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| **Section:** **Negotiating and Communicating is Important!** | | | |
| **Objective:** | | This game help students develop effective interpersonal/communication skills for relationship building, self-awareness and critical thinking. The focus is on developing negotiating skills and to learn methods to bring about change.  SEL Competency: Relationship Skills, Self Awareness, Social Awareness  Developmental level: Advanced  Key message: I can use the 6 steps of negotiation  Time: 13 mins 30 seconds. You can extend by adding to the script with the following scenarios, or others more suitable for your context:   * A group of children tease you for wanting to be on time for school rather than taking time to play. They pay no attention when you want to share your ideas with them. * You want to eat spaghetti for dinner but your sister wants to eat rice. * Your father is often drunk and then he shouts at your mother. * Your mother is always pointing out your faults and telling you what to improve but she never tells you what you are good at. | |
|  | **Character name** | | **Content:** *Format*  (TONE OF ADDRESS)/‘Lines from script’/song/sound clip no. |
| **1.** | FX (sound FX) | | *STANDARD INTRODUCTORY JINGLE NO.xx* |
| **2.** | Host | | Today,we are going to learn about negotiation and communication.  For negotiation to work, you have to be able to put yourself in the place of another person and understand their point of view. This is called empathy.  It’s important to develop empathy for lots of reasons:   * It means you appreciate and respect the other person’s point of view. This means you are less likely to say something that causes conflict and hurt. * If you recognize the other person’s point of view, they will be more willing to recognize yours. * Good negotiation should end in both people feeling happy and like they have received something from the conversaton.   Does this make sense? |
| **3.** | All | | Yes |
| **4.** | Child A | | (HESITANTLY) But… but what if the person is more important than me, like a teacher or my parents or even the older children? |
| **5.** | Host | | Very good question!  Negotiations are more difficult when you are talking with someone with more power. They can use that power to threaten or silence you or to ignore you. It can be useful to look for a trusted helper, someone who has just as much power as them. These helpers can be with you when you talk to the person with more power than you. For example, if you are being bullied by older children at school, you can ask an older brother or sister to help you, or even your parents.  There are six steps in negotiation, listen carefully, because we are going to practice them together: |
| **6.** | FX (Sound FX) | | Sound to indicate each step: boiing, lightbulb turning on etc. |
| **7.** | Host | | * Step 1: Say what you feel using I statements |
| **8.** | FX (Sound FX) | | Sound to indicate each step: boiing, lightbulb turning on etc. |
| **9.** | Host | | * Step 2: Listen to what the other person has to say to find out what they need or want |
| **10.** | FX (Sound FX) | | Sound to indicate each step: boiing, lightbulb turning on etc. |
| **11.** | Host | | * Step 3: Tell the person what you understood, so you are sure you understood it. |
| **12.** | FX (Sound FX) | | Sound to indicate each step: boiing, lightbulb turning on etc. |
| **13.** | Host | | * Step 4: Together, think of as many ideas as possible that may bring a solution to the problem. |
| **14.** | FX (Sound FX) | | Sound to indicate each step: boiing, lightbulb turning on etc. |
| **15.** | Host | | * Step 5: Agree on a solution |
|  | FX (Sound FX) | | Sound to indicate each step: boiing, lightbulb turning on etc. |
|  | Host | | * Step 6: Try it! If it doesn’t work, start again   Remember that sometimes you have to compromise. In other words, you wont always get everything you want. Sometimes in order to reach a solution that works for everyone you have to give up some of your wants so that both people can be happy.  Does that make sense? |
|  | All | | Yes |
|  | Host | | Can you help me recap what the six steps for negotiation are?  Who can remember the first step? Join in at home by saying your answer outloud during the pauses! |
|  | FX (Sound FX) | | 30 seconds of sound to let children think and respond |
|  | Host | | What do you think? |
|  | Child A | | (CONFIDENTLY) Say what your feeling are |
|  | Host | | Very good! The best way to start a negotiaton, or a difficult conversation of any kind is to tell the other person what you feel. Make sure to use “I” statements when you do this.  For example, I feel sad when you forget to include me in your games.  Ok. Does anyone remember the next step? Remember to say your answers out loud at home! |
|  | FX (Sound FX) | | 30 seconds of sound to let children think and respond |
|  | Host | | What do you think? |
|  | Child B | | (CONFIDENTLY) Listen to how the other person feels and what they need |
|  | Host | | Perfect! How about the third step? What do you think at home? |
|  | FX (Sound FX) | | 30 seconds of sound to let children think and respond |
|  | Host | | What do you think? |
|  | Child C | | (SHYLY/ HESITENTLY) Umm… is it to tell the person that you understand them? |
|  | Host | | Yes, very good. If you understand what the other person is saying, tell them. Repeating back what you understood will help them to see that you were listening, and it will help them to correct you if you did not understand what they were saying.  If you didn’t understand what they were saying, ask questions!  What about the next step? Can anyone remember step 4? |
|  | FX (Sound FX) | | 30 seconds of sound to let children think and respond |
|  | Host | | What do you think? |
|  | Child D | | (CONFIDENTLY) Try to come up with ideas for what to do together? |
|  | Host | | Exactly, now that both people have had a chance to say what they feel and how they would like to resolve the problem, you can work together to try to find a solution, or lots of different solutions.  How about the fifth step? Does anyone want to tell me what it was? |
|  | FX (Sound FX) | | 30 seconds of sound to let children think and respond |
|  | Host | | What do you think? |
|  | Child A | | (CONFIDENTLY) Pick something to do that works for both people |
|  | Host | | Exactly. The aim of negotiation is to try to find the best solution for both people. After you have had a chance to think about different solutions, pick the one that you both like best!  Ok, now the final step. Does anyone remember it? what do you think at home? |
|  | FX (Sound FX) | | 30 seconds of sound to let children think and respond |
|  | Host | | What do you think? |
|  | Child B | | (HESITENTLY) Try the solution you picked? |
|  | Host | | Yep! Well done! Try it and see if it works. If it doesn’t work, you can try another idea!  So, to remind you, The six steps of negotiation are:   * Step 1: Say what you feel using I statements * Step 2: Listen to what the other person has to say to find out what they need or want * Step 3: Tell the person what you understood, so you are sure you understood it. * Step 4: Together, think of as many ideas as possible that may bring a solution to the problem. * Step 5: Agree on a solution * Step 6: Try it. If it doesn’t work, start again     Ready to practise negotiation together? |
|  | All | | Yes! |
|  | Host | | Ok. I’m going to give you some situations where two people need to negotiate to find a solution.  After I give you a scenario, we’re going to have a short pause so you can think about what you would do.  Ok, imagine your older brother or sister is being loud with his or her friends when you are trying to do your homework.  What would you do? Think about your answer at home and we are going to hear from the children here |
|  | FX (Sound FX) | | 30 seconds of music to allow children at home to think |
|  | Host | | Ok, what do you think? What would you do in this situation? Remember to use the six steps! |
|  | Child A | | I would tell my older sister that I feel frustrated when she is being loud with her friends. I would tell her that I’m trying really hard to do my homework and it’s difficult to concerntrate when she is loud. |
|  | Host | | Very good! What would you do next? |
|  | Child A | | I would listen to her and see what she says. Then I would ask her to please talk with her friends outside, or to speak more quietly when she is with her friends in the house. |
|  | Host | | Good suggestions! Is there anything you could do to make this easier for your sister? |
|  | Child A | | Um.. I could find somewhere else to do my homework? Or I coluld do my homework at the same time every day so my sister knows when I would like her to be quiet and when she can speak with her friends as loudly as she likes. |
|  | Host | | Wonderful. That sounds like a really good plan!  Ready for the next scenario? |
|  | All | | Yes |
|  | Host | | Ok. Here it is:  A young person is trying to take your piece of fruit from you. He says that he is very hungry  What would you do? Think about your answer at home and we are going to hear from the children here |
|  | FX (Sound FX) | | 30 seconds of music to allow children at home to think |
|  | Host | | Ok, what do you think? What would you do in this situation? Remember to use the six steps! |
|  | Child B | | If he was really hungry then I would want to give it to him. |
|  | Host | | That’s so kind! And sometimes that is the right thing to do! But other times, you might want to keep the fruit for yourself. Maybe you are only allowed one piece and you have been looking forward to eating it all day! |
|  | Child B | | Then I’d explain that to the person who was trying to take it from me. I’d tell them that I really, really want to eat it. |
|  | Host | | Very good. Then what would you do? |
|  | Child B | | I’d tell them it would be better if they asked me to share instead of trying to take it. Then I’d listen to them tell me that they’re hungry. |
|  | Host | | Exactly. Can you think of some solutions that might work for you and that person? |
|  | Child B | | I could cut the fruit in half and share with them, or I could ask my mother for another piece of fruit to give to them. |
|  | Host | | Well done! That sounds like a good plan!  Remember that sometimes when we are negotiating with people who are more powerful than us, they might not listen to us even if we follow the six negotiation steps and have good reasons for what we want.  We’re going to try a scenario like this now. Ready? |
|  | All | | Yes |
|  | Host | | Ok.  There is a teacher at your school who is always shouting and screaming at the students. She never has a kind word for anyone. Everyone is scared of her and you don’t think you’re even able to learn in her class.  How would you handle this situation? Think about your answer at home and we are going to hear from the children here |
|  | FX (Sound FX) | | 30 seconds of music to allow children at home to think |
|  | Host | | Ok, what do you think? What would you do in this situation? Remember to use the six steps! |
|  | Child D | | We could work together as a whole class to try to speak to her? |
|  | Child C | | Maybe we could speak to one of the other teachers first. One of the kind ones. To explain how we feel. We could tell that teacher what is happening, and how it makes us feel, and then we could ask her for help. |
|  | Child A | | We could write a letter together or elect one of us to speak directly to her with the kind teacher. |
|  | Host | | What excellent ideas! Its really hard to speak to people in power about how they make us feel, and they might not listen, but you will have a better chance of being successful if you follow the six negotiation steps and make sure to always speak in a polite and calm voice.  Do you think these solutions would work with the angry teacher? Or do you think she would refuse to change? |
|  | Child A | | I think she would change a little bit, especially if we got the support of another teacher |
|  | Child B | | I think she might be angry at first but would then start to change little by little |
|  | Child C | | I think she would change a little. It’s hard to change! |
|  | Host | | Very true! It is hard to make changes. Often we have to be patient and give people time to change.  Can you think of anything you could do that might encourage someone to make changes? |
|  | Child D | | We could show how happy and hard working we are when she is being kinder. |
|  | Host | | Good idea! Just make sure you are not rude and disrespectful when she is not being kind! |
|  | All | | Ok! |
|  | Host | | You’ve done really, really well today! Before we finish this exercise, lets go over the six steps of negotiation again so we remember them! |
|  | FX (Sound FX) | | Sound to indicate each step: boiing, lightbulb turning on etc. |
|  | Host | | * Step 1: Say what you feel using I statements |
|  | FX (Sound FX) | | Sound to indicate each step: boiing, lightbulb turning on etc. |
|  | Host | | Step 2: Listen to what the other person has to say to find out what they need or want |
|  | FX (Sound FX) | | Sound to indicate each step: boiing, lightbulb turning on etc. |
|  | Host | | Step 3: Tell the person what you understood, so you are sure you understood it. |
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|  | Host | | Step 4: Together, think of as many ideas as possible that may bring a solution to the problem. |
|  | FX (Sound FX) | | Sound to indicate each step: boiing, lightbulb turning on etc. |
|  | Host | | Step 5: Agree on a solution |
|  | FX (Sound FX) | | Sound to indicate each step: boiing, lightbulb turning on etc. |
|  | Host | | * Step 6: Try it! If it doesn’t work, start again   Remember to practice these steps whenever you can, even for small problems and choices, that will make it so much easier to do them for bigger problems and choices.  Did you enjoy this activity? |
|  | All | | Yes! |
|  | Host | | Does anyone want to tell me what they learnt? |
|  | Child C | | Me, me, me!! |
|  | Host | | (KINDLY) Ok, (Child C), what did you learn today? |
|  | Child C | | The six steps! |
|  | Host | | And do you want to remind us what they are? |
|  | Child C | | (CONFIDENTLY) Yep. They are |
|  | FX (Sound FX) | | Sound to indicate each step: boiing, lightbulb turning on etc. |
|  | Child C | | Say how I feel |
|  | FX (Sound FX) | | Sound to indicate each step: boiing, lightbulb turning on etc. |
|  | Child C | | Listen to the other person so I know what they need or want |
|  | FX (Sound FX) | | Sound to indicate each step: boiing, lightbulb turning on etc. |
|  | Child C | | Tell them what I understood, to make sure I got it |
|  | FX (Sound FX) | | Sound to indicate each step: boiing, lightbulb turning on etc. |
|  | Child C | | Think of lots and lots of ideas to fix the problem or make the best choice |
|  | FX (Sound FX) | | Sound to indicate each step: boiing, lightbulb turning on etc. |
|  | Child C | | Decide which idea to pick with the other person |
|  | FX (Sound FX) | | Sound to indicate each step: boiing, lightbulb turning on etc. |
|  | Child C | | Try it! If it doesn’t work, I can choose another one of the ideas |
|  | Host | | Wow!! Well done! you were listening so hard!  Well done everybody! You did such an amazing job today! |
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