



Lesson Plan

Broadhead Arrow Tips

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SAE Video Summary: Kristina's supervised agricultural experience (SAE) program is in agricultural sales working with broadhead arrow tips. Kristina started out small within the company and has continued to grow her skills and knowledge to where she is today. Through her SAE, Kristina now has a drive to pursue agricultural sales beyond the high school level.

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will ...

1. Describe an SAE.
2. Distinguish between the different parts of a sales process.
3. Design a sales plan for a product.

TIME REQUIRED: 45 minutes

RESOURCES:

1. "Kristina Budris – SAE – Broadhead Arrowheads," <https://vimeo.com/300298569>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Selling Your Way into the Future" worksheet for each student
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An SAE lesson.
2. An ag selling and sales lesson.
3. A leadership lesson.

STUDENT ACTIVITY SHEETS:

Direct access to student activity sheets without lesson plan or answer key for easy upload to learning management systems or printing for classwork.

<https://ffa.box.com/s/tpshhkbn9rfeczb70h4x3xb9mv2aeeyw> (Word)

<https://ffa.box.com/s/amqgwf35wtfsno0ubonu70wq6gf41lim> (PDF)

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

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.PL-E.Awareness: Understand personal vision, mission and goals.
- 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 Core – Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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.

Common Core – Math Practices

- CCSS.MP1: Make sense of problems and persevere in solving them.
- CCSS.MP3: Construct viable arguments and critique the reasoning of others.
- CCSS.MP5: Use appropriate tools strategically.
- CCSS.MP6: Attend to precision.

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.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
- Initiative and Self-Direction
- Think Creatively

LESSON PLAN:

1. ***Bell Ringer:*** On your own paper, draw what a salesperson looks like to you. Include the person and the scenery or location in which they would be working.
2. ***Introduction:*** When thinking about sales, many people still think about the old-fashioned door-to-door salesman or a car salesman. However, sales is so much more than that and a vital component to every industry. Today, we are going to watch a video about a student that has an agricultural sales SAE and then learn about the sales process.
3. ***Activity:***

Part 1: Each student needs a copy of the worksheet "Selling Your Way into the Future." To begin, students will watch the video "Kristina Budris – SAE – Broadhead Arrowheads," available at <https://vimeo.com/300298569>.

Part 2: Next, students will learn about the steps needed to sell a product of their choice. The product can be anything from a pencil to corn to shoes. Students will then walk through seven steps to set up the sales process.
4. ***Follow-up:*** Have students pair up and practice the sales process. The student should "sell" their product to their partner.
5. ***Leveling Up:*** Have students complete the agricultural sales career development event (CDE) or have a mock agricultural sales CDE event in your class.
6. ***Exit Ticket:*** What is the sales process? When might you use this skill in life?

NAME: _____

Selling Your Way into the Future

Part 1

DIRECTIONS:

Selling and sales is an important component to every industry. Watch the video "Kristina Budris – SAE – Broadhead Arrowheads" to discover how one FFA member is learning firsthand about the sales industry. The video link is <https://vimeo.com/300298569>. As you watch, complete the activity below.

What is a broadhead arrow tip?



What was the progression of responsibility for Kristina? How did she gain more responsibility?

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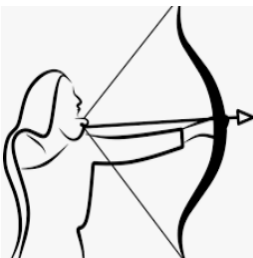


What was Kristina's biggest challenge?

How did she overcome this challenge?

Identify three ways in which this SAE has benefited Kristina.

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-
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Part 2

Aligned to the following standards:
FFA.PL-A; FFA.PL-E; FFA.PG-J; FFA.CS-M; FFA.CS-N; CCSS.ELA.SL.9-10.2; CCSS.ELA.SL.9-10.4; CCSS.ELA.WHST.9.10.4; MP1; MP3; MP5; MP6; CRP.02; CRP.04; CRP.08

DIRECTIONS:

Now, we will learn how the sales process works. There is more to the sales process than just talking people into purchasing a product. There is research, planning and follow up to consider, in addition to the sales conversation. There are 7 steps in the sales process. At each step, follow the prompt to prepare your sale!

Select a product you would like to sell. It can be anything from a pencil to livestock to Air Jordan shoes. Be sure to select a product you know something about. What is your product?

Draw a picture of your product:

Step 1: Find Customers and Determine Their Needs

Who is your customer?

What motivates this customer to purchase certain products? (Ex. They like to be ahead of popular trends.)

Step 2: Make Initial Contact

It is important to make the first meeting comfortable. It can be helpful to use relevant facts or humor to ease any tension. However, taking an interest in the person you are selling to and getting to the point quickly are important.

Write two statements that you could use for making initial contact with your customer.

Step 3: Identify Specific Customer Needs

It is important to know your customer and their needs. It is important to ask relevant questions of your customer (Ex. What do you like about your car? What features do you require your vehicle to have?). Questions that are open ended are best.

Construct four questions you could ask your customer to identify their needs.



Step 4: Make the Sales Presentation

This is when you get to talk about your product and how it will meet your customer's needs.

What are the product features?

What are the product benefits?

What success has this product had?

What makes your product different from others?

Step 5: Handle Objections

Objections are points in the conversation when the customer shows hesitation or lack of interest in potentially purchasing. (Ex. I don't want a pickup truck.)

Identify two objections your customer may have and how you would respond.



Step 7: Follow Up

At this point, it is always important to check in to make sure that your customer is satisfied with the purchase and remedy any issues. Write a statement you would say to follow up with your customer after the purchase of your product.

Step 6: Close the Sale

This is the point in which you ask for the purchase and clear up any questions. How would you ask for the sale?

What was most challenging about this process? Why?

What are 2 skills you have learned from this process that you could apply in your life?

KEY: Selling Your Way into the Future

Part 1

DIRECTIONS:

Selling and sales is an important component to every industry. Watch the video "Kristina Budris – SAE – Broadhead Arrowheads" to discover how one FFA member is learning firsthand about the sales industry. The video link is <https://vimeo.com/300298569>. As you watch, complete the activity below.

What is a broadhead arrow tip?
An arrowhead used for the archery industry.



What was the progression of responsibility for Kristina? How did she gain more responsibility?

- Recording data from testing
- Working the social media pages
- Learning to talk to/with customers
- Keeping track of inventory
- How to work on the different machines



What was Kristina's biggest challenge?
Public speaking

How did she overcome this challenge?
She would first write down what she was going to say and then would talk through her statements with her employer who would give critiques.

Identify three ways in which this SAE has benefited Kristina.

- Wants to minor in business
- Helped her to learn how to run a small business
- Now wants to take over the company

