



“Soft” Skills Integration

Activity Templates: Making a Sale

Created: 10/2015 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Understand the importance of making a good first impression.
2. Identify the steps necessary to making a good sale.
3. Explain how making a good sale is important to their FFA chapter.

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org
2. Reference: The Ten Laws of Sales Success <http://www.entrepreneur.com/article/65984>

EQUIPMENT AND SUPPLIES NEEDED:

1. Pens/Pencils
2. Notecard
3. Folders
4. Notebooks
5. Magazines
6. Books

THIS QUICK LESSON PLAN WOULD WORK WELL AS AN ACTIVITY:

1. Before an FFA fundraiser.
2. To practice public speaking skills.
3. To interact with classmates.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- ABS.05. Use sales and marketing principles to accomplish AFNR business objectives.

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA-CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA-CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Career Technical Core

- AG-BIZ5 Use sales and marketing principles to accomplish AFNR business objectives.

NASDCTEc

- AGPG01.06 Use sales and marketing principles common to agribusiness systems to accomplish AFNR business objectives.

Common Core- Writing

- CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Common Core- Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Common Core- Language

- CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core- Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Common Core- Math Practices

- CCSS.MP3: Construct viable arguments and critique the reasoning of others.
- CCSS.MP6: Attend to precision.

Common Core- Green/Sustainability Knowledge and Skill Statements

- AFNR Career Cluster-Agribusiness Systems Pathway, Statement 1 Understand and apply knowledge of economic market models and international agreements to promote sustainability in agribusiness systems.
- AFNR Career Cluster-Agribusiness Systems Pathway, Statement 4 Analyze the added value of products or services in the marketplace when green and sustainability-based practices are featured.

National Standards for Financial Literacy

- Buying Goods & Services: Benchmarks: Grade 12, Statement 1 Consumer decisions are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.
- Buying Goods & Services: Benchmarks: Grade 12, Statement 3 When buying a good, consumers may consider various aspects of the product including the product's features.
- Buying Goods & Services: Benchmarks: Grade 12, Statement 4 Consumers may be influenced by how the price of a good is expressed.
- Buying Goods & Services: Benchmarks: Grade 12, Statement 5 People incur costs and realize benefits when searching for information related to their purchases of goods and services.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.05. Consider the environmental, social and economic impact of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Productivity and Accountability
- Social and Cross-cultural Skills
- Think Creatively
- Work Creatively with Others

ACTIVITIES:

Whether a person is selling a product, an idea or their talents the ability to connect with the customer, make a good sales pitch, and close the sale is essential. These skills are also necessary for FFA members as well; in order for an FFA chapter to participate in activities and travel to various leadership conferences, funds need to be raised.

➤ *Activity: What Makes a Good Sale?*

- a. Ask for one student to volunteer. Give the student a pen/pencil/marker. Explain to the student that he/she will be responsible for selling the item to the rest of the class. Give the student approximately 30 seconds to prepare. Have him/her deliver the sales pitch to the rest of the class. After he/she is done with the sales pitch, ask the class how many of them would purchase the product based on the sales pitch. Repeat two more times.
- b. On a piece of paper, have students brainstorm what makes a good sales pitch for one minute. When they are done, have them share with a partner. Finally, come together as a class to discuss what makes a good sales pitch.
- c. Share the following qualities of a good sales pitch with the class.

- i. **Know your customer:** You will not know if your customer needs your product if you don't know who they are. Know who you are talking to and what they need. A quality of a good salesperson is to listen more than talk.
 - ii. **Sell with questions:** Ask the customer questions that relate to the product you are selling. For example, if your chapter does a fruit sale, you could ask a customer something like, "Does your family eat a lot of fruit?" or "Do you find it difficult to find quality fruit as the weather gets colder?" Without directly telling them the answers to these questions, you will find out their wants and needs relating to your product.
 - iii. **Make it conversational:** Talk to the customer like you talk to your family and friends. This will make the customer more willing to talk to you because you are showing that you care about them and that you are not just there to make a sale.
 - iv. **Share your product and invite them to take action:** Once you have had the opportunity to get to know the customer, share how the product you are selling can help them and invite them to make a purchase.
- d. Have the students pick an item they have on their desk. This could be a pencil, pen, notebook, folder, planner, etc. Once the students have selected their items, have them write down what they use this item for and how it helps them with their daily activities.
 - e. Have students find a partner. With their partner, they should take turns selling the items to one another. After about five minutes, have students change partners so they are selling to someone new. Have them do this three times.
 - f. With their final partner, have students sell the product you are selling for your chapter fundraiser.