### 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.)