



Negotiating and persuading

Age range: 11-14 and 14-16

 **BARCLAYS** | LifeSkills



Session overview

Time	Key learning outcomes	Resources
90 mins	<p>By the end of the activity students will be able to:</p> <ul style="list-style-type: none"> Recognise the difference between negotiation and persuasion and where they may have seen them in action Identify broader core transferable skills needed to effectively persuade others Describe how negotiating and persuading are key parts of being enterprising Identify the ways that negotiating and persuading can be used to help build an enterprising mindset 	<ul style="list-style-type: none"> Negotiating and persuading presentation slides

Remember that you can refer to the guiding principles for establishing a safe learning environment in the Appendix section of the [LifeSkills content guide](#). This includes suggestions for signposting students to further support.

Contents

Activities	Time	Page
Activity one: Negotiation and persuasion	45-60 mins	3
Activity two: Negotiation and persuasion as enterprise skills	30 mins	6

Activity one

Negotiation and persuasion

1. What are negotiation and persuasion?

- Start off by asking students to consider their knowledge, skills and understanding in the following areas:
 - What they think is meant by negotiating and persuading, and how these differ
 - Ways negotiation and persuasion can be used, both positively and negatively
 - Examples of where they've already demonstrated negotiation and persuasion
- Get students to record their thoughts in a mind map or graffiti wall to gauge their starting points and enable them to demonstrate their progress later
- Explain that being enterprising is all about turning skills and attitudes into action, which in turn helps bring about change. Skills that will enable students to become enterprising include communication, leadership and problem solving, which are some of the core transferable skills highly prized by employers. Negotiation and persuasion are also enterprise skills that your students can use to help them achieve goals in life, or in setting up their own business
- Read out the following situations and allocate one side of the room as 'negotiation' and the other as 'persuasion'. Ask the students to move to the side of the room that they think describes the situation correctly. Ask a few students to explain their choice each time:
 - Agreeing with a friend that if you choose the film to watch, they can choose the snacks (**negotiation**)
 - Getting a friend to agree to watch a film of your choice (**persuasion**)
 - Convincing colleagues to change the frequency of the team meeting from once a week to twice a week (**persuasion**)
 - Requesting to come into work late one morning due to a doctor's appointment, but suggesting staying later to make up the hours (**negotiation**)
 - Agreeing to give a presentation on the basis that the person asking helps with the preparation (**negotiation**)
- Highlight that negotiating and persuading are ways of influencing people, meaning they have an impact on whoever is being communicated with. Explain that the students will already have an impact on other people's thoughts, attitudes and behaviours by the way they communicate with them, e.g. telling a friend a joke or helping someone with schoolwork. Ask the students if anyone would like to share other examples of this
- Now ask the students to try and define what 'negotiate' and 'persuade' mean and the differences between them. After some suggestions, show the definitions on **slide 2**. Here are two definitions to help you draw out the students' definitions:
 - **Negotiate:** to try to reach an agreement or compromise by discussion; to find a way over or through an obstacle or difficult route
 - **Persuade:** to encourage someone to do something through reasoning or argument
- Share these definitions using **slide 2** with the group
- Split the students into small groups and challenge them to demonstrate the difference between negotiation and persuasion by role playing a scenario in the workplace, as outlined below. You could ask some groups to present their scenarios and get the rest to state whether they have demonstrated negotiation or persuasion
 - Convincing their boss or a co-worker to do something differently
 - Encouraging a customer to commit to buying a product

Activity one

Negotiation and persuasion (cont'd)

2. Exploring positive forms of negotiation and persuasion

- Start with a discussion about the skills required for positive and effective techniques of negotiation and persuasion

Which skills are key for engaging in a conversation that involves negotiating with or persuading someone?

- For example:
 - Listening is crucial for helping receive, retain and process ideas, allowing someone to build a strong argument or take on board what the person is saying in a negotiation
 - Presentation skills are needed to effectively transmit information or ideas; presenting well can mean someone's audience is more likely to be engaged and convinced by your argument

Extension

To take learning further, visit the '[Growth mindset toolkit](#)', where you'll find activities and case studies featuring real young people to help develop listening and presentation skills further.

3. Explore useful phrases for effective negotiation

- Show **slide 3** which highlights some useful phrases that students could use for effective negotiation and persuasion
- Ask students to discuss and note down if they used these phrases or similar language in their role play. Ask those who feel comfortable doing so to volunteer thoughts on why they used, or would use these sorts of sentences when trying to convince someone of their opinion
- Next show **slide 4** which displays some tips for students to use in their arguments. Again, ask students to discuss and write down where some of the students have or could use these pointers. You may want to use the following questions to expand on each tip:

Communicate clearly in an appropriate style: how can language and tone be used differently to influence a family member compared to someone at work?

Highlight the benefits: how can these be made relevant to the situation?

Use evidence to support the idea: what facts, research and/or experience can be used to make a strong point?

Think from the other person's perspective and look for areas of compromise: what points could be accepted or acknowledged from the person being influenced, to move the debate forward?

Use positive body language: does posture, eye contact, facial expression etc. indicate a positive attitude and an openness to discuss?

Be enthusiastic: how can passion, positivity and enthusiasm be demonstrated?

Activity one

Negotiation and persuasion (cont'd)



- Remind students to think about the differences between negotiation and persuasion

Which of the tips from slide 4 are examples of each? Could any of them be used for both?

E.g. Looking for a compromise can help someone feel like their ideas are being taken on board to reach a middle ground (negotiation), and therefore can be more open to being convinced (persuasion)

- As a further development on the skills and attitudes discussed at the start of this activity, ask students to consider which they might need for each of the techniques on **slide 4**. E.g. listening is crucial when trying to think from another person's perspective, enthusiasm and good body language are important when presenting

4. Exploring negative forms of negotiation and persuasion

- Move on to thinking about the ways that negotiating and persuading can have a negative effect. Ensure you check that students are happy with this discussion before starting. You may wish to speak to the head of year or pastoral lead to make sure you're aware of any students who may find this activity particularly emotionally challenging
- Use the following points to help guide the discussion:

When could negotiation and persuasion be seen as negative?

E.g. when one person gets an outcome that is detrimental to the other person

What examples can you give of negative styles of negotiating and persuading?

E.g. making someone feel they don't have the option to disagree, or saying something on the basis that it's what people want to hear

What could be the consequence of negative uses of negotiation or persuasion?

E.g. people lose interest in the conversation and feel less open to communicate

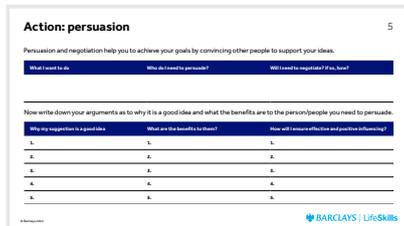
Where might negative negotiation and persuasion occur?

E.g. in the workplace, where people want to use it for their own gain, without considering the views of the other person

- Remind students that positive negotiation and persuasion are fundamentally based on honest communication. Revisiting the techniques discussed and recorded at the start of this activity can help them confidently use these skills positively in the future, whether it's with peers, colleagues, friends or family

Activity one

Negotiation and persuasion (cont'd)



5. Put negotiation and persuasion into action

- Print out copies of **slide 5** to help the students to think through how they might persuade a friend or family member to agree with their ideas. For example, where they want to go on holiday this year, what they want for dinner tonight, what they want to do with their friends this evening, what film they want to see at the cinema. It should be something that they will need to convince someone else about

Activity summary

- Get students revisiting the notes, student sheet and/or mind map completed at the start of this activity. Ask them to reflect on how their knowledge, skills and understanding has progressed since the start of this activity

Activity two

Negotiation and persuasion as enterprise skills

1. How are negotiation and persuasion enterprise skills?

- As a recap, ask if anyone can remember how 'being enterprising' was defined in activity one. Reiterate that being enterprising is all about turning skills and attitudes into change, and therefore without action, enterprise is only an aspiration. Explain to the students that to become more enterprising they will need to develop a range of skills, and negotiation and persuasion form a key part of this
- Highlight that someone could be enterprising in a number of settings and stages of their career or education e.g. by running a project at school/college or in the community, setting up a social enterprise or business, etc.
- To gauge students' starting points and allow an opportunity to assess progress later, ask students to write down their skills, knowledge and understanding around the connection between negotiating, persuading and enterprise skills

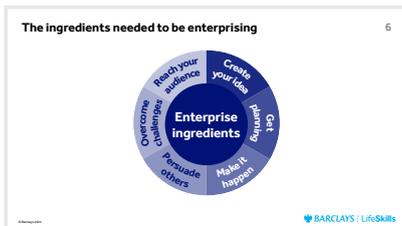
How might being a good negotiator or persuasive person help someone in an enterprise-related situation?

- You may wish to record this in the form of a mind map or graffiti wall with the class. Less confident students may prefer to record their ideas individually for reference later

Activity two

Negotiation and persuasion as enterprise skills (cont'd)

2. Exploring the skill of persuasion in relation to being enterprising



- Show **slide 6** which displays the ingredients that are key to building an enterprising mindset. Highlight that for this lesson the focus is in on the ingredient 'persuading others'

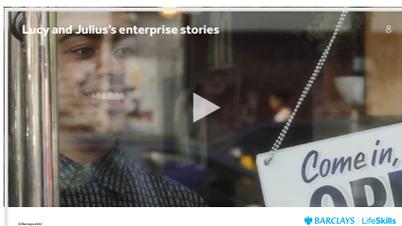
Beyond negotiation and persuasion, what other skills do students think someone would need to persuade others effectively?

Gather a few ideas from the group and encourage them to back up their answers with examples and reasoning (you could highlight that this exercise in itself is an example of using persuasive skills)

- Show **slide 7** which displays a number of skills needed to be able to persuade others effectively.

Ask students to compare and contrast their answers. Were there any they hadn't thought of?

3. Watch the LifeSkills enterprise film



- Show **slide 8** and click the link on the image to watch the [LifeSkills enterprise film](#) as a group. Ask students to make a note of all of the opportunities that Lucy and Julius had to use persuasion to help them on their enterprise journey. Some examples include:
 - Julius and Lucy: Persuading people to support their crowdfunding campaigns
 - Julius: Presenting to investors to convince them to fund his idea
 - Julius and Lucy: Persuading family and friends to believe in their vision
 - Lucy: Persuading supporters that they would put things right when they had an influx of orders and couldn't get products to their customers fast enough
- Ask students to note down their thoughts for reference later. They may also want to add these ideas to the mind map completed in activity one if they did this

Extension

- Generate further debate by asking students to discuss other potential people that students would need to persuade or negotiate with, e.g. friends and family, new suppliers, other industries if they decided to expand their business ideas to cover new ground

Activity two

Negotiation and persuasion as enterprise skills (cont'd)

4. Being enterprising in different types of situation



- Show **slide 9**. Get students to revisit their notes, print-out of **slide 5** and/ or the mind map created so far. Did any of the situations they wrote down or see in the film clearly link to a situation within one of the following settings:
 - In the workplace
 - In their everyday lives
 - In the community
 - In job applications
- Generate further discussion of examples where negotiation or persuasion could be used in one of these situations. E.g. in the community, persuading your local bakery to donate some cakes for a charity cake sale; at home, convincing a family member to let them go to a friend's house at the weekend, on the basis that they'll do their homework; at work, persuading your colleagues that your plan for solving a problem on a job is the best solution
- You may also want students to consider how negotiation and persuasion are used in finding employment:

How might this be shown in this particular situation?
 E.g. persuading an employer to hire you in an interview, writing a great CV or creating a winning LinkedIn profile

- If students feel comfortable doing so, encourage them to share their examples with the class. As ideas are being shared, get students adding to and labelling their notes, mind map or the graffiti wall to show which of these three situations best fit each of the scenarios they have come up with

5. Looking at enterprise, negotiating and persuading in real-world scenarios



- Get the students to work in pairs to test their persuasion skills on another student. Assign one student to be the 'listener' and another to be the 'persuader' in each group. Ask the 'listening' student to be sceptical but not difficult or obstructive. You may want to show **slide 3** to give students inspiration with top tips on how to negotiate and persuade effectively
- After two or three minutes, ask the students to swap so that both have a chance to be the 'persuader' and the 'listener'. This exercise works well if the students can debate and discuss with one another to practise how they might persuade (and negotiate with). Make sure they provide constructive feedback on any areas that could be improved where negative examples are used
- To develop these ideas further, either select one of the below scenarios ahead of the session, or put it to a class vote, to focus on one real-world application of enterprise skills:

Activity two

Negotiation and persuasion as enterprise skills (cont'd)

In the community	You're aware that some families in your local community can't always afford food. You think there's a way to help address this problem and help people access nutritious food and guidance on healthy eating. You decide to get in touch with local growers and businesses and persuade them to donate their surplus fresh food so you can distribute it to people who need it most.
In the workplace	You're working in a veterinary surgery as a receptionist and are looking for ways to bring about positive change. When speaking to existing customers, you learn that there is interest in some additional pet care services. You decide to introduce a pet grooming service that utilises a spare room at the surgery, that you hope will attract more customers by offering additional services that are in demand.
Starting a business	You have a keen interest in web development and you're always being asked by friends and family to help them with anything computer related. To turn your skills and passion into a money-making enterprise, you decide to set up a web design company to create websites for local people and businesses, alongside a blog that promotes and shares insights to new and potential customers.

- Ask students to discuss how persuasion and negotiation are used in each of the above scenarios. Examples could include:
 - **Community scenario:** Negotiating a good deal with growers to get the produce you need whilst building positive relationships
 - **Workplace scenario:** Persuading customers in the local area to use your service by distributing flyers and advertising the new offer
 - **Business start-up scenario:** Pitching your web design products to new potential customers, persuading them you're the best company to use and negotiating a deal that makes them more likely to come back and use your service in the future

Extension

- The above scenarios can be explored in more detail in the [Your enterprise journey interactive tool](#). Why not try this with your class to explore enterprise skills in more detail through these scenarios. You can find guidance on delivering this within a session using the [Putting enterprise skills into action lesson](#)

Activity summary

- Reflect on how negotiation and persuasion are a core part of being enterprising, and that this can apply to a number of situations in our everyday lives, as well as in the workplace
- Remind students that these are also crucial skills in a number of work situations in particular, e.g. when looking for work, developing a business idea or being successful in a new job
- Return to **slide 6** which shows the ingredients required to build an enterprise mindset, to recap how negotiation and persuasion are just one element that students can develop, but that there are many more areas in which they can build their skills, values and attitudes to become enterprising
- Get students revisiting the notes, student sheet and/or mind map completed at the start of this activity. Ask them to reflect on how their knowledge, skills and understanding has progressed since the start of this activity. Students can capture their reflections in the form of a written report, check list of presentation to the class