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.
NEGO(TIATION PREP WORKSHEET

<table>
<thead>
<tr>
<th>Step 1: Me</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>My interests:</td>
<td>My other option:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2: You</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose the approach:</td>
<td>Ways to discover their interests:</td>
</tr>
</tbody>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Their interests:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3: Together</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Common ground:</td>
<td>Roadblocks:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 4: Build</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorming</td>
<td>Final agreement:</td>
</tr>
</tbody>
</table>

(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)

### NEGOTIATION PREP WORKSHEET

#### Step 1: Me

<table>
<thead>
<tr>
<th>My interests:</th>
<th>My other option:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Socialize and play with friends.</td>
<td>• Find a place outside where youth can congregate.</td>
</tr>
<tr>
<td>• Safety of youth; kids not getting into trouble.</td>
<td>• Ask a church / school / other organization about using/renting their existing space for youth activities.</td>
</tr>
<tr>
<td>• Well-being of the community.</td>
<td></td>
</tr>
</tbody>
</table>

#### Step 2: You

<table>
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<tr>
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<th>Ways to discover their interests:</th>
</tr>
</thead>
<tbody>
<tr>
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<td>• Ask open-ended questions, such as:</td>
</tr>
<tr>
<td>• When they have time; are not distracted or stressed.</td>
<td>• What do you think about youth in the village?</td>
</tr>
<tr>
<td>• Show appreciation for what the elders do for the community.</td>
<td>• What do you think would help children stay safe?</td>
</tr>
<tr>
<td></td>
<td>• What are your agenda items or priorities for the village?</td>
</tr>
</tbody>
</table>

#### Their interests:

#### Step 3: Together

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<thead>
<tr>
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<th>Roadblocks:</th>
</tr>
</thead>
</table>

#### Step 4: Build

<table>
<thead>
<tr>
<th>Brainstorm:</th>
<th>Final agreement:</th>
</tr>
</thead>
</table>
Activity: Youth Center, #2

- 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.

- 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

**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 your agenda items or priorities for the village?

## Step 3: Together

**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:**
- 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.

**Final agreement:**
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.