GIRLS ARISE

Working Together for a Better Future

Negotiation Curriculum

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**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.”

**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.

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**Review of Day 1**  
**10 min**

**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).

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**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**

**Lesson:** To learn to recognize that there is always another option to negotiation.

**Takeaway for students:** When we know our other option, we can decide how important it is to try to make the negotiation work.

**What to look for:** Students being able to identify “other options” to negotiation.

**Walking Away**

**Lesson:** 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.

**Managing Emotions: Take 5**

**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.

**Review: “Me”**

**Lesson:** Review of today’s session
**Activity:** Continue filling out Me-You-Together-Build page of journal
SESSION 2: ME

Review of Day 1 10 min

(For the first few minutes of this session, one coach will begin reviewing the key concepts you covered yesterday while the other coach quickly reads through the students’ journals to find examples that help reinforce those concepts. When you find an example that fits in, you should quietly approach the girl who wrote it and ask her permission to read it to the rest of the group.)

- Remember yesterday when we told you that we were going to use your journal entries in our discussions? As you get settled in your seat please pass your journals to me. My co-coach is going to read through them and we can share some of your examples. Thank you!

- Let’s talk about a few things we learned yesterday. Do you remember what a “win-win” solution is?
  - When people both get what they want.
  - People working together to solve a problem so they both get what they want.

- Great. Win-win is when negotiation helps both people to win by meeting their interests.

- Do you remember how we can find win-win solutions? (If you need to prompt them, you could ask, “Can we get win-win solutions by making demands?”)
  - We need to talk about our interests, not positions
  - We don’t need to compete with each other – it’s better to work together.

- Yes, if we’re going 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 also learned that by cooperating rather than competing with others, both parties may reach their desired outcome.

- My co-coach will now read a few stories that you wrote in your journals. (At this point the coach who has been reviewing the journals can read an example or two that helps reinforce the main ideas. Allow some time for the students to talk about their thoughts, including actual or potential negotiations they observed since the last session. You can ask other students to give examples from their journals as well. When the discussion is over, if possible, offer a sticker or piece of candy to the students who read from their journals). Return the journals back to the students at this point.
Thank you for writing about such good examples in your journals. We will do this at the beginning of every day so please be sure to look for good examples of negotiation between our sessions together!

Please open your journals to the first page. Do you remember the four steps of negotiation we talked about yesterday? (Encourage the students to respond before you give the answer. Make sure you do the hand motions described in Appendix II as they go through the four steps.):

- Me
- You
- Together
- Build

Let’s all say them together and use the hand motions. (Repeat the steps with hand motions, so the students can do the motions as well.)

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**

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 or guardian if you may go out to see a friend. She says no, but you continue to insist. What is your position?
  - I want to go out to see a friend.
- Great. 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 (repeat a few of the reasons the students gave you for wanting to see their friends, such as:)
  - I miss my friend, since we are in different classes this year.
  - I want to do homework with my friend, since my friend is very good at mathematics.
  - I want to have some fun and just relax.
- If we asked “why” even more deeply, we would see that you want these things to experience companionship, and also to do well in school.
- But there are also some other things you care about. What else do you think you care about?
  - Having a good relationship with my mother/guardian.
- When we only knew your position, it seemed like the only way for you to get what you wanted was for your mother or guardian to agree to let you go out. But, now that we know your interests, we can see that your mother or guardian shares some of these interests.
- Your mother or guardian wants you to do well in school too. And your mother or guardian cares about your relationship too. One way you can meet your own interests and your mothers’ would be for your friend to come over. There might also be a chance that after hearing your deeper interests, your mother or guardian would agree to let you go.

- What do you think of this example? Can you think of a time when explaining why you wanted to do something – your interests – made a difference? (Allow the students to discuss this idea for a few minutes and bring up examples.)
- 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:** *(have students repeat after you)*

➢ Talking about *interests* instead of *positions* is an important part of negotiation and can help lead to a good agreement.

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**Babysitter Blues**

1. Let’s try doing a practice negotiation, which is called a role-play.
2. Here are the two rules of role-playing:
   1. Do not change the information described in the instructions. If, for example, it says you want to go to your friend’s house, you need to role-play that you want to go to your friend’s house.
   2. In the role-play, you should behave the way you really would if you were in this situation.
3. This negotiation practice is between two good friends who have a conflict.

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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. You can ask the group who is waiting for you to write in their journals for a few minutes while you prepare the other group.)

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 each of the ‘Mary’ students pair up with one of the ‘Hope’ students. Ask the pairs to practice negotiating.)

Discussion: Babysitter Blues

(After 3-5 minutes, identify one pair who appears to be fighting and ask them to demonstrate what they are saying to the whole class.)

➤ Why do you think these girls are getting angry at 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?
  ✓ They are talking about their positions.
Let’s try again. This time, please take a minute to think about your interests instead of your positions. I’d like you two to try talking to each other about your interests instead of making demands.

(Let the pair who demonstrated “talking about positions” try to talk about their interests in front of the rest of the class. If they get stuck, ask the other girls to help them by suggesting some ways they would talk about Hope and Mary’s interests. The coaches can make suggestions too. This should just take a few minutes, but should allow the entire class to see an example of how Hope and Mary talk about their interests, not just positions.)

(Then read the full instructions for both Mary and Hope 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.

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 4 from Appendix I. Make sure the answers are covered until the students give the answers.)

<table>
<thead>
<tr>
<th>Hope</th>
<th>Mary</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ To play with her friend Mary</td>
<td>✓ To play with her friend Hope</td>
</tr>
<tr>
<td>✓ To feel cared about and liked</td>
<td>✓ To feel cared about and liked</td>
</tr>
<tr>
<td>✓ For Mary to be happy and like her</td>
<td>✓ For Hope to be happy and like her</td>
</tr>
<tr>
<td>✓ To take care of her family</td>
<td></td>
</tr>
</tbody>
</table>

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:** (have students repeat after you)

- To negotiate well, you need to understand your own interests and be able to communicate them to the other person.
Know Your Other Options  
10 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.

- 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”. *(Have the students repeat after you.)*

- 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.

- One way to understand this is to think about going to the market. Let’s say you want to buy a basket from a seller, but the price is very high. If you can’t get the seller to bring the price down, you also have other options. What are some other options you would have? *(Allow the girls to answer until you hear 1 or 2 good examples of other options, such as:)*
  - I could go to a different seller
  - I could decide not to buy a basket

- Great answers! If you can’t get the seller to drop the price, you don’t need to agree. You could get a basket from someone else, or you could look for a bag instead of a basket.

*(Turn to Flipchart 5 from Appendix I):*

<table>
<thead>
<tr>
<th>Other option: How you can best meet your interests other than continuing to negotiate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s think about Hope’s other options. She really wants to see Mary, but she has to babysit. How can she meet her interests if she can’t get Mary agree to help babysit?</td>
</tr>
</tbody>
</table>
  - She could ask her mother if she could take her brother with her to Mary’s house
  - She could ask one of her sisters or brothers to babysit for her so she could go to Mary’s house.

- Great job! Those are all other options for Hope.
Before you start a negotiation, you need to think about your other options. That is a lot easier to do once you have thought about your interests. You just need to 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?

Thinking through your other options is really important. It means that you will not feel “trapped” into agreeing on something that does not meet your interests.

If you have a lot of other options, how important do you think the negotiation is?

(Allow them to discuss so you can reinforce the point that when there are a lot of good other options, the negotiation is less important.)

What if you don't have a good other option? How important is the negotiation?

(Allow them to discuss until they understand that when there are not good other options, it is very important to negotiate and find 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.

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.

Break 10 min

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

Walking Away 25 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 negotiate an 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 – if there are two coaches, each coach can take one role.)

Example: 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?**

- He wants to go out with her. He might want to have sex with her

**Is this a healthy situation for the girl to get into?** (Allow the students to answer.)

- **No!**

**Should the girl agree to it?** (Make sure all students understand the scenario.)

- **No!**

**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 need something so flashy, anyway.

**Ok, what happened here? Why did the girl walk away?**

(Allow them to discuss until someone makes a point such as:)

- **They could never have agreed, because the girl would have to do something she doesn’t think is right.**
Great. In this case, there is no agreement that will make both parties happy, so the smart thing to do is to walk away.

- 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. *(Show hand motion of open hand going away from the fist.)*

- Sometimes we have interests that are in conflict with each other. The girl in this story might really want a phone right now. That is what we call a short-term interest. But what else does she want, which seems in conflict to her short-term interest?
  - She wants to be healthy. She wants to keep her morals.

- That’s great – you’re describing her long-term interests. Sometimes what we want right now can put our long-term interests like health or education at risk.

- It is better to give up something that you 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. We’ll talk more about choosing between long-term and short-term interests tomorrow.

- As girls, it can be hard to say no to people, because you may feel that is not your place. Does anyone here ever find that they have trouble saying no? *(Allow the students to answer. You can prompt them with questions such as “What makes it hard to say no sometimes?”)*

- Even though it can be hard to say no, sometimes we have to say no to protect ourselves. What are some situations when saying “no” can help us protect ourselves? *(Allow the students to answer. You can refer back to these answers and incorporate the ideas in the next discussion.)*
  - When someone asks you to have sex
  - When someone wants you to drink alcohol
  - When someone wants you to lie, or cover for them
  - When someone wants you to do something against your morals

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.
You just gave some good examples of 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.

Let’s think about that for a minute. If a girl says “no” to having sex with her boyfriend, what is she saying “yes” to? (Prompt them if they don’t understand this – we want them to get to the reasons a girl would say no to sex with her boyfriend.)

✓ She’s saying yes to being healthy
✓ She’s saying yes to staying in school longer, continuing her education.
✓ She’s saying yes to acting within her morals.

Sometimes a good trick for saying “no” is to explain why we are doing so – 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.”

We started this discussion thinking about how we always have the option of walking away. Let’s think of all the ways we have of doing that?

What are ways of walking away: (allow them to answer until they identify three main ways of walking away –

(i) physically walking away,
(ii) a simple no thank you, or
(iii) explaining what they are saying ‘yes’ to.

If they don’t identify when each of these are appropriate, you can help make those points. If they are slow to start, you can prompt them, such as “what should you do if you’re in danger?” “What could you do if you have an important relationship with the other person?”

✓ You can just walk away

Yes. When might we want to just walk away?

✓ If you’re in danger
✓ If you don’t know the other person

“Walking away” doesn’t just mean physically walking away. What are some other ways to walk away from the negotiation?

✓ Say “no,” or “no, thank you.”

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2 From Ury (2007), Power of a Positive No.
Great. When might that be a good way to walk away?
- If you are with a family member or someone you don’t want to be rude to.

Great, what’s another way?
- Explain what you are saying yes to
- Sometimes it’s important to also explain what your interests are, what we are saying “yes” to. This can be helpful for issues that might come up again, like the girl saying no to sex with her boyfriend.

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 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. (Use the hand motions as you explain these concepts.)

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.

**Coach Checklist:** (after this discussion the girls should understand:)
- There are always other options to negotiating.
- Thinking about our other options can help us know when to walk away, because we will know what we can do instead of negotiating.
- Sometimes walking away is the only way to meet our long-term interests.
- 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.

**Takeaway:** (have students repeat after you)
- Sometimes the best way to protect ourselves is to walk away—to say “yes” to our values by saying “no.”

**Managing Emotions: Take 5**

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? (Allow students to answer)

Is storming away the same as walking away?

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.

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 (they don't like to disagree.)

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 – following are the kinds of things they might say.)

- I feel a lump in my throat
- I feel like someone punched me in the stomach; I feel sick to my stomach
- I want to hit something or throw something
- I get angry and start to cry

When we get upset and storm off or yell or throw things, does that help or hurt us in our negotiations?

- It hurts us
- We are less likely to get what we want.

Yes, getting upset can get in our way, and it also makes it more difficult to use the skills we have learned. But how can we control these emotions? What are some tricks you use when you get upset? (Let students describe examples if they have them. If they do not have tricks they already use you can move on and stress that is why what you’re teaching them now will be so helpful.)

- I take a deep breath
- I count to 10
- I don’t have any tricks to feel better
It can be hard to control our emotions, but when we do it is helpful because otherwise our emotions can control the negotiation and we forget to use the tools we’re learning.

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 some time 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?

Let's take a second to practice this.

When I say “Take 5,” breathe deeply and think to yourself, ‘will getting upset help me or hurt me?’ or ‘how can I express myself calmly?’ Ready? Take 5. (Slowly count to 5 aloud as they breathe deeply – this should take about 10 seconds. As the girls are taking 5, read the two questions again out loud)

Great job, how did that feel? Could you imagine using that when you are upset? (Allow them to discuss.)

Another version of Take 5 is to think about someone you respect who seems to do a good job of expressing themselves, even when they are angry. Can you all think of someone like that? (If not, you can suggest they think of a respected teacher or family friend.)

You can use any of these as ways to Take 5 in a negotiation. After you Take 5, you can decide if it is worth it to keep negotiating and if so, either pick up where you left off or start with a new point, in a more calm way.

“Taking 5” does not just have to be a few 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.
**Coach Checklist:** (after this discussion the girls should understand:)

- 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.
- We can “Take 5” for just a few seconds or take a longer break.
- 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.

**Takeaway:** (have students repeat after you)
If I get emotional, “Taking 5” during a negotiation can help me calm down and express myself better.

**Review: “Me”**

- OK, let’s review what we learned today. Everyone, take out your journals. (Put up flipchart 6 (from Appendix I) with the picture of the page, 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 motions, first two fists, then one hand opening up.)
- Now we can fill in the two points under “Me” on our journals. 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.

1. Me
   a. Understand own interests
   b. Know other option

2. You
   a.
   b.

3. Together
   a.
   b.

4. Build
   a.
   b.

→ Walk away as needed

- Now that you have one step filled in on your journals, you are ready to start using them. Between now and the next time we meet, carry your journals 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. *(Use hand motions to reinforce – two fists bumping when you talk about arguing, then open one hand to demonstrate 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.