



# Group Lesson Guide for Educators

A literature-based lesson on negotiation and communication



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**Target:** Educators

**Activity:** Group Lesson

**Objective:** A group lesson model for educators to build their own literature-based creative lesson on entrepreneurial skills.



# Learning objectives and outcomes of this guide:

OBJECTIVES	OUTCOMES
To provide learners with opportunity to see the life and all its direction and color	Learners will be able to express the details, plot and the characters in the literature piece.
To help learners observe the relationship between literature and other fields of study	Learners will be able to find connections between the piece of literature and entrepreneurial skill.  Learners will be able to identify the main elements of negotiation and communication skills.
To help learners develop thinking and behavior patterns on entrepreneurial skill by making use of literature	Learners will be able to transfer the knowledge related to these skills to real life situations.
To raise awareness on negotiation and communication skills	Learners will be able to analyse the piece of literature in terms of negotiation and communication skills.



# Methods used during the session:



**Short intro to the topic and the piece of literature**



**Self-reflection and self-learning;**



**Watching and listening to a video**



**Guided discussions**



**Practical exercise**

# Group Lesson Plan:

**Duration: 5 hours**

## **Necessary equipment and materials:**

- A laptop and a projector
- Paper handouts with the works of literature to be examined
- A short animation video of the literature piece
- Sheets of paper, pens and coloured pencils
- Other items to support activities such as Ice-breaking

## **DIGITAL SUPPORT**

For the involvement of the learners in the final evaluation phase: **Mentimeter / Kahoot**



# Group lesson structure and materials

*Selected topic :  
Negotiation and  
communication*

## STRUCTURE

1. Ice-breaking activities
2. Introducing the negotiation and communication skills
3. Introducing the selected piece of literature
4. Guided discussion:
  - Interpretation of the piece of literature
  - Analysis of the piece of literature's elements
5. Analysis of the negotiation and communication process
6. Negotiation and communication skills through the lens of the piece of literature
7. Conclusion
8. Negotiation and communication skill recap

## MATERIALS

1. Group lesson guide
2. Database of pieces of literature
3. Methodology how to apply arts and literature for education, creativity and innovativeness
4. Links to sources to find more information about the piece of literature (optional)



# 1. Ice-breaking activity (in case of virtual piloting)

Learners are provided with four different situations related to conflicts and they discuss about the final possibilities, e.g. win-win, lose-win, lose-lose or partially win-partially lose.

## **Sample situation No.1.**

Bayram and Veysel play football in the garden of the school. After a while, they start arguing even shouting each other about which one will be the goalkeeper. The teacher-on-duty who has been watching them for a while comes and says «if a game turns into a fight, so don't play it either» and takes the ball and leaves.

- With what situation did this conflict end? (lose-lose, because both sides lose)
- How could they resolve the problem? (They could take turns to be a goalkeeper or they could throw heads or tails)
- Have you ever experienced lose-lose or no winner situation? What happened? How did you feel?

**Note : More sample situations will also be added...**



# 1. Ice-breaking activity (in case of face to face piloting)

**Theme:** Differences in perspectives

**Materials:** Two different-coloured sticky notes, stuck together back to back.

## **Instructions**

1. The facilitator holds the two different-coloured sticky notes, stuck together back to back, and places him/herself in the middle of the group of participants.
2. The facilitator tells the participants that they will see one sticky note and they need to shout out its colour.
3. The facilitator shows participants the sticky note so that half the room sees one side and the other half the other side.
4. When the participants shout two different colours the facilitator looks confused and asks them to shout again.
5. The facilitator turns the sticky note around so that everybody can see both sides and the two different colours.

## **A debriefing discussion follows.**

- How did your positioning in the room influence what you saw?
- What did you think when you heard people shouting out a different colour?
- Was there anyone who did not clearly see the sticky note? How did that person feel?
- How can this be translated to real-life situations when people have access to only a part of the reality or no access at all?
- Can two completely opposing opinions coexist?
- Sometimes conflicts are generated over situations like this, in which people cannot comprehend that reality is complex and only want to see their side of the story. Can you give any examples from real life?
- What can be done to show people with opposing views “the other side”, the other’s perspective?



## 2. Simple introduction to the topic

### *Negotiation and Communication*

A negotiation is a strategic discussion that resolves an issue in a way that both parties find acceptable. In a negotiation, each party tries to persuade the other to agree with his or her point of view. By negotiating, all involved parties try to avoid arguing but agree to reach some form of compromise.

Effective communication is crucial to negotiation, persuasion and relating to different human behaviors. The ability to listen, ask the right questions at the right time and come across with confidence and credibility is an important part of the subtle mix of skills needed to succeed in our complex world.

Communication skills are the abilities you use when giving and receiving different kinds of information. Communication skills involve listening, speaking, observing and empathizing. Communication skills allow you to understand and be understood by others. These can include but are not limited to sharing ideas with others, actively listening in conversations, giving and receiving feedback and public speaking.



“To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.”

—Anthony Robbins



## *Warming-up activity to the topic introduction*

Learners are asked to give answers to these questions in order to reveal their prior knowledge.

- Would you like to change anything in your life? If yes, what would it be?
- Do you consider yourself brave or cautious? How brave are you? What are you cautious about?
- Have you ever dreamt / thought of discovering the world / changing the way you live?
- What would your reaction be if someone tried to push you away from your goal? Would you continue on your way and follow your dreams or would you listen to them and give up?



### 3. Introducing the piece of literature

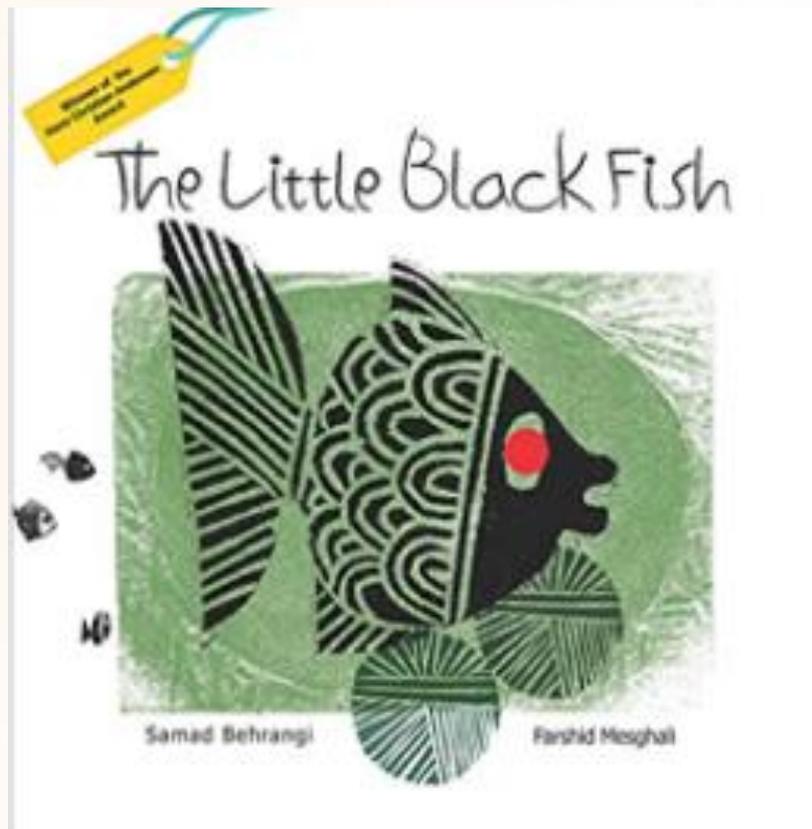
The Piece of Literature: THE LITTLE BLACK FISH

The authors: Samad Behrangi

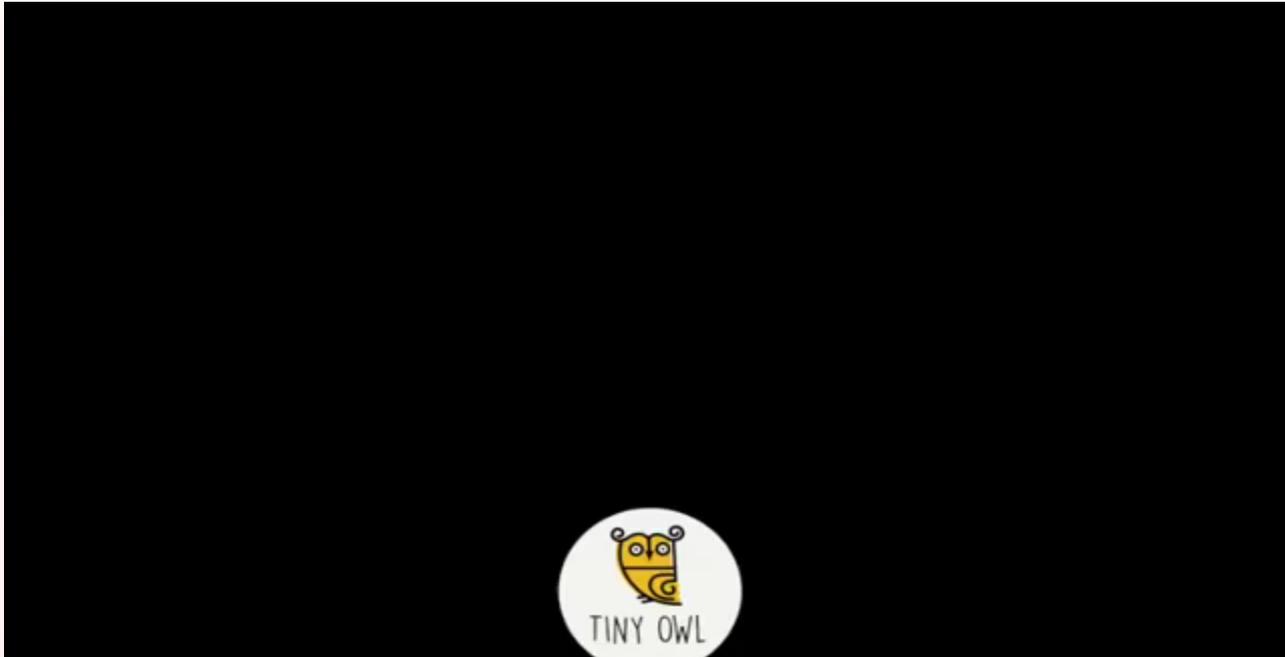
Date of publication: 1968

Original Language: Persian

Original illustrations by: Farshid Mesghali



# The Little Black Fish



<https://www.youtube.com/watch?v=CvMgac4rrWU>

# Negotiation elements in the piece of literature

"No one put me up to anything," said the little fish. "I have reason, and intelligence and understanding. I have eyes and I can see."

"Sister," said the neighbor to the little fish's mother, "do you remember that twisted-up snail?"

"Yes, you're right," said the mother. "He used to push himself on my baby. God knows what I would do to him!"

"That's enough, Mother," said the little fish. "He was my friend."

"Friendship between a fish and a snail," said the mother, "I've never heard of such a thing!"

"And I've never heard of a fish and a snail being enemies," replied the little fish. "But you all drowned the poor fellow."

"Let's not bring up the past," said the neighbor.

"You brought up the subject yourself," said the little fish.

"It served him right to be killed," said the mother. "Have you forgotten the things he used to say everywhere he went?"

"Then," said the little fish, "kill me too since I'm saying the very same things."

To make a long story short, the arguing voices attracted the other fish. The little fish's words angered everyone.

One of the old fish asked, "Did you think we'd pity you?"

"That one just needs a little box on the ears," said another.

"Go away," said the black fish's mother. "Don't you touch my child."

Another of them said, "Madam, if you don't raise your child correctly, you must expect it to be punished."

The neighbor said, "I'm ashamed to live next to you."

Another said, "Let's do to the little fish what we did to the old snail before it gets into trouble."

When they tried to grab the little black fish, her friends gathered around and took the fish away from the brawl.

The black fish's mother beat her head and chest and cried, "Oh, my baby is leaving me. What am I going to do? What a curse has fallen upon me!"

"Mother, don't cry for me. Cry for the old fish who stay behind."

"Don't get smart, half-pint!" shouted one of the fish from afar.

"If you go away and afterwards regret it, we won't let you come back," said a second.

"These are useful fancies. Don't go," said a third.

"What's wrong with this place?" said a fourth.

"There is no other world. The world is right here. Come back!" said a fifth.

"If you turn reasonable and come back, then we'll believe you really are an intelligent fish," said a sixth.

# Communication elements in the piece of literature

The little fish suddenly saw the crab, became frightened, and greeted him from afar. The crab glanced sideways at the fish and said,

"What a polite fish! Come closer, little one. Come on!"

"I'm off to see the world," said the little fish, "and I never want to be caught by you, sir!"

"Little fish, why are you so pessimistic and scared?" asked the crab.

"I'm neither pessimistic nor afraid," answered the fish. "I speak about everything I see and understand."

"Well, then," said the crab, "please tell me what you've seen and understood that makes you think I want to capture you?"

"Don't try to trick me!" responded the fish.

"Are you referring to the frog?" queried the crab. "How childish you are! I have a grudge against frogs; that's the reason I hunt them. Do you know, they think they're the only creatures in the world and that they're very lucky. I want to make them understand who is really master in the world! So you don't have to be afraid, my dear. Come here. Come on."

As the crab talked, he was walking backwards towards the little fish. His gait was so funny that the fish couldn't help laughing and said,

"Poor thing! You don't even know how to walk. How did you ever learn who runs the world?"

The black fish drew back from the crab. A shadow fell upon the water and suddenly a heavy blow pushed the crab into the sand. The lizard laughed so hard at the crab's expression that she slipped and almost fell into the water. The crab couldn't get up.

The little fish saw that a young shepherd was standing at the edge of the water watching the fish and the crab. A flock of sheep and goats came up to the water and thrust their mouths in. The valley filled with the sounds of "meh meh" and "bah bah."

The little black fish waited until the sheep and goats had drunk their water and left, then called the lizard,

"Dear lizard, I'm a little black fish who's going to search for the end of the stream. I think you're wise, so, I'd like to ask you something."

"Ask anything you want."

"All along the way, they've been frightening me a great deal about the pelican, the swordfish and the heron. Do you know anything about them?"

"The swordfish and the heron," said the lizard, "aren't found in this area, especially the swordfish who lives in the sea. But it's possible that the pelican is farther down. Be careful he doesn't trick you and catch you in his pouch."

"What pouch?"

"Under his throat," explained the lizard, "the pelican has a pouch which holds a lot of water. When the pelican's swimming, fish, without realizing it, sometimes enter his pouch and then go straight into his stomach. But if the pelican isn't hungry, he stores the fish in his pouch to eat later."

## 4.1 Guided discussion: Interpretation

### *How to interpret artworks*

Educators will ask learners to describe what they see / feel / understand from the selected piece of literature.

The focus of the discussion is on sharing personal views, feelings and thoughts of participants about the piece of literature. The purpose is to encourage participants to share their opinion by pointing out that there are no wrong answers.

Possible questions:

*What does this piece of literature makes you think / feel?*

*What in your opinion is the focus of the author's attention?*

*How do you feel when you think of the phrase «Journey to the Unknown»?*

A reflecting game:

*If I were the Little Black Fish.....*



## 4.2 Guided discussion: Analysis

### *How to analyze artworks*

Analyze the work in terms of elements that compose the literature piece represented in it. The educators will then guide the discussion to allow the learners to elaborate their description about the entrepreneurial topic under discussion through the analysed elements.

Possible questions for *Guided discussion on the observed/introduced works*:

- 1. Do you recognize anything in this piece of literature that makes you think of some of the characteristics of the negotiation and communication skill?*
- 2. How would you respond to the characters in the piece of literature using the negotiation and communication skills if you were the little black fish?*
- 3. Considering the elements in the piece of literature, how would you adapt these elements to your real life?*



## 5. Analysis of negotiation and communication process

The educator will guide the learners to identify which are the *Negotiation and Communication* process steps:

### Negotiation Stages

- Prepare
- Information Exchange
- Bargain
- Conclude
- Execute.



There is no shortcut to negotiation **preparation**.  
Building trust in negotiations is key.  
Communication skills are critical during **bargaining**.

### Communication Strategies

- Focus on the issue, not the person.
- Be genuine rather than manipulative.
- Empathize rather than remain detached.
- Be flexible towards others.
- Value yourself and your own experiences.
- Use affirming responses



## 6. Negotiation and communication skills through the lens of the piece of literature

### *Opening question:*

*Where can we find negotiation and communication traits in this piece of literature?*

To guide this discussion you could use the support of one or more of the following activities:

- Q&A sessions – about the topic and about the piece of literature
- Mind maps on the topic of the activity
- Learners are asked to change the flow of the literature piece with regard to their opinions

You should collect answers from the learners and listen to their different analysis and elaborations.



## Guided discussion tools

To discover how to find the link between the piece of literature and characteristics of negotiation and communication skills, learners could be guided in the discussion with the support of one or more of the following activities selected by the educator:

Q&A sessions – about the topic and about the piece of literature

Mind maps on the topic of the activity

Questions cards about the pieces of literature

Quizzes on the topic of the activity and on the pieces of literature (using **Kahoot** or **Mentimeter**)



At the end of the activity you should start guiding the group into his/her interpretation of the artwork, explaining how he/she sees the topic through the lenses of literature under observation.

## 7. Conclusion

*Why did we choose this piece of literature:*

Little Black Fish wants to explore beyond the small stream that is his home, but his mother and their neighbors discourage him and even make fun of his curiosity and openness to wonder.

The creatures he meets along the way teach him important lessons through negotiation and communication and make him learn the most valuable treasure in life: freedom.

The Little Black Fish learns that some people won't understand you or your heartfelt desires, some will try and hold you back and whine behind your back while others will temp you or turn on you. Some will come to your aid and others will throw you to the herons. But keep trying and never give up because you don't know when something you'll do for another will change their life and echo into new generations.



## 8. Negotiation and communication skills recap

Negotiation is 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. The first rule of negotiation is that one must be able to communicate and hear the wants and the needs of the situation. Negotiation skills are qualities that allow two or more parties to reach a compromise. These are often soft skills and include abilities such as communication, persuasion, planning, strategizing and cooperating. The ability to influence others is an important skill for negotiation. It can help you define why your proposed solution is beneficial to all parties and encourage others to support your point-of-view.

Essential communication skills include identifying nonverbal cues and expressing yourself in a way that is engaging. It is important to understand the natural flow of conversation and always ask for feedback. Active listening skills are also crucial for understanding the other party. By establishing clear communication, you can avoid misunderstandings that could prevent you from reaching a compromise.

Communication is a learned skill. However, while most people are born with the physical ability to talk, not all can communicate well unless they make special efforts to develop and refine this skill further. Communication has been defined as the act of giving, receiving or exchanging information, ideas and opinions so that the «message» is completely understood by both parties.



# Thanks!

Do you have any questions?

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