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 for a minute, get one or two points.)*

- *(Coach playing teacher says): Okay, stop for a minute. How many points did each of you/us earn? *(Wait for their answers.)* That is not very many points! Please start over and try again. The goal is 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! *(Coach and girl demonstrate until the point has been made, probably just a minute.)*

- *(Coach playing teacher says): How many points did you each of you earn this time? *(Girl coach and volunteer girl report their own points.)* *(Ask the volunteer to go back to her seat.)*

*(After the girl has gone back to her seat, ask her: )

- **What did you notice about that game?** *(Other prompts could be: What did you learn from the game? Or, How could you make the most points?)*
✓ It was hard trying to beat the coach
✓ I could earn more points when I also helped the coach earn points

(Ask the rest of the girls:)

➤ 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.

➤ 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, so you can each get what you want.

➤ How do you think the Arm Game would work if you were trying to beat someone stronger than you? *(Let the girls respond.)*

✓ I would probably lose
✓ The stronger person would win

➤ So the stronger person would probably get more points if you were both trying to beat each other. How would the stronger person do if you were working together?

*(Keep taking answers until the students suggest something like the following)*

✓ The stronger person would get more points working together, because we could help each other get points more quickly.

➤ This is especially important to remember when you need to negotiate with someone who has more power than you, like a parent or a teacher. If you try to win against them, you probably will lose, because they are stronger.

➤ 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 so you can both get what you want.

➤ The Arm Game gives 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.

3. At the same time, we need to be sure we don’t try to help the other person so much that we get taken advantage of. What would happen
if you were playing the arm game, and you let the other person “win” but they never let you “win?”

✓ The other person would make a lot of points and I would make none
   (If the students don’t make this point, you should do so.)

4. Our goal in negotiating is to work with another person so you can get what you want by also helping the other person get what they want.

**Takeaway:** (have students repeat after you)

- 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.

**Break 15 min**

(Offer the girls a break to get a snack. Remind them they can write any thoughts in their journals.)

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

- Let’s talk about why negotiation can help both people get what they want by working together.

- Have you ever tried to bargain with a seller at the market? (Allow the girls to respond, but do not get into the details of their bargaining experiences)

- When we bargain at the market, it seems that if one of us is happy, the other one will 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 first price, though, 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.

(Read the following story.)

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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 a knife and cut the lemon in half.

The younger sister takes her half of the lemon, peels it, throws away the peel, and eats the inside with salt. The older sister takes her half of the lemon, peels it, throws away the inside, and boils the peel to make cough syrup.

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

➢ What did you think about this story? (If there is laughter, ask, “Why are you laughing?”)

➢ Was anything wasted? What would have been a better solution?
  ✓ Each sister wasted part of the lemon
  ✓ One sister should have taken the peel and one should have taken the inside.

➢ Did they talk about what they wanted to do with the lemon? What did they say instead?
  ✓ They didn’t talk about what they wanted to do
  ✓ They just argued

➢ What this story shows us is that when we only state our demands—what we are asking for—it is hard 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.

(Turn to flipchart 2 from Appendix I):

   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 motions on Appendix II and words together. You will be repeating these hand motions throughout the training. The girls will learn to quickly
recognize them after you use the motions 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?
   ✓ When we’re arguing we want different things, or opposite things.

➢ Yes. Positions are usually opposite each other, like two fists going against each other.

(Make the gesture of two fists against one another. This is the first hand sign of Me-You-Together-Build)

➢ Can we make a good agreement like this? (Allow the girls to answer “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. This is the motion pictured as “you” on Appendix II which shows both people opening to think about their interests.)

➢ 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 fingers touching.)

➢ Let’s talk about interests and positions in the case of the lemon.

(Instructions for coach: Turn to Flipchart 2 (see Appendix I) 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).

<table>
<thead>
<tr>
<th></th>
<th>Younger Sister</th>
<th>Older Sister</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positions:</strong> What is each girl demanding?</td>
<td>✓ I want the lemon.</td>
<td>✓ I want the lemon.</td>
</tr>
<tr>
<td><strong>Interests:</strong> What does each girl care about and why?</td>
<td>✓ Eating the lemon, because she is hungry.</td>
<td>✓ Using the lemon peel to make cough syrup because she feels sick.</td>
</tr>
</tbody>
</table>

➢ 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.”

What do you think “win-win” means?

✓ That both sisters get their way
✓ I win and you win

Yes, negotiation can help both people to win. If the sisters had talked about their interests—why they wanted the lemon in the first place—they could have both won! One would have the full peel, and one the full inside.

When the girls split the lemon in half, they were compromising. Was that a win-win solution?

(Allow the girls to answer. Some might point out that a compromise was still good because both girls got some of the lemon. But prompt them with questions like: Did any lemon get wasted? Or, What solution would give each girl the most lemon?)

Often when people are trying to settle a conflict, they look for a compromise, like each girl gets half the lemon. But you just explained that the compromise was not as good as a win-win solution.

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.

(Turn to flipchart 2 from Appendix I):

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? (This is the hand motion described as “you” with both hands open and facing outward.) That is how interests work.

Everyone put your hands like mine. 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. (Make the motion of “together” where the fingertips overlap slightly.)

- Sometimes, there are some interests that seem like they cannot be brought together. Part of what we will learn in these sessions is how to deal with such interests.

- Over the next four 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.”

- If you can show the other person that negotiation is about helping both people get what they want, you can get others to negotiate with you!

**Takeaway:** *(have students repeat after you)*

- 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.

**The 4-Step Negotiation Process**

- 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.

- Negotiating well involves a process. Remember, if we just focus on what we want, our positions, we disagree. So 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.

- We have hand motions to help you remember these four steps of negotiation.
If we are disagreeing, we just “butt heads” and don’t make progress, like this. (Put your fists together for the starting motion.)

So we need to follow the four steps of negotiation. These steps are: (do the hand motions on Appendix II as you say each step)

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: Journal Entry

I would like each of you to open your journal to the first page.

On this page, 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 page, and then leave some space under “Build.”

(Turn to Flipchart 3 from Appendix I, which is pictured below.)

1. Me
   a.
   b.

2. You
   a.
   b.

3. Together
   a.
   b.

4. Build
   a.
   b.
We will be using this diagram to keep track of the steps, and will learn a new step each day. Bring your journal 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 tomorrow, 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. Tomorrow we will start by talking about what you wrote in your journals.

**Takeaway:** (have students repeat after you, and use the hand motions as you mention each step.)

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