GIRLS ARISE
Working Together for a Better Future

Negotiation Curriculum

Kathleen McGinn, Corinne Low, and Nava Ashraf
Review of Day 4 15 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 “Together” yesterday? How do we use the “Together” step to help us once we have an understanding of both people’s interests?
  - We need look for common ground with the other person.

- Great, we can identify interests we have in common. How can we help the other person see that we have common interests? (You can prompt them by asking, “What did we learn when the girl was asking her brother to help with her school fees?”)
  - How we use our words is important
  - We can talk to them in a way that shows we appreciate them and have common interests
  - We can help the other person understand we have common interests

- Those are good points. And what can we do when there seems to be something that’s blocking us?
  - We can look for road blocks
  - We can try to brainstorm ideas to get rid of road blocks

- That’s great. Because when we have some potential solutions, that helps us work together to build an agreement. 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.
The Full Negotiation Process

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

### Activity: Youth Center

- In a nearby village, a group of youths gets together and decides that they want to build a youth center where young people can socialize together. They want to present their idea to the village elders. Pretend you are these youths. You want the center very badly because you want a safe place to play after school. You see a lot of kids getting into trouble, and you do not want that to happen to your friends. You also care about the whole community, and you think the center could be good for it.

- I am going to hand out a worksheet for you to work on in groups. You are going to get prepared to talk to the elders by completing Steps 1 and 2, up to the dark line. Then, my co-coach and I will tell you more about the elders.

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

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

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

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

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

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

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

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

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

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(Turn to Flipchart 18, Appendix I, which is the blank preparation worksheet. Hand out the blank preparation worksheets from Appendix III so each student has one sheet.)

- We have a worksheet here that can help you prepare for almost any negotiation. Let’s take a look at how it works.
- As you know, Step 1 is “Me.” See how this helps us think about our interests and also what our other options are?)
Great, next is Step 2. That’s going to help us think about what we think the other person’s interests are, as well as how to approach them so we can learn more about their interests.

For right now, we are going to focus on just the first two steps, stopping before we get to “their interests.”

(Ask the girls to work in two groups to fill out their sheets. The coaches can each check in on a different group to see if they need any help. After 5 minutes, prompt them to finish up the “me” section and start on “you.” After 5 more minutes (or less if they are done) bring the group back together)

Let’s start with “Me.” What are our interests? (Ask the girls to read from their worksheets and keep going until you get all of these answers.)

✓ We want to socialize and play with our friends.
✓ We want kids to be safe, to not get into trouble.
✓ It’s good for the well being of the whole community.

Now, do we have any other options? What can we do if we aren’t able to build a community center?

✓ We could find a place outside where youths can get together
✓ We could ask a school or church about renting space for our activities

Yes, those are both other options.

Now, let’s turn to “You.” What did you decide would be a good approach to talk to our elders about this idea?

✓ Respectful manner.
✓ When they have time; are not distracted or stressed.
✓ Show appreciation for what the elders do for the community.

Those are all very good, nice work!

Now, what did you think about how we can discover their interests? What would be a good way to learn about their interests?

✓ Ask open-ended questions, such as:
✓ What do you think about youth in the village?
✓ What do you think would help children stay safe?
✓ What are your agenda items or priorities for the village?

Excellent. Those are all really good ways to find out their interests.
Now let’s go back to the story so you can try those ideas out.

*(At this point, their sheets should look something like the sheet below)*

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<td>• Ask a church / school / other organization about using/renting their existing space for youth activities.</td>
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Objectives:

➢ You present your idea to the elders when they have plenty of time to consider it, and you show them respect. In your presentation, you discuss your reasons for wanting the center. Here is what happens: (If there are two coaches, you can each read one role.)

**Youth**:

So, what do you think about the idea?

**Elder**:

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

**Youth**:

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

**Elder**:

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

**Youth**:

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

**Elder**:

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

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**Activity: Youth Center, #2**

➢ Let’s go back to our worksheets. Next you will need to think about the elders’ interests so you can finish Step 2.

➢ Step 3 is Together. The worksheet will help you think about the 2 parts of working together – Common Ground, and Roadblocks.

➢ Last is Step 4, Build. The worksheet gives you space to write out the ideas you’ve brainstormed and a final agreement. This is an agreement that you will build from what you’ve learned, so that it meets the interests of both the youth and the elders, and gets past any roadblocks.

➢ Please get back together with your two groups to continue working through the steps.

(Allow them to work on their own for about 10 minutes. The coaches should walk around and help make sure both of the groups are doing well. After they’ve worked for about 3 minutes, announce that they should fill out the elders’ interests and get started on “common ground.” A few minutes later, announce they should fill out common round and move on to “roadblocks.” A few minutes later announce they should move on and start “brainstorming.”

➢ Now that you’ve brainstormed, take a few minutes to think of an agreement that would meet the interests of the youth and the elders.
Remember, you’re not just choosing an option, you’re building one together. (Give them a few minutes to talk about their final agreements and make sure each pupil’s sheet is filled out, then bring them back into one group.)

➢ I’d love to hear what you found. Can someone please describe what you think the elder’s interests are? (If the first person doesn’t have all of the interests, you can ask if anyone else has different or additional interests. You can fill in any they might have missed.)
  ✓ Safety of the youth.
  ✓ Meeting other needs of the village (like getting a well).
  ✓ Being fair (doing what is best for the entire community, not just a segment of the population).

➢ Great. And what did you find for common ground?
  ✓ Both care about the well being of the community and about youth and their safety.

➢ Were there any roadblocks?
  ✓ Lack of funds for the center.
  ✓ Safety / supervision of youths.

➢ Great job. So given those roadblocks and interests, what kinds of ideas did you brainstorm? (Allow them to answer and keep prompting for additional ideas until you are confident all of the ideas have been stated.) (This is an opportunity to praise unusual ideas, even if they are not perfect.)

➢ Great, so let’s hear about your final agreement. Why did you choose this one?
(Push them to talk about how the final agreement meets their own interests and the elders’ interests, and how it helps overcome the roadblocks. At the end of this discussion, each pupil’s worksheet should be filled out and look something like the one on the following page, which is Flipchart 20 in Appendix I.)

➢ Another important thing about this activity is that it shows how helpful it is to prepare for a negotiation, like you would for a test at school. Why do you think preparation is important in negotiation?
  ✓ Because then you will have more time to think
  ✓ It will help you remember the different steps

➢ Yes, it’s always good to prepare. You can think about your interests, your approach, and what questions you can ask to learn their interests before you negotiate.
# NEGOTIATION PREP WORKSHEET

## Step 1: Me

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- Safety of youth; kids not getting into trouble.  
- Well-being of the community. | - Find a place outside where youth can congregate.  
- Ask a church / school / other organization about using/renting their existing space for youth activities. |

## Step 2: You

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| - Respectful manner.  
- When they have time; are not distracted or stressed.  
- Show appreciation for what the elders do for the community. | Ask open-ended questions, such as:  
- What do you think about youth in the village?  
- What do you think would help children stay safe?  
- What are your agenda items or priorities for the village? |

| Their interests: | |
|-----------------| |
| - Safety of the youth.  
- Meeting other village needs (like getting a well).  
- Being fair (doing what is best for the entire community, not just a segment of the population). | |

## Step 3: Together

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| - Both care about the well being of the community and about youth and their safety. | - Lack of funds for the center.  
- Safety / supervision of youths. |

## Step 4: Build

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| - Fundraise (through piecework or finding donations).  
- Use youth group activities to address village needs (like assisting with digging the well).  
- Offer youth group labor to help build center and lower costs, or organize volunteers.  
- Charge fees for usage of the youth center, which could make up the cost.  
- Include an income-generating community garden as part of the youth center to pay for upkeep and supervision. | |
- Sometimes, though, a negotiation comes up and we don’t have time to prepare. In that case, you can remember your negotiation steps – Me-You-Together-Build. *(Do the hand motions as you say the steps.)*

- What else can we do if we get surprised by a negotiation and don’t have time to prepare? *(If you need to prompt them, you could ask what we learned about taking breaks during negotiations.)*
  - We can Take 5 and come back to negotiate later

- That’s great. We can always Take 5.

- We are now done with this exercise. Please keep the copy of this worksheet so you will always have it with you.

- Great job. Now you’ve practiced all four steps of negotiation!

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

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

**Break**

- **10 min**

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

**Review: Diagram Explanation**

- **20 min**

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

- We have really learned a lot over the past week. We have just a little while longer together, and we’re going to review what we learned and think about how to apply our skills in real life negotiations.

- Remember back on our first day together when we played the arm game? What did you learn from that game?
  - We can both win if we work together
  - Sometimes you think you need to beat the other person but you do
better if you work with them

- Exactly. We talked about win-win solutions and how, rather than arguing, if we negotiate we can find solutions that work for both of us.

- I think you could all say the negotiation steps in your sleep! What are they? *(Do the hand motions as they say the steps.)*
  - Me-You-Together-Build!

- Remember when we did the Hope and Mary role-play? What did we learn to help us think about “me”? *(You could prompt them by asking, “when we negotiate is it better to think about our position or our interests?”)*
  - We need to think about our interests – why we want something

- Yes, and once you understand your interests, you also need to think about how else you could meet them other than in this negotiation—that is your other option.

- Does anyone remember an example of when someone might want to “walk away” from a negotiation?
  - The example of the man who offered the girl a cell phone if she agreed to go for a drink.

- Great. In that case a good agreement was not possible as it might have been dangerous for the girl, or meant that she had to do something she did not think was right.

- We also learned to manage our emotions by “Taking 5.” What does it mean to “Take 5” during a negotiation?
  - When you get upset, you can take a few seconds to think and calm yourself before you answer.
  - A trick to help you control your emotions, and the chance to ask yourself if it is worth it to keep negotiating.

- When we learned about “You” we talked about Victor and Mercy. What did we learn from their story? *(If you need to prompt them, you could ask, “how did Mercy learn about Victor’s interests?” Or “How did she show Victor she was listening to him?”)*
  - It seemed like they wanted different things but when she learned about Victor’s interests Mercy realized they had some interests in common
  - Asking questions helps you learn about the other person’s interests
  - Repeating what they say helps show you’re listening

- Do you remember how to approach the other person so he or she will want to negotiate with you?
  - You need to choose the right time and place to approach.
✓ Approach them respectfully.
✓ You might also want to prepare to approach them, by thinking about the ways in which that person has helped and supported you—this lets you show your appreciation to the person, rather than making demands.

- We also saw how Mercy used the trick “Step to their Side” when she wanted Victor to give her and her friends a ride. What does it mean to step to someone’s side?
  ✓ Trying to see the other person’s point of view, or putting yourself in their shoes.
  ✓ An approach that can help the other person to open up and to soften their position.
  ✓ Can be used any time during a negotiation (just like “Take 5”).

- Let’s talk about the Lion Zebra game. What do you remember about that one? What did you learn from that game? (You could prompt them by asking, “What helped you build trust?” or “Was it easier to trust someone you were playing with for 5 rounds or for 1 round?” or, ‘If someone breaks our trust, what can we do?”)
  ✓ It can be hard to build trust, but it helps to communicate with each other
  ✓ It helps to have a relationship
  ✓ If someone isn’t cooperating and keeps playing lion, it’s ok to walk away

Great. What about Esther and Cecilia, what did we learn from them?
✓ We can try to find ways our interests overlap—things we both want, or both value, like the relationship.
✓ We help the other person see what we have in common by using our words to focus on our shared values and interests, rather than using arguments or trying to convince them, which might only create more distance.

- Yes. The “Together” step is when we “find common ground” and close the distance between the two people in a negotiation, like two hands coming together.

- What do we need to keep in mind when we’re looking for common ground? What can get in our way
  ✓ Roadblocks can keep us from agreeing.

- Yes, recognizing roadblocks is about seeing that someone might want to agree with us, but there might be a roadblock in the way. This shows us that the other person is not our enemy, but that there is just a roadblock we need to remove together.

- The next step—the fourth step in the negotiation process—helps us to move the roadblock. What is the fourth step?
  ✓ Build.
Great. The “Build” step is where we finally get to create an agreement, which we are only ready to do once both people have opened up about their interests and found the overlap between them.

What did we do in the Ball Game to learn about ways to build an agreement?

- Brainstorm solutions to get each person’s interests met and to remove roadblocks keeping us apart.

Today we did the Youth Center Activity to apply what you’ve learned. What will you remember about that one?

- It helps to prepare in advance
- We should think about our own interests and our approach before we start negotiating if we can

Yes, great. We then “build a house” together, which means choosing a solution that meets both people’s most important interests. We can use negotiation steps as a “checklist” to make sure the agreement is good.

When we have an agreement, we have two ways to test if it’s a good one:

- A good agreement meets our own most important interests and is better than our other option.
- A good agreement also meets the other person’s interests, so they will be willing to agree.

And that is the complete negotiation process, “Me-You-Together-Build!” If you ever get stuck, you can use the hand signals to remember all of the steps. (Do the hand motions as you say the steps.)

Does anyone have any questions or need us to review any of the steps again?
1. Me
   a. Understand own interests
   b. Know other option

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

3. Together
   a. Find common ground
   b. Recognize roadblocks

4. Build
   a. Brainstorm past roadblocks
   b. Build a house

→ Walk away as needed


Takeaway: *(have students repeat after you)*

We can use the hand signs to help us remember to use our negotiation skills – Me, You, Together, Build!

Negotiating in Real Life 30 min

- What are some situations in which you will be able to use the skills you learned?
  - With family members and friends; at school and at work; with strangers or in situations that make me uncomfortable or scared.

- We have talked about these skills in a setting where you can prepare for the negotiation and approach someone. Sometimes, however, this is not the case—sometimes negotiation comes to you.

- I would now like you to engage in one last activity with me. I would like you to think of some specific situations in your lives where you and your friends can use and apply what you have learned. Are there situations in your daily lives where you can use this negotiation training?
Final Discussion: Using Negotiation

- What are some examples you can think of where a negotiation could come to you?

  Lead a discussion of how negotiation can be used for things such as staying safe or avoiding sexual relationships, staying in school, and mediating conflicts. Encourage students to think about parents, brothers and sisters, boyfriends, friends, teachers, and other community members as people they might need to negotiate with.

- In these situations, how do you think you can still use the tools we have learned? (Give the students time to describe some of the ways they would apply the tools in the example situations they provided. Whenever a student describes a step that fits into Me-You-Together-Build, reinforce it by naming the tool or lesson they’re applying. For example, “Yes, showing appreciation for the other person is a way to apply “You.” Or, “Good point, knowing when it makes sense to walk away is an important part of “me” and “understanding your other options.”

This final activity should last about 10 minutes.

- In these situations that we just discussed, where you may not have much time to prepare, it is important to remember the four steps—“Me-You-Together-Build”—and use them as you go along.

- You can also “Take 5” if you need to. Ask the other person if you can answer their question or discuss the situation at a later time. Or ask to take a short walk, so you can think about what you want to say.

- What else do you think we can do, all of us, to help us negotiate win-win situations in our everyday lives after we leave here? What do you think we need to do to become better negotiators?

  ✓ Practice.

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

- So we will all practice, yes?

  ✓ Yes.

- When you do practice, you can write about it in your journal and also talk to each other about it.

- These are all great ideas. Remember, it may not always be easy, but using Me-You-Together-Build to negotiate is definitely worth it.

- I am now going to give you a laminated negotiation card, for you to always keep the steps of negotiation with you. Let’s review them one last
time. (Hand out the laminated cards and put up the flipchart diagram. Point out each step and sub-step and ask a girl to describe it. Reinforce correct answers and restate incorrect answers. Use hand motions as they go through all of the steps.)

- Sadly, our time together is coming to an end. Both (partner coach) and I have very much enjoyed spending this time with you. We appreciate the energy you have shown and your level of participation. You have been truly great partners in this learning process.

- Thank you for being a great class, and good luck with your negotiations!