GIRLS ARISE
Working Together for a Better Future

Negotiation Curriculum

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SESSION 3: YOU

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.

Review of Day 2 10 min

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.

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 30 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 example.

Takeaway for students: You can find out about what the other person wants by using open questions or indirect questions. Open ended questions encourage the other person to share more freely.
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?** 10 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 example, 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.

**Review: “You”** 5 min
SESSION 3: YOU

Review of Day 2  10 min

(For the first few minutes of this review, 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 used your journal entries in our discussions? We’re going to do that again today so please pass your journals to me as you sit down. My co-coach is going to read through them and we can share some of your examples. Thank you!

- So what did we learn about “Me” yesterday? (You could prompt them, “What are our interests, and how is that different than our positions?”
  ✓ Our position is what we want, and our interests are why we want them

- Is negotiation our only option?
  ✓ No. There are always options.

- Well done. There is always another option to negotiating. Knowing your other option helps you get the most out of your negotiation.

- When is it a good time to walk away?
  ✓ I can walk away if the other person is asking for something that is not safe for me or goes against my morals.

- Yes. We can walk away to protect ourselves if the other person wants something that is against our interests. What can we do if we get upset or emotional while we’re negotiating?
  ✓ Take 5; we can take a break.

- Yes, sometimes taking a break can be really helpful so we can calm down and make sure we want to stay in the negotiation.

- 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 those examples! We’ll keep doing this every day so please keep writing down good examples in your journals.
- 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.
- Let’s think about the two sisters with the lemon. Both sisters assumed the other one wanted the lemon for the same reason as themselves. When they assumed that without finding out the other’s interests, what happened?
  - They didn’t get a win-win solution.
  - They both gave away part of the lemon the other sister didn’t want.
- When you practiced the Hope/Mary role-play at our last session, how could you have found out the interests of your friend, if she did not tell you at first?

( Coach 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. (Show visual of two open hands with fingers pointing out.)

| Choose the Approach | 20 min |

- Sometimes, just expressing your own interests instead of stating a position will be enough to get the other person to open up somewhat.
- Remember the Hope & Mary role-play from yesterday—just by telling your friend you missed her, she already became more open and ready to talk. Why do you think this works?
  - Because we might have things in common, like Hope and Mary both missed each other.
  - That helps show the other person you care, and you want to work together.
- 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.
- Great—how you approach the person can make all the difference between a good or bad negotiation. If I go up to someone and say “Give me this!” or “Tell me why you did that!” how do you think they will respond? *(You can help them make the connection to the fist signal as well by asking— “will they make their fist tighter or will they open their fist?”)*
  - They will get angry
  - They will respond in the same way – like the tight fist
- Great. 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.
- So, the first part of “You” is to “Choose the approach.” Everyone say that with me: “Choose the approach.” *(Have them repeat it.)*
- What kind of things should we think about when we choose the approach in our negotiation? *(Let students brainstorm a bit.)*
  - Our tone of voice
  - Speaking respectfully
  - Asking them how they are doing
  - Think about whether it is a good time for them to talk
- How should we approach someone who is older or very busy? Should we approach them when they are in the middle of doing something else?
  - No. They will be distracted or too busy.
- Great. If someone has had a hard day, is tired, or is in a bad mood, it is not a good time to talk about something.
- How can we approach people so they know we are being polite and respectful, particularly if they are older? *(You can ask them if they know ways of doing this if they have a hard time answering.)*
- What else can you do to set a helpful tone? Let’s say you are asking for something from your parent or guardian and you have chores to do. What could you do?
  - Do your chores before you talk to them
✓ Do extra chores; do homework or help the teacher clean the classroom before you ask for something.

➢ Another 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, you can think about some of the good things that person has done for you, or the ways they have supported you before.

➢ Let’s try this for a minute. We’ve probably all had arguments with our parents or guardians before, right? (They will probably laugh.) Can you think of a time when your parent or guardian has really annoyed you? Does anyone feel annoyed or stressed even just thinking about this? (Prompt them to reflect on how they feel.)

➢ Ok, now can you think of something they did that was really supportive or helpful for you? (Allow them to sit for a few seconds to reflect on this.)

➢ If you were annoyed before, did any of that go away when you thought about a nice thing they did? How do you feel now? (Allow them time to discuss this. Encourage them to give examples of something that someone did to support them.)

➢ Thinking about good things the other person has done helps you be more genuine with them. That’s better than being “fake nice” just because you want something. Have you ever felt someone was being “fake nice” to you or trying to “butter you up?”

➢ How did that make you feel? Did you want to help them?

✓ No

➢ That is why it helps to think about good things the other person has done so you can be more genuine with them. It will also help you push away negative views about the other person, like “he will just say no.”

➢ Trying to think of the positive in the other person does not mean that your own interests are unimportant. But it does mean that you can approach the situation as two people working together, and not as you 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? *(Help them answer and keep prompting them until they cover all of these tips for approaches.)*

- We need to pick a good time;
- We should act respectfully;
- We should make sure we have done our duties first;
- We need to try to understand the other person’s point of view; and
- Try to keep in mind and appreciate the good things that person has done for us.

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

- Thinking about the other person’s point of view and what they have already done for you may help the other person open up in the negotiation.

**Discover Their Interests**

- 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 *(hold up an open fist.)*

- “Discover their interests” is the second part of the “You” step. Let’s all say that together: “Discover their interests!” *(Open your fist again as you say this.)*

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

Example: Victor & Mercy

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.

(Pause scene)

- What is going on here? What is Victor asking for? What is his position?
  - He wants to have sex
- Do you think there is anything else that Victor could care about?
  - He could care about Mercy
  - He could care about impressing his friends
- How can Mercy find out?
  - She could ask him
- 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 break time.
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.)

➤ “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.
  ✓ He wants to know that Mercy is committed to 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 he talked 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 boasting. I love you.

**Victor:** I love you, too.

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**Discussion: Victor & Mercy**

- **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?**
  - She brought up Victor’s long-term interests – that he wants to be healthy and stay in school.
- **Yes, she brought up that he wants to be healthy and stay in school. After she had gotten all the information about what he cared about, 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.
- **Yes, Mercy reminded Victor that he has many interests, and having sex could get in the way of many of his interests. Do you remember yesterday when we talked about short term and long term interests?**
Victor was focused on his short-term interest, and his position to have sex. But sometimes what we want in the short-term can get in the way of our long-term interests.

By learning about all of his interests, Mercy could help Victor see that it was better for Victor to meet his long term interests and stay in school, stay healthy and not be a burden to his family.

Mercy helped Victor realize he would need to choose between meeting his short-term and his long-term interests.

How did Mercy discover Victor’s interests?

✓ Mercy found out Victor’s interests by asking questions.

Great. She asked open questions that showed she was really interested in what he had to say, and was not judging him.

Did you notice how she also repeated what he had said? How do you think that helped?

✓ It showed him she was listening
✓ It helped her make sure she understood what he was saying.

Yes. Repeating what the other person says can really be very helpful when we are discussing interests.

Once Mercy 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. Could she have done this before she knew what his interests were?

✓ No

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.

If Mercy were to give in to Victor, would that be a win-win solution?

✓ No!

Why not?
✓ Because Mercy wouldn’t be getting what she wants, which is to stay safe and be healthy and wait until she is ready to have sex.

➤ Great. 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.

➤ Let’s think about the kinds of questions Mercy asked Victor. She asked what we call open-ended questions. Open-ended questions are questions that encourage people to give more complete answers, and that don’t show judgment in the question itself.

➤ A closed question is more likely to get a yes or no answer, and discourages people from talking about how they are feeling. Let’s look at some examples.

➤ On the left are some closed questions that Mercy could have asked Victor. And on the right are the open-ended questions that she did ask. Let’s look at them to see how well each would work.

Turn to Flipchart 7 (from Appendix I):

<table>
<thead>
<tr>
<th>Closed questions</th>
<th>Open ended questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is sex the only thing you think about?</td>
<td>What has got you thinking about sex suddenly?</td>
</tr>
<tr>
<td>Don’t you care about anything other than sex?</td>
<td>What does sex have to do with that?</td>
</tr>
<tr>
<td>Why can’t you just act your age?</td>
<td>What else does sex mean to you?</td>
</tr>
<tr>
<td>Are you saying the only thing that matters is what your friends think?</td>
<td>What have your friends said to make you feel like that?</td>
</tr>
</tbody>
</table>

➤ How do you think Victor would respond if Mercy asked the questions on the left? (Read all four questions out loud.)

➤ What do these questions have in common?
  ✓ They are hard to answer
  ✓ They could make Victor mad

➤ That’s the problem with closed questions – they don’t encourage the other person to talk about their feelings, and they also don’t send the message that you really care.
Now let’s look at the questions Mercy did ask (read all four questions on the right out loud) How are those questions different from the closed questions?

- It helps Victor think about what is on his mind
- It seems like Mercy really wants to understand Victor
- It doesn’t make him angry

Yes, her question really helps Victor to uncover his interests, so they can both understand them better. Open-ended questions are helpful because they set a tone for collaborating and working together, and they also do a better job of discovering what the other person’s interests are.

You can also use indirect questions, which encourage the other person to explain without using direct language. Here are some examples of statements like this: (This is Flipchart 8 from Appendix I)

- 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...

These are all great questions to use, and you can use them for almost any conversation. Let’s practice: how could Mercy have used some of these statements? (Prompt them to use some of the above statements in the context of Mercy’s conversation with Victor.)

- Victor, I’m wondering why this is so important to you right now?
- Victor, could you tell me more about what you’re feeling?

Those are great examples.

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!

Coach Checklist: (after this discussion the girls should understand:)

- Sometimes short term interests can get in the way of long-term interests, but we can help people see those conflicts so they make good decisions
- Asking open ended questions helps us understand the other person’s interests
- Open ended questions encourage people to think and talk more, and let them know we want to work together
- We can echo what they say when we ask a question
Before we have our break, let’s practice our own open and indirect questions. Everyone take a moment to write in your journals. Copy down the questions on the flipchart, and write an open or indirect question you might use to find out more information from someone, without being rude. *(Give them 5 minutes to do this, with coaches going around to check on the pupils.)*

Can we have two people who feel comfortable share their questions? *(After each of the students reads their questions you can point out how their question works well.)*

**Break** 15 min

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

**Why, Momma?** 10 min

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.

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

- Open-ended questions set a tone for working together and help us discover the other person’s interests.
Example: “But Why, Momma?”

- Those were some great questions to learn more about the mother’s concerns. Now that we’ve asked some open-ended questions, the mother is ready to share her interests. First, she’s worried about her daughter’s safety walking home at night. Also, she needs to visit a relative and wants the girl to look after the baby. And, last, she wants to make sure the girl finishes her homework. (After you’ve mentioned all of the interests you can turn to flipchart 9 from Appendix I.)

**Mother’s Interests:**

1. Girl’s safety
2. Needs baby looked after
3. Wants girl to complete her homework

- Now that we know her interests, 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.
  - Have my friend come over.
  - Have my mother help with homework and see my friend a different time

- Yes, those are all great ideas. Did you notice that once we knew your mother’s interests it was easier to offer solutions? That is because you

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

- Finding out the other person’s interests helps you think of solutions to meet both your interests and theirs.
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.

### Step To Their Side

20 min

- 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 like we discussed, 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.

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1 Adapted from Ury (1991), *Getting Past No.*
Example: Victor & Mercy #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?
  - He got annoyed right away.

➢ 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 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 from Flipchart 10, Appendix I, and read through them):

1) **Ask for information:**
   - Use open ended questions
   - Listen closely for the answers
   - Don’t assume you already know what they think

2) **Active listening:**
   - Show the other person that you care. This means showing them you are listening and understand them.
   - You can nod as they speak and repeat what they have said.
   - This doesn’t mean you agree! it just means you see their side of things and how it is making them feel.

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.
Example: Victor & Mercy #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 night, 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.
- Stepping to their side 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 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.

**Coach Checklist:** (after this discussion the girls should understand:)

- Stepping to their side can include your body language and showing them you are listening
- Sometimes when you try to understand the other person, you might realize the issues they are dealing with are more important than what you are asking for. That might change what you want to ask for or offer in the negotiation.
- Step to their side is a good trick to remember if the other person gets emotional, like Take 5 is a good trick if we get emotional.
- Students should be able to identify negative actions that make a situation worse versus positive behaviors that help a situation

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

- Stepping to their side means fully listening and hearing the other person out.

**Review: “You”**

- Let’s wrap up what we have learned today. Can everyone take out their journals?
- Today we learned the second step, “You.” This step is about how you can help the other person to open up in a negotiation. *(Do the hand motion of a fist opening up.)*
- 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 honestly 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 Flipchart 11 from Appendix I, 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.

- Please write about these experiences in your journal to share tomorrow.

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

2. You
   a. Choose the approach
   b. Discover their interests

3. Together
   a. 
   b. 

4. Build
   a. 
   b. 

→ Walk away as needed