GIRLS ARISE
Working Together for a Better Future

Negotiation Curriculum

Kathleen McGinn, Corinne Low, and Nava Ashraf
APPENDIX I: FLIP CHART TEMPLATES

The following pages contain templates for the flip charts that are used during training.

Items in red are things the girls should write down.

✓ Things with check marks should not be filled ahead of time but rather filled as the girls give answers.

------ Horizontal lines indicate that the next figure should appear on a different page of the flip chart
SESSION 1: WORKING TOGETHER

Negotiation

What is negotiation?

Negotiation is talking and working with other people to find a solution together.

Negotiation can happen when two people seem to want different things, and yet they want to work together.

Opportunities for Negotiation

Example 1: You have to work on homework with a friend, but your mom is making you watch your little brother.

Example 2: Your boyfriend wants to meet up for a walk after dark, but you do not like going out in the compound at night.
**Positions & Interests**

**Position:** Your demand, or what you are asking for.

**Interest:** What you care about and why.

**Win-win solution:** When negotiation helps both people to win by meeting their interests.

**The Case of the Lemon**

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

2. You
   a.
   b.

3. Together
   a.
   b.

4. Build
   a.
   b.

Template for journal diagrams

Flip Chart 4

GIRLS ARISE: Flip Chart Templates
SESSION 2: ME

For this flipchart, you can write out all of the interests, cover them with a piece of paper, and then uncover the interests after the students say them in the discussion. Or you can just write out the headings Hope and Mary in advance and fill out the rest as the students raise them in the discussion.

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

Flipchart 5
**Know Your Other Option**

**Other option:** How you can best meet your interests other than continuing to negotiate.

**Walking away:** When you decide to leave a negotiation and use your other option.

---

**Take 5:** step back from the situation and give yourself at least 5 seconds to calm your emotions.
1. Me
   a. Understand own interests
   b. Know other option

2. You
   a.
   b.

3. Together
   a.
   b.

4. Build
   a.
   b.

→ Walk away as needed
SESSION 3: YOU

**Open-ended question:** a question that asks the other person to explain more, rather than just saying yes or no.

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**Open-Ended Questions**

<table>
<thead>
<tr>
<th>Closed Questions</th>
<th>Open Ended Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Is sex the only thing you think about?</em></td>
<td><em>What has got you thinking about sex suddenly?</em></td>
</tr>
<tr>
<td><em>Don't you care about anything other than sex?</em></td>
<td><em>What does sex have to do with that?</em></td>
</tr>
<tr>
<td><em>Why can't you just be satisfied acting your age?</em></td>
<td><em>What else does sex mean to you?</em></td>
</tr>
<tr>
<td><em>Are you saying the only thing that matters is what your friends think?</em></td>
<td><em>What have your friends said to make you feel like that?</em></td>
</tr>
</tbody>
</table>
Indirect Questions: Examples

- I am wondering why...
- May I know more about...
- Could you tell me more about...
- Is it possible to hear about...
- I would like to understand...

Mother’s Interests:

1. Girl’s safety
2. Needs baby looked after
3. Wants girl to complete her homework
Step to their side: trying to see the other person’s point of view, or putting yourself in their shoes.

How to step to their side:

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.
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
SESSION 4: TOGETHER & BUILD

Lion-Zebra Game Scoring

- Zebra – Zebra
  2 - 2
- Lion – Lion
  1 - 1
- Lion – Zebra
  3 - 0
- Zebra – Lion
  0 - 3
### Positions

**What is each person demanding?**

<table>
<thead>
<tr>
<th>People</th>
<th>Esther</th>
<th>Cecilia</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cecilia should join my group of friends.</td>
<td></td>
<td>• Esther should stop hanging out with the bad crowd.</td>
</tr>
</tbody>
</table>

### Interests

**What does each person really care about and why?**

<table>
<thead>
<tr>
<th>People</th>
<th>Esther</th>
<th>Cecilia</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To be part of something.</td>
<td>• To spend more time with Esther.</td>
<td></td>
</tr>
<tr>
<td>• To make money.</td>
<td>• For Esther to stay out of trouble.</td>
<td></td>
</tr>
<tr>
<td>• To feel important.</td>
<td>• To be safe.</td>
<td></td>
</tr>
<tr>
<td>• To spend more time with Cecilia.</td>
<td>• To do fun things.</td>
<td></td>
</tr>
<tr>
<td>• To be safe.</td>
<td>• To stay out of trouble and not get sick.</td>
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<td>• To stay out of trouble and not get sick.</td>
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</table>
Roadblock: something that keeps the two people from agreeing
Build a House

Don’t:

Do:
SESSION 4: TOGETHER & BUILD

**Brainstorming:** a way to come up with many different ideas to solve a problem, without thinking about whether those ideas are good or bad

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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. Find common ground
   - b. Recognize roadblocks

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

➡️ **Walk away** as needed
SESSION 5: THE FULL NEGOTIATION PROCESS

(See 3 pages below)
# NEGOTIATION PREP WORKSHEET

## Step 1: Me

<table>
<thead>
<tr>
<th>My interests:</th>
<th>My other option:</th>
</tr>
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<td></td>
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## Step 2: You

<table>
<thead>
<tr>
<th>Choose the approach:</th>
<th>Ways to discover their interests:</th>
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<tr>
<td></td>
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## Step 3: Together

<table>
<thead>
<tr>
<th>Common ground:</th>
<th>Roadblocks:</th>
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## Step 4: Build

<table>
<thead>
<tr>
<th>Brainstorming:</th>
<th>Final agreement:</th>
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# NEGOTIATION PREP WORKSHEET

## Step 1: Me

**My interests:**
- Socialize and play with friends.
- Safety of youth; kids not getting into trouble.
- Well-being of the community.

**My other option:**
- 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

**Choose the approach:**
- Respectful manner.
- When they have time; are not distracted or stressed.
- Show appreciation for what the elders do for the community.

**Ways to discover 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 you agenda items or priorities for the village?

## Step 3: Together

**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).

**Common ground:**
- Both care about the well-being of the community and about youth and their safety.

**Roadblocks:**
- Lack of funds for the center.
- Safety / supervision of youths.

## Step 4: Build

**Brainstorming:**

**Final agreement:**
## NEGOTIATION PREP WORKSHEET

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### Step 4: Build

<table>
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<tr>
<td>• Fundraise (through piecework or finding donations).</td>
<td></td>
</tr>
<tr>
<td>• Use youth group activities to address village needs (like assisting with digging the well).</td>
<td></td>
</tr>
<tr>
<td>• Offer youth group labor to help build center and lower costs, or organize volunteers.</td>
<td></td>
</tr>
<tr>
<td>• Charge fees for usage of the youth center, which could make up the cost.</td>
<td></td>
</tr>
<tr>
<td>• Include an income-generating community garden as part of the youth center to pay for upkeep and supervision.</td>
<td></td>
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