

## **TO LEAVE OR NOT TO LEAVE, THAT IS THE QUESTION!**

*A follow up activity after studying the short story Eveline by James Joyce*

A negotiation education activity created by

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### **Summary**

Based on the Seven Elements of Negotiation and Pathways sentence stems (inquiry, acknowledgement and advocacy), students are asked to create scenes between Eveline, Frank and Eveline's father to discuss and resolve their conflicts.

### **Learning Objectives**

- To deepen understanding of the short story "Eveline".
- To develop negotiation skills.
- To practice speaking and writing English.
- To apply the HOTS of Problem Solving and Distinguishing Different Perspectives.
- To expand students' lexical items

### **Lead-in / Preparation**

- The short story Eveline by James Joyce.
- Pathways preparation sheet – seven elements (handout)
- Elements of negotiation definitions (handout)
- Pathways Sentence Stems (inquiry, acknowledgement, advocacy) (Handout)
- Post reading tasks (Handout)

### **Estimated Class-Time Required**

Two lessons (90 min)

### **Description of Activities**

- Teacher presents a conflict and asks students to discuss. (10 min.) "Your parents promised you a car your senior year if you get an average of 90 in your report card every semester.



You have worked very hard and accomplished this goal. The summer of your senior year, you receive a ticket due to speeding, and now your parents have decided not to buy you a car.” How would you resolve this conflict?

- Teacher presents the seven elements of negotiations and analyze conflict above according to the model of negotiation with the students.(10 min)

Activity:

- Group work: Teacher divides the class into three groups and gives each one in the group the Pathways seven element worksheet and the elements definition handout to prepare before engaging in a role-play.(15 min)
- In each group, they share ideas, interests, options, relationships with the other characters and discuss conflicts the character has with the other two characters.
  - Group A represents Eveline
  - Group B represents Frank
  - Group C represents Mr. Hill Eveline’s father
- Regrouping: Students are divided into groups of three (where there are representatives of the 3 characters in each group) and they are asked to choose one of the tasks to write a role-play trying to resolve their conflicts and act it out. They students will be provided with a handout of Pathways sentence stems (inquiry, acknowledgement ,advocacy) to help them with the task.(25 min)
  - Task One: Just before leaving home, Eveline’s father comes home and knows she is about to leave and go to Boenos Aires with Frank. Write the conversation they had bearing in mind a positive outcome.
  - Task Two: Frank and Eveline’s father meet again, but this time they do not fight. Write the new conversation as they try to reconcile.
  - Task Three: At the North Wall station, Eveline decides to stay home while Frank has prepared everything for starting a new life in Boenos Ayres. Write a conversation trying to resolve this conflict.
- Groups act out their role plays in front of the class voluntarily. (Each role-play should not exceed 5 min.) (20 min)
- Whole class discussion: (10 min.)
  - Were the characters of Eveline, Frank and Mr. Hill able to resolve their conflicts? What helped them accomplish it?
  - Did you enjoy the activity? What part was the most enjoyable? What part was hard to relate to?
  - How would learning about the seven elements of negotiation help you in your daily life? Give examples.

### **Key Vocabulary / Phrases**

Interests, options, legitimacy, alternatives, commitment, relationship, communication, inquiry, acknowledgement, advocacy, right, duty, resolve conflict.

Pathways sentence stems.

### **Assessment**

Monitoring the students during the activity and checking their work and performance.  
The students' participation and engagement in the activity.

### **Reflection**

Students are asked to relate to the following questions in writing as an individual task.

1. Were the characters of Eveline, Frank and Mr. Hill able to resolve their conflicts? What helped them accomplish it?
2. Did you enjoy the activity? What part was the most enjoyable? What part was hard to relate to?
3. How would learning about the seven elements of negotiation help you in your daily life? Give examples.

### **Comments**

It is better to carry out this activity after students are familiar with the terms of inquiry, acknowledgement and advocacy.

Post reading Tasks – Eveline

Choose one of the tasks to complete:

Task One: Just before leaving home, Eveline’s father comes home and knows she is about to leave and go to Buenos Aires with Frank. Write the conversation they had bearing in mind a positive outcome.

Task Two: Frank and Eveline’s father meet again, but this time they do not fight. Write the new conversation as they try to reconcile.

Task Three: At the North Wall station, Eveline decides to stay home while Frank has prepared everything for starting a new life in Buenos Ayres. Write a conversation trying to resolve this conflict.

Pathways Sentence Stems: Inquiry, Acknowledgement, Advocacy

Inquiry
Could you help me to understand ...?
Could you show me how...?
Do you have anything to add to ...?
How did you arrive at ...?
How do you see...?
If we had to choose between ... and ...?
Please tell me more about...
Walk me through ...
What does it mean to you when... ?
What I'd like to understand is...?
What if we agreed to...?
What information/experience leads you to believe ...?
What is your understanding of...?
What leads you to say that...?
What leads you to see ... the way that you do?
What would be wrong with...?
Why do you feel...?
Why would ... not work?
Why...? Why not...?



<b>Acknowledgment</b>
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Before we move on, I want to make sure I've understood what you've told me. Are you saying that...?
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I can see why you feel...
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I sense this makes you feel ... Is that right?
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I think you're saying... Is that right?
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I understand from you that... Is that right?
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I want to make sure I am following...
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If I were in your shoes, I'd also feel/think/want...
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If I were to put that into my own words, I'd say that... Is that right?
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Let me see if I got that right. Were you saying that....?
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Please correct me if I misrepresent or miss something...
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Thank you for sharing your perspective. Now I can better see how....
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What I hear you saying is...
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What I think your saying is...
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<b>Advocacy</b>
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Because of...I think that...
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How about trying...?
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I believe that...
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I see things differently. The way I see it is...
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I think we should...
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I'd like you to...
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I'd recommend that...
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I'd say that...
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In light of... I think that ...
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In my opinion...
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My take is that...
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My understanding is that...
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The data I see suggest that...
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The things I am focused on are...
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What about doing...?
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What do you think of...?
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Elements of Negotiation – Definitions

Element	Definition
Negotiation	A back-and-forth communication designed to reach an agreement when you and the other side have some interests that are shared and others that are opposed.
Interests	The needs, concerns, goals, hopes and fears that motivate you.
Options	Ideas about how the parties might meet their interests together.
Alternatives	Steps each party could take to satisfy their own interests outside the current negotiation.
Legitimacy	A feeling of being treated fairly
Commitment	Promises made to build or finalize agreement.
BATNA	Best alternative to a negotiated agreement.