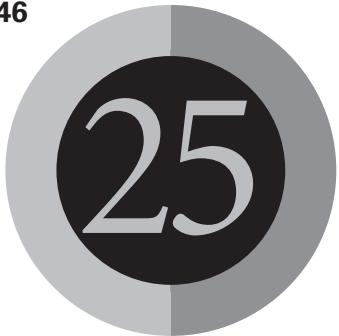




## Suspicions, Stereotypes, and Solutions

A Negotiation Between  
Teens and Store Owners

Overview of Lesson	National Standards for Civics and Government	National Standards for English	National Standards for Health
Students learn and practice negotiation skills as they examine how the relationship between store owners and teens is affected by shoplifting.	<ul style="list-style-type: none"><li>• Scope and limits of rights (NSCG V.B.5)</li><li>• Dispositions that facilitate thoughtful and effective participation in public affairs (NSCG V.D.4)</li></ul>	<ul style="list-style-type: none"><li>• Adjust use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes. (ELA 4)</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate the ability to use interpersonal communication skills to enhance health. (NHES 5)</li><li>• Demonstrate the ability to advocate for personal, family, and community health. (NHES 7)</li></ul>



## SESSION

# SUSPICIONS, STEREOTYPES, AND SOLUTIONS A NEGOTIATION BETWEEN TEENS AND STORE OWNERS

In this session, teens will review what they've learned about shoplifting as they role-play a negotiation between teens and store owners. Their challenge is to create a plan that will protect store owners from shoplifting while making sure that all teens are treated fairly and their rights are respected.

### TEENS WILL LEARN

- The meaning of negotiation
- The difference between positions and interests
- The basic steps in the negotiation process
- The importance of considering the interests of both teens and store owners in a negotiation role-play

## TEACHING STRATEGIES

These teaching strategies are included in this session.

- Teens Teach Teens
- Whole-group Discussion
- Small-group Discussion
- Role-play
- Journal Writing

## MATERIALS NEEDED

- Newsprint and markers in several colors
- Do-it-yourself poster: *The Negotiation Process*
- Handout 1: *Downtown: A Conflict Between Teens and Store Owners*
- Handout 2: *Teens' Points of View*
- Handout 3: *Store Owners' Points of View*
- Pens or pencils for each teen
- Journal for Session 25



Invite a store owner to come and speak with the class about his or her experiences with shoplifting and teen customers. The store owner should be prepared to discuss positive as well as negative encounters in a way that is honest and respectful; he or she must be willing to listen to teens' viewpoints and respond to their concerns. Another possible resource person is a professional mediator who will explain the negotiation process, prepare each group of disputants to negotiate, keep the negotiating process on track, and debrief after it's over. See the Introduction in Volume One for information on how to contact, meet, and work with a resource person.

## SUMMARY OF STEPS

### PART 1

- Step A. Warm-up**
- Step B. Teens Recap the Negotiation Process**
- Step C. Prepare To Negotiate**



50 Minutes

### PART 2

- Step D. Negotiate and Debrief**
- Step E. Reflection**



50 Minutes

## BEFORE THE SESSION

**Note:** Before you do this session with your teens, you will need to do Session 24: *Shoplifting: What's Wrong With It?* It's also important to do Sessions 7 and 8 on conflict management. If you haven't done these sessions, Step B in this session provides an abbreviated version of interest-based negotiation.

1. Read the session plan.

2. Decide how you will involve teens in the session as helpers, leaders, readers, or poster designers. For more information about facilitating teen involvement, consult the Introduction in Volume One.
3. Make copies for each teen of Handout 1: *Downtown: A Conflict Between Teens and Store Owners*.
4. Make enough copies of Handout 2: *Teens' Points of View* and Handout 3: *Store Owners' Points of View* so that half the teens in your group can have one handout, and half can have the other.
5. Make and hang *The Negotiation Process* do-it-yourself poster. To facilitate greater teen involvement, ask two or three volunteers to make the poster. (See note in Step B, #2.)
6. Make one copy of the journal for each teen.
7. Label three newsprint sheets:
  - “Needs and Interests.” Underneath this head, write “Teens” and “Store Owners” as the heads of two columns.
  - “Problem-solving Question” and “Brainstormed Options” (two columns)
  - “The Agreement”
8. Post the teen-created guidelines from Session 1 in the room.
9. Gather the materials you will need.

## PART



## STEP A

## TEACHING STRATEGY

- Icebreaker (optional)



## Warm-up

1. Introduce the resource person and tell teens that he or she will help present this session.
2. Review the purpose of *Community Works*.
  - Ask teens to think for a minute about the purpose of the *Community Works* program. Ask them to tell what they remember.
  - Ask group members to update newcomers and those who missed earlier sessions. Assign this task to teens on a rotating basis. Explain that this will help them build public-speaking skills.
  - Remind teens that these sessions will help them get information and develop skills to avoid being the victims of crime, as well as develop skills to help others and their communities become safer.
  - Return their journals with your comments from last session.

3. Explain the purpose of this session. Tell teens that in this session they'll use what they've learned about negotiating and shoplifting to role-play a negotiation between teens and store owners. Their challenge will be to negotiate with each other to create a plan that will allow store owners to protect themselves against shoplifting while making sure that all teens are treated fairly and their rights respected.
4. Remind teens of the guidelines they developed for these sessions. Be sure their list is posted on the wall. One way to increase teens' involvement and give them ownership of the session is to have them volunteer to go over the group guidelines at the start and recap the activities from the last session.
5. To warm up the group, choose an icebreaker (optional) from the Introduction in Volume One. Allow additional time for this activity.

**STEP B****TEACHING STRATEGY**

■ Teens Teach Teens



10 MINUTES

**Teens Recap the Negotiation Process**

1. Ask teens to define *negotiation*. Use the definition below to confirm or revise teens' definitions:

*Negotiation is a process by which the people involved in a dispute talk to each other about their problem and try to reach a solution acceptable to all.*

2. Have the teens who created *The Negotiation Process* do-it-yourself poster hang up the poster. Have each teen explain one or two steps in the negotiation process to the other teens. Assist the teen volunteers to be sure that the following key points are clear to their teen audience.

**Note:** You may want to meet with these teens before the session to be sure they are prepared.

- Gathering information requires that each person tell his or her thoughts and feelings by starting with "I think or feel . . ." instead of "You are . . ." or "You did. . . ."
- Underlying needs and interests are the reasons people want what they say they want (their positions). The best way to find out what these are is to ask. It's best to ask open-ended questions and listen carefully to what they say, both in their words and in their body language.
- It's tempting to spend too little time defining the problem or conflict and to rush on to solutions. Experience shows that the clearer we are about the problem, the better our solutions are likely to be.
- A good problem-solving question is to ask how each side's most important interests can be met.
- The purpose of brainstorming is to get out lots of ideas without criticizing any of them. It's okay to come up with wild ideas and to build on each other's ideas.
- When you are evaluating options, be sure that each suggested solution meets the needs of both sides; remember to consider the consequences of each idea, discarding those that are impractical.

The point here is to keep the pace brisk and have teens hit the main points in the negotiation process. In Step D, you and the community resource person will walk teens through this process again as they do the role-play.

**STEP C****TEACHING STRATEGIES**

- Whole-group Discussion
- Small-group Discussion



30 MINUTES

**Prepare To Negotiate**

1. Give each teen a copy of Handout 1: *Downtown: A Conflict Between Teens and Store Owners*.

- Read the situation aloud, perhaps sharing this task with volunteers.
- Have teens work as a whole group to develop a timeline that records the facts in this case (as in the sample below). Write their timeline on newsprint or chalkboard.

**A Sample Timeline**

- Teens shop downtown in groups.
- There is a sharp rise in shoplifting.
- Teens are blamed.
- Teens claim that salespeople treat them unfairly.
- Stores adopt new policies restricting teens by age and number.
- Security guards are hired; confrontations occur.
- Teens are against the policies; they're angry about the policies and the treatment they receive, which many feel is unfair.
- Store owners support the policies but worry about shoplifting and bad publicity.
- Meeting is set to discuss the policies.
- Each group selects representatives to attend meeting.

2. Divide teens into two groups: one group will be teen representatives, the other group will be store owners.

**Note:** If there are more than ten teens in your group, you can have four groups (two groups of teens and two of store owners) and two negotiations so that all teens get to play an active role. If you have two negotiations, you can lead one group through the six steps, and the mediator/resource person can lead the other one. If you have one negotiation, you and the mediator/resource person can take turns leading teens through the negotiation.

- Distribute Handout 2: *Teens' Points of View* to each teen in the teen group and Handout 3: *Store Owners' Points of View* to teens in the store owners group. Give all teens pens or pencils.
- Have the mediator/resource person work with one group, while you work with the other.
- Read with the group their *Points of View* handout. To be sure all understand it, ask them to answer the questions at the bottom of the handout. Use the information below to assist them if necessary.

**Questions for Teen Disputants to discuss and answer together**

- What is your current position? (As teens, you are opposed to the two policies that restrict teens' access to stores by age and by number. You want the new policies removed.)
- List all your possible needs and interests related to this problem. Which ones are most important to you? (You want freedom to shop where you want and to be treated fairly. You don't want to get into trouble with your parents, and you want to have fun and be safe. You think shoplifting is wrong, and you would never do it, but you feel you deserve to be respected and valued as customer. You are concerned about the growing anger of the kids you know.)

- List two workable solutions other than your current position. (Improve behavior of salespeople and security guards; persuade other teens not to shoplift.)

**Questions for Store Owner Disputants to discuss and answer together**

- What is your current position? (Keep the new policies restricting teens' access to stores.)
- List all your possible needs and interests related to this problem. Which ones are most important to you? (You are afraid of losing adult customers, seeing your profit margin shrink, and maybe even going out of business. You don't approve of anyone using racial and ethnic slurs or salespeople and security guards being rough or harsh to teens without cause. You are particularly concerned about improving the situation soon so it doesn't interfere with the holiday season.)
- List two workable solutions other than your current position. (Find other ways to stop shoplifting; improve behavior of salespeople and security guards.)

PART



**STEP D**

**TEACHING STRATEGY**

- Role-play



**Negotiate and Debrief**

1. Bring teens together again as a whole group.

- Explain that teens will explore possible ways to improve the situation between teens and store owners. If problems are left unaddressed, they tend to escalate and get worse. This makes life harder for both groups. One way to deal with these problems effectively is to set up a meeting between a group of teens and a group of store owners. This role-play simulates such a meeting.
- Tell teens that the two sides will be negotiating with each other using the six steps of the negotiation process as recapped earlier and shown on the teen-created poster.
- Hang poster where all negotiators can see it.
- Seat the "teens" and "store owners" across from each other.

**Note:** If you have two groups, arrange the room so that all can sit close enough to see the poster but far enough apart so as not to distract each other. With two groups, you lead one, and the mediator/resource person leads the second one.

2. Begin the negotiating session by reading aloud Step 1: Setting the Stage.

- Ask the teens on each side if they agree to try to work out their conflicts.
- Tell them they'll need to set ground rules. Tell them that the first two ground rules can be no interruptions and no put-downs.



**Tip**

If time is a concern, consider asking a teen volunteer to keep track of the time. If necessary, set a limit for each step and warn the group shortly before the time is up.

**Tip**

You are listening for the reasons why each side wants a particular position. Write down what they say they need (e.g., need to feel safe, need to be respected, need to have fun), what they hope for, and what they fear.

- Ask both sides if they would like to use these ground rules and if they can think of other ground rules they want.
  - Add any new ground rules to the poster *if all agree*.
  - Check off this step on the poster, and say that during the negotiation teens can politely remind each other of the ground rules if they think it's necessary.
3. Continue the process by reading aloud Step 2: Gathering Information. Ask for a member of "teens" or "store owners" to begin this process.
    - Tell negotiators that as they ask and answer each other's questions, you will keep track on newsprint of both sides' underlying needs and interests. Use the newsprint you labeled "Needs and Interests."
    - If necessary, remind negotiators to tell their point of view using "I." They will be most convincing if they tell their own story about what happened to them and why this matters.
    - The goal here is to get beyond arguing about positions and raise underlying needs and interests.
    - When teens have completed this step, check it off on the poster.
  4. Tell the negotiators they will now move on to Step 3: Identifying Issues. Read it aloud from the poster.
    - Ask negotiators to look at their list of needs and interests, and have each side select a few that they think are most important to them.
    - Circle the items they mention. (Fairness is likely to be key to the "teens," and not losing profit or going out of business is likely to be important to the "store owners.")
    - Tell negotiators that their next task is to frame a problem-solving question that will contain the interests most important to each. (How can we protect store owners from shoplifting and treat all teens fairly and respect their rights?)
    - If they have trouble with this, you can provide an appropriate problem-solving question.
    - Using the newsprint labeled "Problem-solving Question," write the problem-solving question at the top of the page.
  5. Point out that they are up to Step 4: Brainstorming Options. Read it aloud to negotiators.
    - Tell teens to look at the problem-solving question and brainstorm ideas. The task here is to come up with as many ideas as possible but not to criticize any of them. It's okay to come up with wild ideas and to build on each other's suggestions.
    - As negotiators say their ideas, write them down under the heading "Brainstormed Options." Suggested solutions might include the following: For a few weeks, store owners will lift one or both of the policies and see what happens. Store owners will keep the policies but provide diversity training for salespeople and security guards; there will be consequences if salespeople or security guards use ethnic slurs. Store owners will use metal detectors instead of security guards. Store employees will visit the local youth center and get to know the neighborhood youth. Teens will participate in the training of salespeople and security guards. Teens will teach other

teens that shoplifting hurts the victim, the shoplifter, and the community. Stores will hire teens part-time during the holiday season to work with store owners on the problem; teens will advise store owners about the best ways to deter shoplifting. Teens will “good mouth” stores that make an effort to respect them. Teens and store owners will agree to keep on talking.

- When they have completed this step, check it off on the poster.
6. Tell the negotiators they will now move on to Step 5: Evaluating Options. Read it aloud.
    - Tell negotiators to consider the consequences of each idea or option, discarding those that are impractical.
    - Remind teens that the solution they agree to should meet the needs of both sides.
    - Have them look over their brainstormed list, taking one option at a time and evaluating it. They might ask these questions:
      - What are the consequences of this option?
      - What are the challenges?
      - Will it cost too much time, money, or energy?
    - Circle the options that seem most promising, and cross off options they discard.
    - Ask negotiators to rank the remaining options.
    - When they have completed this step, check it off on the poster.
  7. Complete this process by telling negotiators they’re up to Step 6: Reaching Agreement. Read it aloud.
    - Have all negotiators decide on one or a combination of options that they think meets the needs of both sides.
    - As they do this, write it down on the newsprint labeled “The Agreement.”
    - Be sure all negotiators agree on the wording.
    - Ask them what they’ll do if the agreement (or part of it) doesn’t work. (For example, they could agree to meet again as a group to look at what’s been happening.)
    - When they have completed this step, check it off on the poster.
    - Congratulate all the negotiators on a great job!
  8. Ask all teens to step out of their roles during the debriefing so they can think and talk about the role-play. Ask teens the following questions:
    - What did it feel like to negotiate? How did you feel about this particular conflict?
    - Did you think the process was fair to both sides? Explain.
    - What skills and strategies do you think worked in this negotiation? Which ones did not work?
    - Do you think this negotiation got to the heart of the conflict?
    - If this negotiation took place in real life, do you think the agreement would be upheld by both groups?

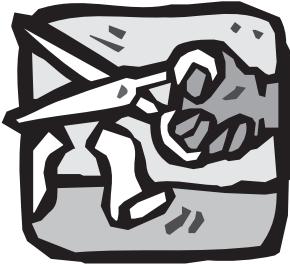
**Note:** If you have invited a community resource person, ask him or her to comment at this point. How would this process compare to the “real world” of mediation and negotiation. How is it similar? How is it different?

**STEP E****TEACHING STRATEGY**

- Journal Writing

**Reflection**

1. Relate the session to teens' lives.
  - Ask teens to consider and discuss the negotiation process for a few minutes. Here are some questions to spur the discussion:
    - How well did they work as a group?
    - What parts of the process went well?
    - How did the process feel to them? Do they understand it well enough to use it in another situation?
    - What could be strengthened in the future?
2. Turn learning into action.
  - Ask students what aspects of negotiation would be most helpful for others to learn.
  - Remind teens that whenever they have ideas about a possible service-learning project, they should jot them down for the next session.
  - To get teens thinking about possible service-learning projects related to this session ask teens what they think would be the most effective ways of sharing this information—particularly their ideas for solutions—with other groups. Possible suggestions include holding a panel discussion, designing and exhibiting posters, and writing and distributing a brochure.
  - If your group negotiated an agreement between teens and store owners that they think is worth sharing with their peers, how would the teens go about getting other teens to buy into it?
  - Ask teens how they can go about changing store owners' perceptions of teens in their own community. Suggest that they consider how each group might help the other. For example, if teens and store owners could establish an ongoing dialog, teens might suggest ways to cut down on shoplifting and increase sales to teens, while store owners might advise teens on how to get and keep jobs in stores.
3. Distribute the journal for Session 25.
  - Explain, remind, or ask teens the purpose of the journal. Be sure they know it is to help them reflect on what they learned and for you to read and respond to what they write. Be clear that you will not be correcting what they write—just reading and responding.
  - Ask teens to write their answers to the journal questions.
  - Ask teens if they are willing to share their thoughts with the group.
  - Collect their journals to review them after the session and write short comments. Tell them you will return their journals with your comments at the next session. This gives teens something tangible and provides them with a connection to previous sessions.



## DO - IT - Y O U R S E L F P O S T E R

# The Negotiation Process

### Step 1     Setting the Stage

The two parties agree that they want to work out their problem, and they set any necessary ground rules, such as no interruptions, no put-downs.

### Step 2     Gathering Information

Each party asks the other questions about the facts and information needed to resolve the dispute. This helps the two parties find out their underlying needs and interests.

### Step 3     Identifying Issues

The two parties work to find out what the conflict is and what can or cannot be resolved. Together they frame a problem-solving question.

### Step 4     Brainstorming Options

The two parties suggest options for solving the conflict or problem. At this point, the two parties do not decide whether they like the options or whether the options will work.

### Step 5     Evaluating Options

The two parties talk about which options they like or don't like.

### Step 6     Reaching Agreement

The two parties select a workable option and agree to it. They decide what they'll do if the agreement doesn't work.



## HANDOUT 1

### Downtown

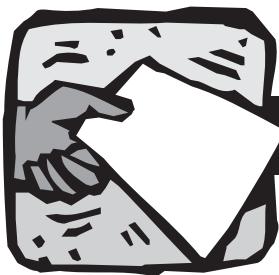
#### A Conflict Between Teens and Store Owners

Many teens in your community like to go downtown to look around in the stores. Parents don't like their children going downtown alone, but they will let them go if they go with friends; they feel their kids are safe in a group.

In the last few months, however, many of the downtown stores have experienced a sharp rise in shoplifting; stores that sell CDs, sneakers, jeans, magazines, and candy have been the hardest hit. The owners of these stores think that teens—especially teens who come into their stores in groups—are responsible for much of the shoplifting. Teens, on the other hand, claim that when they're in stores, the salespeople often ignore them as customers while treating them as would-be shoplifters. Recently, the stores have instituted two policies: No one under 16 can enter a store without a parent or guardian, and no more than two teens ages 16 to 18 can enter a store at a time. Other teens have to wait outside until the first pair leaves. Some stores have hired security guards to enforce this policy and to keep a close eye on teens in general. In a few incidents, security guards have had angry confrontations with teens, and the police have been called.

These new policies and negative focus on them make teens angry. They feel it is unfair. They don't want to disobey their parents' rules about going downtown alone, but they also don't want to get into trouble with the law. Store owners believe the policy—and keeping an eye on teens—is working. But store owners are also worried that the negative publicity about this issue may affect sales during the upcoming holiday season.

Teens have met in the local community center to discuss the problem, and store owners have talked about this problem in their retailers association. Representatives from each group have agreed to meet to see what can be done about the problem.



## HANDOUT 2

### Teens' Points of View

You are one of the representatives selected by your fellow teens to meet the store owners to discuss their new anti-teen policies. You think these new policies are unfair because people should have the right to shop where they want and with as many people as they like. You don't want to go against your parents' wishes and go downtown alone. Besides, you think it's more fun to hang out with your friends.

You don't like the idea that you and your friends are ignored as customers but constantly under suspicion. At the meeting you heard some teens boast that they "really showed them" by shoplifting a bunch of CDs. You don't think these teens are right or smart. But it wasn't you, and you don't want to be blamed for their actions. You and your friends spend a lot of money downtown, and you think you should be respected as customers.

Other teens at the meeting said they had been treated rudely by salespeople and security guards; these kids thought it was because of their race or ethnic group. You're worried about the anger that's developing and the trouble these new policies have caused you and your fellow teens. You'd really like to see this meeting between store owners and teens do something to improve the situation.

#### Questions for teen disputants to discuss and answer together:

- What is your current position?

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- List all your possible needs and interests related to this problem. Which ones are most important to you?

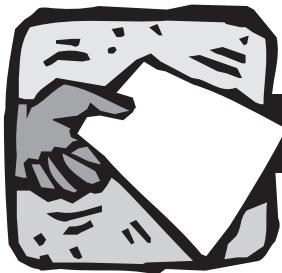
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- List two workable solutions other than your current position.

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## HANDOUT 3

### Store Owners' Points of View

You and the other members of the retailers' association think the new policies directed against teens are necessary because of the rise in shoplifting and theft in your stores. Many of the teens travel in "packs." They're noisy and roam around messing up the shelves and touching merchandise. They scare adult customers away, and it's hard to keep an eye on them while you conduct business.

Because of these problems, you and other store owners have recently hired security guards. While this has cost you a fair amount, you figure it will be worth it in the long run. Unfortunately, though, you have heard stories of security guards who were rough with some of the teens. You've also heard some salespeople and security guards address teens with racial and ethnic slurs. Some store owners say that teens also use racial and ethnic slurs when the store owners are of a different race or ethnic group. No matter who behaves this way, this goes against what you think is right, and you don't support this behavior.

You and your fellow store owners are very worried about the competition from the new mall with its superstores. This recent trouble with the teens could hurt your business during the holiday season. You'd like to see this meeting between store owner reps and teen reps do something to improve the situation.

**Questions for store owner disputants to discuss and answer together:**

- What is your current position?

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- List all your possible needs and interests related to this problem. Which ones are most important to you?

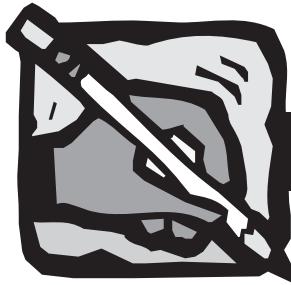
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- List two workable solutions other than your current position.

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## JOURNAL

## Session 25

NAME \_\_\_\_\_ DATE \_\_\_\_\_

The next time I go shopping, I'm going to remember

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If I were a store owner, I would

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One thing I learned through the negotiation role-play was

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