GIRLS ARISE
Working Together for a Better Future

Negotiation Curriculum

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SESSION 4: TOGETHER & BUILD

Teaching objective: Students should learn how to close the distance between themselves and the person they are negotiating with by finding shared interests, recognizing roadblocks, and emphasizing similarities rather than divisions. Finally, they should see how important both talking and a relationship is in negotiation by playing the lion-zebra game.

Key concepts: Shared interests; common ground; roadblocks, brainstorming solutions; building a house

Skills: Identifying shared interests, seeing resistance as being caused by roadblocks and not true differences, managing one’s own emotions, coming up with ideas without judging or rejecting; thinking of solutions that address the interests of each party

Review of Day 3 10 min

Lion–Zebra 25 min

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

Activity: Lion–Zebra game. Materials needed: Lion and Zebra Cards (Appendix III)

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

What to look for: Students can try a range of things, so that they get the experience of being betrayed by their partner, being tempted, etc. Let the students play the game, and then use the discussion to bring out the different feelings. Ideally, in the no-talking round several students end up playing lion–lion repeatedly, then in the talking round several manage to sustain zebra–zebra.

Finding Common Ground 20 min

Lesson: To learn how to identify shared interests by first applying skills to a real-life scenario. Students should learn how to demonstrate “stepping to their side” and asking open questions to find out interests.
Activity: “A Bad Crowd”: Esther & Cecilia Role-Play.

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

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

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

Don’t Push Them Away! 10 min

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

Activity: Example: “The Distance Between Us.”

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

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

Recognize Roadblocks 10 min

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

Activity: Example: Roadblock.

Takeaway for students: By finding out what is keeping the other person from coming to agreement—the roadblock—you may be able to come up with ways to address those concerns and still get an agreement that is good for both of you. Once you remove the roadblock, you may find that the other person is on your side and willing to help.
What to look for: Students recognizing that understanding the other person first, by finding hidden roadblocks, can open up the negotiation and allow for collaboration.

Brainstorming Solutions 15 min

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

Activity: Ball Game.

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

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

A Bad Crowd 10 min

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

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

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

What to look for: Students understanding how to brainstorm past roadblocks, even if the other person at first says “no” to their ideas. Students are able to see that brainstorming involves finding shared interests and removing roadblocks in the way of an agreement.

Building a House 5 min

Lesson: Teach students that they should use the negotiation steps as a “checklist” for a good solution, and that they must keep their own needs and the other person’s needs in mind.

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

What to look for: Students are able to see how building is different from splitting.

Review: “Together” & “Build” 5 min
SESSION 4: TOGETHER & BUILD

Review of Day 3  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 “You” yesterday?
  - We need to learn about the other person’s interests.

- Can anyone remind us of how to do that? (You can prompt them with questions such as “What kinds of questions help us learn about their interests?” “Does it matter how we approach the other person?” “What can we do if they seem upset?”)
  - First we “choose the approach” or decide when and how to approach them.
  - Then we use open or indirect questions to “discover their interests.”
  - If needed, we can “step to their side” to diffuse anger or frustration.

- Those are good reminders. In the last session we learned to approach and understand the other person we are negotiating with. 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 do this again tomorrow so please keep writing down good examples in your journals.

- So far, we have learned to understand our own interests and to find out the other person’s interests. Our hands are now open like this (show open hands), instead of closed like fists (show fists).
➢ To begin to build a solution, you have to find ways to bring yourself and the other person closer together, even if it seems like you do not have very much in common.

➢ Remember on the first day, when we learned that negotiation can happen whenever two people seem to want different things, and yet also want to work together?

➢ To move together in a negotiation, we use finding out about interests to show that what the two people want may not be completely different. We also focus on the reasons to work together that were always there.

➢ This is like looking for overlap between interests and finding ways to bring our separate interests together.

(Show hand motions from Appendix II of opening one fist first, then the other, then bringing your fingers together overlapping to demonstrate the “Together” motion.)

Lion–Zebra 25 min

➢ Negotiation can be tricky, because it involves two people. What the other person wants and does will affect what happens in the negotiation. For a negotiation to help either person, both need to work together. We are going to play a game to see how working together can sometimes be challenging.
Activity: Lion–Zebra Game

(Materials needed: Lion and Zebra cards, See Handout 2, Appendix III. Distribute the Lion and Zebra cards—one of each to each student.)

- We are going to play a card game. Each of you has two cards—one with a picture of a lion and one with a picture of a zebra. The goal of the game is to win as many points as you can. The rules are:

  1. In each round you will win points based on which cards you and your partner put down.
  2. Before you play, hold your cards close to you so that only you can see them.
  3. When you choose which card to put down, place it face down in front of you.
  4. When we say so, you and your partner flip your cards.
  5. You then record your score.
  6. The game will last 5 rounds.
  7. No talking is allowed from now until the end of the game, except when I tell you it is okay to talk.

(Draw scoring table on the board, like Flipchart 12. Then, explain the scoring key as follows):

- You play Zebra—Your partner plays Zebra
  You earn 2 points—your partner earns 2 points

- You play Lion—Your partner plays Lion
  You earn 1 point—your partner earns 1 point

- You play Lion—Your partner plays Zebra
  You earn 3 points—your partner earns 0 points

- You play Zebra—Your partner plays Lion
  You earn 0 points—your partner earns 3 points

- What happens if two zebras meet? They play! If two zebra cards are put down, the zebras play and you each get 2 points.

- What happens if two lions meet? They fight! If two lions are put down, the lions fight and you each get 1 point.

- What happens if a lion meets a zebra? The lion eats the zebra! If a zebra and a lion card are put down the lion eats the zebra, so the player who put down the lion card gets 3 points and the player who put down the zebra card gets 0 points.

(Demonstrate one round with both coaches playing, or if you are the only coach you can ask a girl to volunteer demonstrating how the game works with you. Then divide the students into pairs and start the game. If anyone starts to talk during the game, remind them they can’t talk unless you say so. Announce the start of each round, and remind them to keep score. When 5 rounds are complete, total the
Discussion: Lion–Zebra Game

- What did you think of the game? (Allow them to discuss for a couple of minutes. Some will have found it fun, and some might be frustrated.)

- What scores did you get?

- Did anyone start playing lion–lion? Why do you think that happens?

- When you play lion–lion throughout the game, each person ends up with 5 points. If you play zebra–zebra the entire time, you would get ten points each. Did anyone here get ten points? (Some of the students may have earned more than 10 points if they played Lion through four or five rounds, while their partner played Zebra. If this happened, ask the Zebra player why she kept playing Zebra and how she would act if she had to play with this person again. Ask others what they would have done in this situation. The point is that sometimes you can win by beating other people, but most people will fight back and it can destroy any chance for a good relationship in the future.)

- Why do you think it is so hard for both people to play Zebra the whole time in this game?
  - Each person wants to win.
  - The other person played Lion and I was afraid to play Zebra.
  - Without talking, there is no way to build trust so that you are willing to play zebra.

- Let’s try the game again. This time, you can talk with each other. (Let students play another 5 rounds while talking with each other.)

- How did being allowed to talk change the game?
  - We could decide to work together to get more points.

- Did anyone’s partner play lion on you, when you agreed to play zebra? How did that feel? (Allow the students to answer)

- Was anyone tempted to play lion, when you had promised to play zebra? Why? (Allow the students to answer)

- Was anyone able to create trust in this game? How? (Allow the students to answer)

- Did knowing that you had many rounds to play help you create trust in the game?
  - Yes, because I knew if I played lion she might do that to me the next time. So I kept my word

- The goal of this game is to show you that while working together can sometimes help both people, it can also be hard!
In negotiation, your actions affect the other player, and their actions affect you. Sometimes, the best way to get what you want is by helping others get what they want. But, can you control what the other person does? (Allow them to answer. You can remind them that some of them trusted their partner to play zebra but then played lion instead.)

In negotiation, sometimes you want to work with someone, but they might make it hard. Often, if you can show them the win-win solution, they may agree to work with you. But, what can you do if they don’t cooperate?

✓ You can walk away

Yes, you can walk away. In the Lion Zebra game, if someone keeps telling you she’ll play zebra and then she plays lion, should you keep playing zebra? Is she cooperating?

✓ No

Exactly. She’s not cooperating. So you can start playing lion too, which is like walking away from the negotiation.

Knowing you have that option to play lion if the other person hurts you might allow you to be more trustful at first, and to try playing zebra. By playing zebra–zebra several times, you may be able to build up trust that will allow both people to win.

We are going to switch partners, and play one more time. This time, the points are going to be doubled. Zebra–zebra will be 4-4, lion–lion will be 2-2, and lion–zebra will be 6-0. But, you are only going to play one round. You are allowed to talk to each other before you play. Pick a different partner than before. Ready? Go!

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

What happened in this round? (Many of the students will have played Lion-Lion.) Why do you think that happened?

✓ We were just playing one round, so we didn’t need to build trust.

✓ I just wanted to make the most points possible.

What have we learned from this last round - Can we build trust instantly?

✓ No

Great. If you always treat negotiations as just a single round, like playing one round of lion–zebra, it can be hard to build trust. Each person might just try to get as much for themselves as possible, and you might end up with lion–lion.

However, when you have a relationship with someone that is built up over time, like you have with your parents or your friends, you do not
need to think about just a single round. It can be like when you had ten rounds to talk and build trust together.

**Coach checklist:** (after this discussion students should understand:

- Successful negotiations do not happen instantly.
- If you treat negotiations only as an opportunity to win, it can be hard to build trust because each person might be focused on beating the other side.
- In negotiation, what I do affects you and what you do affects me.
- We can’t control what the other person does. If they decide to stop helping us we need to make sure we put our needs first.

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

- When we think of negotiations as opportunities for both parties to win, we can talk and build trust together which can lead to better negotiations.

**Finding Common Ground**

- Creating trust is part of the “Together” step of negotiation. Let’s do a role-play where you will apply the two steps we have already learned, “Me” and “You,” and then we will learn how to move “Together.”
- Remember to think about your interests and express them to the other person.
- Also, remember the tools we learned about “stepping to their side.” Show your partner that you understand how she feels, and try to find out more information about her interests.
- Remember, this is not about trying to persuade or convince the other person. This is an exercise in finding out what each of you cares about, so a good solution for both people can be found.
- Remember these 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 shouldn’t decide you really don’t want to go.
  2. In the role-play, you try to apply the skills you’ve learned so far and behave the way you really would if you were in this situation.
“A Bad Crowd”: Esther & Cecilia Role-Play

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

(Split the group into two teams—the Esther group and the Cecilia group—and read the confidential instructions for that role—Esther or Cecilia—to each group. Each coach can take one group and read their instructions to them. Then match members of the two groups into pairs and let the pairs role-play for 5 minutes. If pairs seem to be fighting, remind them to step to the other person’s side and demonstrate the hand motions about two positions clashing. This will help them to remember to move away from that style.)

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

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

(After 5 minutes, bring the class together.)

**Discussion: Esther & Cecilia Role-Play**

- What happened in your negotiations? Did you use “stepping to their side” and open questions to find out the interests of the other person?

- Let’s first identify the positions of each side—what are they?

*(Coach records on flip chart – see Flipchart 13):*
Given their positions, does it seem like Esther and Cecilia can both get what they want?

Are their positions the same or opposite?

Great, now let’s think about some of the interests. Everyone who played Cecilia, raise your hand.  *(Call on a few different Cecilias and ask:) Cecilia, what are Esther’s interests?* *(When a student answers correctly, write down the interest on the flip chart. Stop calling on Cecilias when all of Esther’s interests have been identified. Then ask all the Esthers to raise their hands and repeat with Cecilia’s interests.)* Esther, what are Cecilia’s interests?

(If needed, you can ask if they want to spend time together since they are friends.)

Yes

They are friends; they want to spend time together
- What are some things Esther and Cecilia could both want, as girls?
  - To do fun things

- What are some things Esther and Cecilia might both want for their futures?
  - To be safe
  - To stay out of trouble and not get sick

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

<table>
<thead>
<tr>
<th>People</th>
<th>Esther</th>
<th>Cecilia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interests</td>
<td>To be part of something.</td>
<td>To spend more time with Esther.</td>
</tr>
<tr>
<td>What does each person really care about and why?</td>
<td>To make money.</td>
<td>For Esther to stay out of trouble.</td>
</tr>
<tr>
<td></td>
<td>To feel important.</td>
<td>To be safe.</td>
</tr>
<tr>
<td></td>
<td>To spend more time with Cecilia.</td>
<td>To do fun things.</td>
</tr>
<tr>
<td></td>
<td>To be safe.</td>
<td>To stay out of trouble and not get sick.</td>
</tr>
<tr>
<td></td>
<td>To do fun things.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To stay out of trouble and not get sick.</td>
<td></td>
</tr>
</tbody>
</table>

- When you were talking to your friend, did it seem like you had a lot in common?

- Now that you see how much you have in common, do you think you could come to an agreement?

*(Make the hand motion of together with your fingers at the top starting to overlap.)*

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

“Common ground” is what you have in common that will help you to form an agreement.

**Don’t Push Them Away!**

10 min
Can you see how your two positions seemed opposite, but now your interests are starting to come together? (Make the hand motion of together with your fingers at the top starting to overlap, from Appendix II.)

You need to help the other person see the same potential for you to work together as you now see. One way to do this is by choosing our words very carefully.

Sometimes when we try to argue with or convince the other person, our words end up saying to them, “I think you are different from me,” when we want to say, “I think we care about the same things.”

We are going to show you a very quick example.

**Example: The Distance Between Us**

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

(Protagonists stand facing one another. One coach plays the sister and reads the following statements as if she is the girl. The other coach, playing the brother, should take one step backwards or forwards after each statement, depending on whether the girl is showing an appreciation of their common ground.)

- **But education is important!** (The brother steps further away.)
- **You are not being fair—you promised you would pay!** (The brother steps further away.)
- **Couldn’t you put the money toward this, instead of that big car you drive?** (The brother steps further away.)
- **If I were your own daughter, you would help!** (The brother steps further away.)

(Stop the scene for a moment. Both coaches can remain where they are. The sister coach should ask the girl.)

- **This isn’t working, is it? I need your help. How can I get my brother to come closer and talk with me? What could I do differently?**
  - Show him you care about the same things
  - Show him you appreciate him.

- **Great ideas, I will try again.** (Get back into position with the other coach.)
- **Brother, you have done so much for me already, and I am so appreciative.** (The brother takes as step closer.)
- **I know you are the type of person who makes sacrifices for your family.** (The brother takes as step closer.)
- **It means so much to me that you treat me like a daughter, even though I know you have so many responsibilities for your own family.** (The brother takes as step closer.)

(End of scene)
When we negotiate, is it enough for us to recognize that we have shared interests with the other person?

✓ No, the other person needs to see that we have shared interests too

What else could we say to my brother to show him we have shared interests? (If you need to prompt them, you can ask, “does my brother care about my education and my future?” Have the students come up with a couple of ways to approach the brother.)

✓ I know how much you care about my education,
✓ I know that you want me to have a bright future.
✓ I appreciate how much you care about my future.

Those are all great ways to help him focus on the interests he and I have in common:

How does this relate to finding “common ground” with the other person?

✓ We can help them see where we have common ground
✓ Use our words carefully to help them see we have shared goals

Yes. And when we find common ground, can start to form an agreement

Takeaway: (have students repeat after you)

➢ We can use words that bring us closer together and focus on our common ground instead of pushing the other person away.

Break 10 min

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

Recognize Roadblocks 10 min

➢ After we find common ground with the other person, we might find there are some things that still separate us—this is the next part of the “Together” step.

➢ In negotiation we call something that keeps the two people from agreeing a “road block.” (See Flipchart 14)

➢ I’ll give you an example.
Let’s think about roadblocks in the example of Esther and Cecilia. What are their common interests? *(Point to circled interests on the flipcharts – the student should say them aloud: doing fun things, staying safe, spending time together, staying out of trouble and not getting sick.)*

Now, let’s talk about what might be keeping them apart. What is something that Esther wants that seems to get in the way of her agreeing to give up the bad crowd?

- She wants to make money.

That’s a good point. Esther wants to make money; this is a *roadblock*. It’s keeping her from making an agreement, but if they recognize it’s a roadblock they might be able to find a solution.

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

- Sometimes there is an outside reason keeping us from agreeing, but if we remove that roadblock, we may find that the other person is on our side and willing to help.
Brainstorming Solutions¹

(Begin by introducing Step 4: BUILD)

➢ So far we’ve talked about the first three steps in negotiating. First, you need to understand your own interests, then you find out the other person’s interests, then you can move together to find common interests, and now we are ready to try to build an agreement.

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

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

(Turn to Flipchart 15, with wood splitting in half on the top and a house on the bottom)

➢ That is like how the sisters were thinking about the lemon. But, in fact, the agreement is like a house you can build together that makes both you and the person you’re negotiating with better off.

➢ Next, we are going to learn how to come up with creative solutions that make both people better off.

➢ Often, when we start a negotiation, it seems that there are only a couple of solutions. Thinking in terms of interests can help us to see solutions we did not realize were there.

➢ To come up with a list of potential solutions, we are going to do something called brainstorming.

➢ Brainstorming is a way to come up with many different ideas to solve a problem, without thinking about whether those ideas are good or bad. (turn to Flipchart 16)

➢ Think about the parts of the word—your brain, and then “storm,” which means weather conditions like lightning and rain and wind. When you are brainstorming, all of that lightning and rain and wind is your brain coming up with ideas very quickly!

➢ We will follow a couple of rules when we brainstorm:

1) Be creative—come up with things that seem unusual or new.

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2) As long as the idea solves the problem, we should not reject the idea even if it seems unlikely or a little crazy.

3) Do not try to choose one solution yet. We want to come up with as many solutions as possible.

- Let’s use an example to help explain the idea of brainstorming. What if I want to go to another city to visit my Aunt, but the road has been blocked. How could I get there? (Encourage the girls to quickly brainstorm different solutions – you could fly, take a boat, ride a donkey, walk, ride a bike, swim, etc. If the girls get stuck, you can give one of the sillier ideas just to show them that we’re trying to think of as many ideas as possible, even if it’s a little crazy.)

Activity: Ball Game

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

- How many groups generated 5 options? How many generated 10 options? Was it difficult? Easy? (Allow them to talk about the experience.)

- Did having a short time period help you to generate creative options? (If you need to prompt them, you can ask whether they would have come up with as many ideas if they were trying to make them all perfect?)
  - We didn’t have time to think too much and decide something was a bad idea.
  - If we tried to make every idea perfect we wouldn’t have many ideas

- Did all of the ideas work? (They likely came up with some ideas that would not work, or would not work well.) What can we learn from that?
  - Some ideas did not work, but some did work

- Brainstorming is about letting your mind be free to come up with lots of ideas. If we try to make sure every idea is perfect while brainstorming, we will miss out on lots of good ideas. It’s better to come up with a lot of ideas so you don’t risk missing a great one.

- When brainstorming solutions for a negotiation, you should think about two things:
  - Ways for each person to meet their interests.
• Ways of removing roadblocks.

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

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

**Application: A Bad Crowd 10 min**

- Let’s go back to the Esther & Cecilia role-play. What was the main roadblock in the way of agreement in their case? (If you need to prompt them, you could ask “What were the reasons Esther was spending time with the bad crowd?”)
  - Esther’s need to earn money.
- Great. Let’s brainstorm some ideas for an agreement. Remember to keep the interests of each person in mind, and think about how to move the roadblock.

(Note to coaches: accept all potential solutions to illustrate brainstorming. After a number of solutions have been suggested, highlight the two below as particularly meeting the interests of both parties.)
  - Cecilia could help Esther get a job so she could have extra money.
  - Esther and Cecilia could find a group of friends they both like.
- My fellow coach and I are going to role play Esther and Cecilia quickly, to show some ways to keep the brainstorming going, even if your partner seems to want to say “no” to your ideas. (Coaches take on the roles of Esther and Cecilia.)
Ø OK, so now that you have heard our example of how to keep the ideas going, I want you to try. I am going to play Esther, and some of you will play Cecilia. You need to try to brainstorm, even if I make it difficult! (Call on a few students and have them play Cecilia, one by one. Let each Cecilia try to brainstorm with you, with you responding negatively at first, but eventually agreeing to brainstorm if they follow the above example. Let several girls try until one follows the example well and the point is driven home. The coach playing Esther can then agree with the girls on an agreement that meets both Cecilia & Esther’s interests)

Ø Now, why do you think we chose to brainstorm here about finding Esther a job?
  ✔ Because that removes the roadblock.
  ✔ Because it meets Esther’s interest.

Ø Yes, we brainstormed about the job because we needed to brainstorm solutions that met Esther’s interests and removed the roadblock of her needing money.

Ø If you find out the other person’s interests and think about ways to meet them through a solution that also meets your interests, you will not need to argue because both people will want to agree to this win-win solution.
We call this part of the “Build” step brainstorming past roadblocks, because we are brainstorming ideas that get us past roadblocks and let us form an agreement.

Once you find common ground, and recognize roadblocks in the “Together” step, brainstorming is what helps you to move those roadblocks, so they do not keep you from a win-win solution.

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

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

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**Building a House**

Now you are ready to come up with a solution together with your partner. Remember to think about this like building a house that both people want to live in. Instead of just splitting one piece of wood, we will build the house out of different pieces, which together create a win-win solution.

This means putting in our ideas from brainstorming that meet both people’s interests and get past any roadblocks. In the Esther & Cecilia role-play, brainstorming allowed Esther & Cecilia to find a solution that met both their interests *(you can refer back to the agreement that was reached in the Esther & Cecilia roleplay)*.

You need to build in the things you both need in the house, the interests you have in common—this is like the foundation. And you definitely want to put in things that you need—that meet your interests. Otherwise, you will not want to live in the house!

*But,* you have to remember that your “house” has to have things in it that the other person wants too—otherwise, why would they want to live in the house?

To make sure our house does all of these things, we should use our negotiation steps as a “checklist.” We will do this tomorrow, when we will bring together all the negotiation steps to reach an agreement (and build our house).

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**Review: “Together” & Build**

Let’s wrap up what we learned today. Can everyone get their journals out? What steps of negotiation did we learn today?
✓ The “Together” step.
✓ The “Build” step.

- Yes. The first part of the “Together” step is to find common ground with the other person by finding our shared interests with the other person and using our words to show how we are similar rather than showing our differences.

- The second part of “Together” is to recognize the roadblocks that are stopping the other person from agreeing with us. A roadblock is an interest that is not getting met, like the thumbs sticking out here (show hands overlapping and wiggle thumbs).

- Everyone should write “Find common ground” and “Recognize roadblocks” under “Together” on your cards.

- We also learned about the “Build” step. We learned how to brainstorm creative solutions that will help us to get past roadblocks, or things that might prevent us from agreeing. We also learned that reaching a solution with someone is like building a house together.

- Everyone write “Brainstorm past roadblocks” and “Build a house” on your cards, under “Build”. (Turn to Flipchart 17 from Appendix I)
So now we’ve learned about all our four steps of negotiation, Me – You – Together – Build.

Before we meet again, I want you to think about examples of negotiations that have all 4 of the steps – me, you, together, and build. Write about your experience applying these concepts in your journals! See if you can move “together” with someone who seems like they are against you at first and “build” an agreement that meets both your interests.