

**CtE/Academic Integration Project Agua Fria High School**  
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**Marketing Selling Unit Project ( integrated reading, writing, and math)**

## **SELLING UNIT PROJECT**

### *Utilizing the Role Plays and DECA Events for Practice*

This project meets the requirements for the following sales & marketing state and district standards. It also meets several of the reading, writing and math academic standards as apart of AIMS.

#### **SALES AND MARKETING STATE STANDARDS:**

- 6.0 Demonstrate pre-selling skills
- 6.1 Acquire knowledge of product/service features
- 6.2 Differentiate product features from benefits
- 6.3 Analyze customer-buying motives
- 6.4 Identify buying signals
- 6.5 Differentiate types of customers
- 7.0 Apply retail selling techniques
- 7.1 Perform pre-approach activities
- 7.2 Initiate contact with retail customers
- 7.3 Determine retail customer needs
- 7.4 Perform feature-benefit sale presentation
- 7.5 Handle retail customer objections
- 7.6 Utilize support services
- 7.7 Close the sale
- 7.8 Suggest additional items for sale
- 7.9 Create customer goodwill
- 7.10 Handle retail customer's complaints and inquiries
- 8.0 Examine commercial selling techniques
- 8.1 Explain the prospecting process for identifying commercial customers
- 8.2 Describe methods of making contact with commercial customers
- 8.3 Identify follow-up activities
- 8.4 Examine commercial customer complaints and inquiries

#### **STATE WORKPLACE STANDARDS:**

- 1.0 Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.
- 2.0 Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.
- 3.0 Students apply critical and creative thinking skills to make decisions and solve workplace problems
- 4.0 Students work individually and collaboratively within team setting to accomplish objectives.
- 5.0 Students demonstrate a set of marketable skills which enhance career options.
- 6.0 Students demonstrate technological literacy for productivity in the workplace.

#### **STATE TECHNOLOGY STANDARDS:**

- 1.0 Student develop the essential technology skills for using and understanding conventional and current tools, materials and processes.

**ACADEMIC STANDARDS FOR LANGUAGE, SCIENCE, AND MATH  
AS ALIGNED TO THE AIMS TEST**

- 1LP1 Apply reading strategies such as extracting, summarizing, clarifying, and interpreting information; predicting events and extending the ideas presented; relating new information to prior knowledge; supporting assertions with evidence; and making useful connections to other topics to comprehend works of literature and document.
- 1LP2 Recognize, analyze and evaluate an author's use of literary elements such as mood, tone, theme, point of view, diction, dialogue and figurative language (e.g., metaphors, allusions, symbolism, similes) in selections of challenging fiction, nonfiction and poetry.
- 1LP4 Evaluate technical journals or workplace documents for purpose, organizational pattern, clarity, reliability and accuracy, and relevancy of information.
- 1LD2 Use a full range of strategies to judge the reliability, accuracy, effectiveness and persuasiveness of literary criticism and analysis, professional and technical journals, and professional-level reading materials.
- 1LD3 Develop and support a theme or thesis about the craft and significance of a body of literature, both classic and contemporary, from a diverse selection of writers.
- 2LP5 Write formal communications, such as a resume, manuals and letters of application, in appropriate formats, for a definite audience and with a clear purpose.
- 3LP2 Deliver an impromptu speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions.
- 3LP4 Conduct an interview, taking appropriate notes and summarizing the information learned.
- 3LP5 Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparison and analogies.
- 4LP2 Plan, organize, develop, produce and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media.
- 2MP2 Use appropriate technology (e.g., graphing calculators, computer software) to display and analyze data.
- 2MD1 Transform data to aid in data interpretation and prediction.
- 1SP6 Identify and refine a researchable question, conduct the experiment, collect and analyze data, share and discuss findings. (market research)
- 3SD1 Explore the scientific and technological aspects of contemporary problems; analyze and evaluate proposed solutions.
- 6SD1 Identify and predict natural hazards, using historical data.

**RESOURCES: *Equipment, Materials, Teaching Aids.***

=>Marketing Essentials, Third Edition. Farese, Kimbrell, Woloszyk

=>Internet

=>DECA format and rubrics

=>Computers

=>Calculators

Lesson Plan for Course Title: ADVANCED MARKETING  
 Day Monday Date and Year November 13, 2007  
 Topic of Unit: Unit 5-Selling  
 Unit Lesson: Ch 12-Preparing for the Sale  
 Class Duration: 90 Minutes

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**STANDARDS:**

- 6.0 Demonstrate pre-selling skills
- 6.1 Acquire knowledge of product/service features
- 6.2 Differentiate product features from benefits
- 6.3 Analyze customer buying motives
- 6.4 Identify buying signals
- 6.5 Differentiate types of customers

**LEARNER OUTCOMES:** *Instructional Objectives.*

Determine and use customer needs and buying motives.  
 Use an appropriate greeting and opening statement.  
 Uses product service information obtained with the item.

**BELLWORK:** *Transition*

Define selling and state its goals.

**INTRODUCTIONS:** *Focus and Anticipatory Set.*

Why do you buy? an need or a want?

**INSTRUCTIONAL INPUT:** *Teaching Procedures and Student Activities.*

Read Chapter 12 and outline the chapter

**ASSIGNMENT:** *Student Activities.*

Read and Do 12.1, Questions 1-5.

**EVALUATION:** *Checking for Understanding and Lesson Assessment.*

Share your outlines and short notes.

**CLOSURE:** *Lesson Summation and Learner Participation.*

Discuss selling and its goals.

**RESOURCES:** *Equipment, Materials, Teaching Aids.*

Marketing Essentials by Farese, Kimbrell and Woloszyk. 3rd Edition

**My comments about the class, timing and schedule changes etc.**

Lesson Plan for Course Title: ADVANCED MARKETING  
 Day Tuesday Date and Year November 14, 2007  
 Topic of Unit: Unit 5-Selling  
 Unit Lesson: Ch 12-Preparing for the Sale  
 Class Duration: 90 Minutes

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**STANDARDS:**

6.0 Demonstrate pre-selling skills  
 6.1 Acquire knowledge of product/service features  
 6.2 Differentiate product features from benefits  
 6.3 Analyze customer buying motives  
 6.4 Identify buying signals  
 6.5 Differentiate types of customers  
 7.0 apply retail selling techniques

**LEARNER OUTCOMES:** *Instructional Objectives.*

Determine and use customer needs and buying motives.  
 Use an appropriate greeting and opening statement.  
 Uses product service information obtained with the item.

**BELLWORK:** *Transition*

Describe the 3 types of buying decision making.

**INTRODUCTIONS:** *Focus and Anticipatory Set.*

Why is selling so important? What impact does selling have on a business? The economy?

**INSTRUCTIONAL INPUT:** *Teaching Procedures and Student Activities.*

Read 12.2

**ASSIGNMENT:** *Student Activities.*

Read and do 12.2, Questions 1-5.

**EVALUATION:** *Checking for Understanding and Lesson Assessment.*

Check the work.

**CLOSURE:** *Lesson Summation and Learner Participation.*

Share the answers.

**RESOURCES:** *Equipment, Materials, Teaching Aids.*

Marketing Essentials by Farese, Kimbrell and Woloszyk. 3rd Edition

**My comments about the class, timing and schedule changes etc.**

Lesson Plan for Course Title: ADVANCED MARKETING  
Day Wednesday Date and Year November 15, 2007  
Topic of Unit: Unit 5-Selling  
Unit Lesson: Ch 12-Preparing for the Sale  
Class Duration: 90 Minutes

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**STANDARDS:**

- 6.0 Demonstrate pre-selling skills
- 6.1 Acquire knowledge of product/service features
- 6.2 Differentiate product features from benefits
- 6.3 Analyze customer buying motives
- 6.4 Identify buying signals
- 6.5 Differentiate types of customers

**LEARNER OUTCOMES:** *Instructional Objectives.*

Determine and use customer needs and buying motives.  
Use an appropriate greeting and opening statement.  
Uses product service information obtained with the item.

**BELLWORK:** *Transition*

How do customers make buying decisions?

**INTRODUCTIONS:** *Focus and Anticipatory Set.*

Selling events for DECA

**INSTRUCTIONAL INPUT:** *Teaching Procedures and Student Activities.*

Show the score sheet for DECA and explain how their competition event must hit every point made on the sheet as that is how they get a score. Make sure their script covers every point. Have them underline each point.

**ASSIGNMENT:** *Student Activities.*

Page 225  
Write your script for The Role Play.  
Do the Marketing Concept, #2 and #3.

**EVALUATION:** *Checking for Understanding and Lesson Assessment.*

Walk the room and check the work.

**CLOSURE:** *Lesson Summation and Learner Participation.*

Discuss the scripts.

**RESOURCES:** *Equipment, Materials, Teaching Aids.*

Marketing Essentials by Farese, Kimbrell and Woloszyk.3rd Edition

**My comments about the class, timing and schedule changes etc.**

Lesson Plan for Course Title: ADVANCED MARKETING  
 Day Thursday Date and Year November 16, 2007  
 Topic of Unit: Unit 5-Selling  
 Unit Lesson: Ch 13-Initiating the Sale  
 Class Duration: 90 Minutes

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**STANDARDS:**

- 6.0 Demonstrate pre-selling skills
- 6.1 Acquire knowledge of product/service features
- 6.2 Differentiate product features from benefits
- 6.3 Analyze customer buying motives
- 6.4 Identify buying signals
- 6.5 Differentiate types of customers

**LEARNER OUTCOMES:** *Instructional Objectives.*

- Determine and use customer needs and buying motives.
- Use an appropriate greeting and opening statement.
- Uses product service information obtained with the item.

**BELLWORK:** *Transition*

How can sales help you in other careers?

**INTRODUCTIONS:** *Focus and Anticipatory Set.*

Define all the vocab and review for quiz on Friday.

**INSTRUCTIONAL INPUT:** *Teaching Procedures and Student Activities.*

Explain the steps of a sale and their importance in selling.

**ASSIGNMENT:** *Student Activities.*

Look at your script from yesterday and see if you included all the steps of a sale?

**EVALUATION:** *Checking for Understanding and Lesson Assessment.*

See if they are comparing the script.

**CLOSURE:** *Lesson Summation and Learner Participation.*

Vocab TEST ON FRIDAY

**RESOURCES:** *Equipment, Materials, Teaching Aids.*

Marketing Essentials by Farese, Kimbrell and Woloszyk.3rd Edition

**My comments about the class, timing and schedule changes etc.**

Lesson Plan for Course Title: ADVANCED MARKETING  
Day Friday Date and Year November 17, 2007  
Topic of Unit: Unit 5-Selling  
Unit Lesson: Ch 12-13  
Class Duration: 90 Minutes

**VOCAB TEST over Chapter 12 and 13**

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Lesson Plan for Course Title: ADVANCED MARKETING  
 Day Monday Date and Year November 26, 2007  
 Topic of Unit: Unit 5-Selling  
 Unit Lesson: Ch 13-Initiating the Sale  
 Class Duration: 90 Minutes

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**STANDARDS:**

6.0 Demonstrate pre-selling skills  
 6.1 Acquire knowledge of product/service features  
 6.2 Differentiate product features from benefits  
 6.3 Analyze customer buying motives  
 6.4 Identify buying signals  
 6.5 Differentiate types of customers  
 7.0 apply retail selling techniques  
 7.1 Perform pre-approach activities  
 7.2 Initiate contact with retail customers  
 7.3 Determine retail customer needs

**LEARNER OUTCOMES:** *Instructional Objectives.*

Determine and use customer needs and buying motives.  
 Use an appropriate greeting and opening statement.  
 Uses product service information obtained with the item.

**BELLWORK:** *Transition*

What are the 7 steps of a sale?

**INTRODUCTIONS:** *Focus and Anticipatory Set.*

How do you sell toilet paper? How do you sell soda? It is easier to sell some things than others, but they all can be sold.

**INSTRUCTIONAL INPUT:** *Teaching Procedures and Student Activities.*

Page 229-233  
 Go over the Types of approach and their importance.

**ASSIGNMENT:** *Student Activities.*

Read and do 13.1, Questions 1-5

**EVALUATION:** *Checking for Understanding and Lesson Assessment.*

Check the work.

**CLOSURE:** *Lesson Summation and Learner Participation.*

Review sales approaches and steps.

**RESOURCES:** *Equipment, Materials, Teaching Aids.*

Marketing Essentials by Farese, Kimbrell and Woloszyk.3rd Edition

**My comments about the class, timing and schedule changes etc.**

Lesson Plan for Course Title: ADVANCED MARKETING  
 Day Tuesday Date and Year November 27, 2007  
 Topic of Unit: Unit 5-Selling  
 Unit Lesson: Ch 13-Initiating the Sale  
 Class Duration: 90 Minutes

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**STANDARDS:**

- 6.0 Demonstrate pre-selling skills
- 6.1 Acquire knowledge of product/service features
- 6.2 Differentiate product features from benefits
- 6.3 Analyze customer buying motives
- 6.4 Identify buying signals
- 6.5 Differentiate types of customers

**LEARNER OUTCOMES:** *Instructional Objectives.*

Properly handles and demonstrates the product/service.  
 Emphasizes customer benefits in presenting product features.  
 Involves the customer in the sales presentation.

**BELLWORK:** *Transition*

What do you think is the best way to make a sale?

**INTRODUCTIONS:** *Focus and Anticipatory Set.*

How do you actually make a sale? What makes a salesperson good? Lots of practice? YES.

**INSTRUCTIONAL INPUT:** *Teaching Procedures and Student Activities.*

Recap 13.2

**ASSIGNMENT:** *Student Activities.*

Read and do 13.2 Questions 1-5

**EVALUATION:** *Checking for Understanding and Lesson Assessment.*

Ask if they have any questions.

**CLOSURE:** *Lesson Summation and Learner Participation.*

Check the work.

**RESOURCES:** *Equipment, Materials, Teaching Aids.*

Marketing Essentials by Farese, Kimbrell and Woloszyk.3rd Edition

**My comments about the class, timing and schedule changes etc.**

Lesson Plan for Course Title: ADVANCED MARKETING  
 Day Wednesday Date and Year November 28, 2007  
 Topic of Unit: Unit 5-Selling  
 Unit Lesson: Ch 13-Initiating the Sale  
 Class Duration: 90 Minutes

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**STANDARDS:**

- 6.0 Demonstrate pre-selling skills
- 6.1 Acquire knowledge of product/service features
- 6.2 Differentiate product features from benefits
- 6.3 Analyze customer buying motives
- 6.4 Identify buying signals
- 6.5 Differentiate types of customers
- 7.0 apply retail selling techniques
- 7.1 Perform pre-approach activities
- 7.2 Initiate contact with retail customers

**LEARNER OUTCOMES:** *Instructional Objectives.*

Properly handles and demonstrates the product/service.  
 Emphasizes customer benefits in presenting product features.  
 Involves the customer in the sales presentation.

**BELLWORK:** *Transition*

What questions should be asked first when determining customer needs?

**INTRODUCTIONS:** *Focus and Anticipatory Set.*

Introduce Role Play to the students.

**INSTRUCTIONAL INPUT:** *Teaching Procedures and Student Activities.*

Have the students pair up for role play.

**ASSIGNMENT:** *Student Activities.*

Give them a DECA role play like on page 241. The students have to practice their sales approaches with a partner. Have everyone teamed-up. Give them 10 minutes to write script. 5 minutes for all the 1's to go. Then 5 minutes for all the 2's. Have the partners rate each other using the score sheet.

**EVALUATION:** *Checking for Understanding and Lesson Assessment.*

Collect the rating forms. Walk the room during the presentations.

**CLOSURE:** *Lesson Summation and Learner Participation.*

Check the score sheets.

**RESOURCES:** *Equipment, Materials, Teaching Aids.*

Marketing Essentials by Farese, Kimbrell and Woloszyk.3rd Edition

**My comments about the class, timing and schedule changes etc.**

Lesson Plan for Course Title: ADVANCED MARKETING  
 Day Thursday Date and Year November 29, 2007  
 Topic of Unit: Unit 5-Selling  
 Unit Lesson: Ch 14-Presenting the Product  
 Class Duration: 90 Minutes

**STANDARDS:**

- 6.0 Demonstrate pre-selling skills
- 6.1 Acquire knowledge of product/service features
- 6.2 Differentiate product features from benefits
- 6.3 Analyze customer buying motives
- 6.4 Identify buying signals
- 6.5 Differentiate types of customers
- 7.0 apply retail selling techniques
- 7.1 Perform pre-approach activities
- 7.2 Initiate contact with retail customers
- 7.3 Determine retail customer needs
- 7.4 Perform feature-benefit sale presentation

**OUTCOMES: *Instructional Objectives.***

Properly handles and demonstrates the product/service.  
 Emphasizes customer benefits in presenting product features.  
 Involves the customer in the sales presentation.

**BELLWORK: *Transition***

What is meant by Layman's Terms?

**INTRODUCTIONS: *Focus and Anticipatory Set.***

Did you ever play show and tell? Selling is similar to that. You want the customer to be impressed by the product and to create interest in the product. Get them involved and you can make the sale.

**INSTRUCTIONAL INPUT: *Teaching Procedures and Student Activities.***

Have students "sell" stuff in the classroom. Stapler, computer, pen etc. See how they do?

**ASSIGNMENT: *Student Activities.***

Read and do 14.1, Questions 1-5

**EVALUATION: *Checking for Understanding and Lesson Assessment.***

Ask questions about the sales.

**CLOSURE: *Lesson Summation and Learner Participation.***

Recap the concepts.

**RESOURCES: *Equipment, Materials, Teaching Aids.***

Marketing Essentials by Farese, Kimbrell and Woloszyk. 3rd Edition

**My comments about the class, timing and schedule changes etc.**

Lesson Plan for Course Title: ADVANCED MARKETING  
 Day Friday Date and Year November 30, 2007  
 Topic of Unit: Unit 5-Selling  
 Unit Lesson: Ch 14-Presenting the Product  
 Class Duration: 90 Minutes

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**STANDARDS:**

- 7.0 apply retail selling techniques
- 7.1 Perform pre-approach activities
- 7.2 Initiate contact with retail customers
- 7.3 Determine retail customer needs
- 7.4 Perform feature-benefit sale presentation
- 7.5 Handle retail customer objections
- 7.6 Utilize support services
- 7.7 Close the sale
- 7.8 Suggest additional items for sale
- 7.9 Create customer goodwill
- 7.10 Handle retail customers complaints and inquiries
- 8.0 Examine commercial selling techniques
- 8.1 Explain the prospecting process for identifying commercial customers
- 8.2 Describe methods of making contact with commercial customers
- 8.3 Identify follow-up activities
- 8.4 Examine commercial customer complaints and inquiries

**LEARNER OUTCOMES:      *Instructional Objectives.***

Properly handles and demonstrates the product/service.  
 Emphasizes customer benefits in presenting product features.  
 Involves the customer in the sales presentation.

**BELLWORK: *Transition***

List the three approach methods retail salespeople use and state when it is appropriate to use each.

**INTRODUCTIONS:      *Focus and Anticipatory Set.***

Do you ever take "no" for an answer? You ask someone out and they say "no" Is it over? How do you get to yes?

**INSTRUCTIONAL INPUT:      *Teaching Procedures and Student Activities.***

Rejections and objection are a huge part of sales. Fold a piece of paper in half. One side write your biggest failure and on the other side, write the lesson you learned from it. Now throw away the failure and keep the lesson learned. That is like sales. Learn from rejection...What does it teach you about yourself or about your product?

**ASSIGNMENT: *Student Activities.***

Read and do 14.2, Questions 1-5

**EVALUATION:      *Checking for Understanding and Lesson Assessment.***

Check the work

**CLOSURE:      *Lesson Summation and Learner Participation.***

Go over the answers.

**RESOURCES: *Equipment, Materials, Teaching Aids.***

Marketing Essentials by Farese, Kimbrell and Woloszyk.3rd Edition

**My comments about the class, timing and schedule changes etc.**

Lesson Plan for Course Title: ADVANCED MARKETING  
 Day Monday Date and Year December 1, 2007  
 Topic of Unit: Unit 5-Selling  
 Unit Lesson: Ch 14-Presenting the Product  
 Class Duration: 90 Minutes

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**STANDARDS:**

- 7.0 apply retail selling techniques
- 7.1 Perform pre-approach activities
- 7.2 Initiate contact with retail customers
- 7.3 Determine retail customer needs
- 7.4 Perform feature-benefit sale presentation
- 7.5 Handle retail customer objections
- 7.6 Utilize support services
- 7.7 Close the sale
- 7.8 Suggest additional items for sale
- 7.9 Create customer goodwill
- 7.10 Handle retail customers complaints and inquiries
- 8.0 Examine commercial selling techniques
- 8.1 Explain the prospecting process for identifying commercial customers
- 8.2 Describe methods of making contact with commercial customers
- 8.3 Identify follow-up activities
- 8.4 Examine commercial customer complaints and inquiries

**LEARNER OUTCOMES:** *Instructional Objectives.*

Listens to and answers customer objections and/or complaints.  
 Close the sale.  
 uses suggestion selling.

**BELLWORK:** *Transition*

Why is it important to understand customers needs before you sell to them?

**INTRODUCTIONS:** *Focus and Anticipatory Set.*

Let's practice another role play.

**INSTRUCTIONAL INPUT:** *Teaching Procedures and Student Activities.*

Review how to use the partner role play and have them prepare for it.

**ASSIGNMENTS:**

Do product presentation on page 255

**EVALUATION:** *Checking for Understanding and Lesson Assessment.*

Use score sheet

**CLOSURE:** *Lesson Summation and Learner Participation.*

Recap the work

**RESOURCES:** *Equipment, Materials, Teaching Aids.*

Marketing Essentials by Farese, Kimbrell and Woloszyk.

**My comments about the class, timing and schedule changes etc.**

Lesson Plan for Course Title: ADVANCED MARKETING  
 Day Tuesday Date and Year December 2, 2007  
 Topic of Unit: Unit 5-Selling  
 Unit Lesson: Ch 15-Closing the Sale  
 Class Duration: 90 Minutes

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**STANDARDS:**

- 7.0 apply retail selling techniques
- 7.1 Perform pre-approach activities
- 7.2 Initiate contact with retail customers
- 7.3 Determine retail customer needs
- 7.4 Perform feature-benefit sale presentation
- 7.5 Handle retail customer objections
- 7.6 Utilize support services
- 7.7 Close the sale
- 7.8 Suggest additional items for sale
- 7.9 Create customer goodwill
- 7.10 Handle retail customers complaints and inquiries
- 8.0 Examine commercial selling techniques
- 8.1 Explain the prospecting process for identifying commercial customers
- 8.2 Describe methods of making contact with commercial customers
- 8.3 Identify follow-up activities
- 8.4 Examine commercial customer complaints and inquiries

**LEARNER OUTCOMES:** *Instructional Objectives.*

Listens to and answers customer objections and/or complaints.  
 Close the sale.  
 Uses suggestion selling.

**BELLWORK:** *Transition*

Define the vocab in chapter 15

**INTRODUCTIONS:** *Focus and Anticipatory Set.*

How do you know when to close a sale? What do you look for? What are the rules for closing a sale?

**INSTRUCTIONAL INPUT:** *Teaching Procedures and Student Activities.*

Review the rules on page 258-260

**ASSIGNMENTS:**

15.1 Questions 1-4

**EVALUATION:** *Checking for Understanding and Lesson Assessment.*

Check the work.

**CLOSURE:** *Lesson Summation and Learner Participation.*

Recap the main points

**RESOURCES:** *Equipment, Materials, Teaching Aids.*

Marketing Essentials by Farese, Kimbrell and Woloszyk.

**My comments about the class, timing and schedule changes etc.**

Lesson Plan for Course Title: ADVANCED MARKETING  
 Day Wednesday Date and Year December 3, 2007  
 Topic of Unit: Unit 5-Selling  
 Unit Lesson: Ch 15-Closing the Sale  
 Class Duration: 90 Minutes

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**STANDARDS:**

- 7.0 apply retail selling techniques
- 7.1 Perform pre-approach activities
- 7.2 Initiate contact with retail customers
- 7.3 Determine retail customer needs
- 7.4 Perform feature-benefit sale presentation
- 7.5 Handle retail customer objections
- 7.6 Utilize support services
- 7.7 Close the sale
- 7.8 Suggest additional items for sale
- 7.9 Create customer goodwill
- 7.10 Handle retail customers complaints and inquiries
- 8.0 Examine commercial selling techniques
- 8.1 Explain the prospecting process for identifying commercial customers
- 8.2 Describe methods of making contact with commercial customers
- 8.3 Identify follow-up activities
- 8.4 Examine commercial customer complaints and inquiries

**LEARNER OUTCOMES:      *Instructional Objectives.***

Listens to and answers customer objections and/or complaints.  
 Close the sale.  
 Uses suggestion selling.

**BELLWORK: *Transition***

What is relationship marketing?

**INTRODUCTIONS:      *Focus and Anticipatory Set.***

How many of you know where this statement can be heard: Would you like fries to go with that sandwich and drink? That is suggestive selling! How about: Would you like to upsize that for only 50 cents more? What are some other examples?

**INSTRUCTIONAL INPUT:    *Teaching Procedures and Student Activities.***

How do you suggestive sell? What are the rules. Page 263-266.

**ASSIGNMENTS:**

15.2 Questions 1-5

**EVALUATION:    *Checking for Understanding and Lesson Assessment.***

Check the work

**CLOSURE:    *Lesson Summation and Learner Participation.***

Recap the main points

**RESOURCES: *Equipment, Materials, Teaching Aids.***

Marketing Essentials by Farese, Kimbrell and Woloszyk.

**My comments about the class, timing and schedule changes etc.**

Lesson Plan for Course Title: ADVANCED MARKETING  
 Day Thursday Date and Year December 4, 2007  
 Topic of Unit: Unit 5-Selling  
 Unit Lesson: Ch 15-Closing the Sale  
 Class Duration: 90 Minutes

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**STANDARDS:**

- 7.0 apply retail selling techniques
- 7.1 Perform pre-approach activities
- 7.2 Initiate contact with retail customers
- 7.3 Determine retail customer needs
- 7.4 Perform feature-benefit sale presentation
- 7.5 Handle retail customer objections
- 7.6 Utilize support services
- 7.7 Close the sale
- 7.8 Suggest additional items for sale
- 7.9 Create customer goodwill
- 7.10 Handle retail customers complaints and inquiries
- 8.0 Examine commercial selling techniques
- 8.1 Explain the prospecting process for identifying commercial customers
- 8.2 Describe methods of making contact with commercial customers
- 8.3 Identify follow-up activities
- 8.4 Examine commercial customer complaints and inquiries

**LEARNER OUTCOMES:** *Instructional Objectives.*

Listens to and answers customer objections and/or complaints.  
 Close the sale.  
 Uses suggestion selling.

**BELLWORK:** *Transition*

What are specialized suggestive selling methods?

**INTRODUCTIONS:** *Focus and Anticipatory Set.*

You will role play to the whole class this time.

**INSTRUCTIONAL INPUT:** *Teaching Procedures and Student Activities.*

Have the students practice in front of the class. (This will be difficult for some students) No negative comments on the forms...only positive.

**ASSIGNMENTS:**

Role Play 271

**EVALUATION:** *Checking for Understanding and Lesson Assessment.*

Watch the presentations

**CLOSURE:** *Lesson Summation and Learner Participation.*

Have the students do peer evaluations.

**RESOURCES:** *Equipment, Materials, Teaching Aids.*

Marketing Essentials by Farese, Kimbrell and Woloszyk.

**My comments about the class, timing and schedule changes etc.**

Lesson Plan for Course Title: ADVANCED MARKETING  
Day Friday Date and Year December 5, 2007  
Topic of Unit: Unit 5-Selling  
Unit Lesson: Ch 15-Closing the Sale  
Class Duration: 90 Minutes

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## CHAPTER 14-15 TEST

### STANDARDS:

- 6.0 Demonstrate pre-selling skills
- 6.1 Acquire knowledge of product/service features
- 6.2 Differentiate product features from benefits
- 6.3 Analyze customer buying motives
- 6.4 Identify buying signals
- 6.5 Differentiate types of customers
- 7.0 apply retail selling techniques
- 7.1 Perform pre-approach activities
- 7.2 Initiate contact with retail customers
- 7.3 Determine retail customer needs
- 7.4 Perform feature-benefit sale presentation
- 7.5 Handle retail customer objections
- 7.6 Utilize support services
- 7.7 Close the sale
- 7.8 Suggest additional items for sale
- 7.9 Create customer goodwill
- 7.10 Handle retail customers complaints and inquiries
- 8.0 Examine commercial selling techniques
- 8.1 Explain the prospecting process for identifying commercial customers
- 8.2 Describe methods of making contact with commercial customers
- 8.3 Identify follow-up activities
- 8.4 Examine commercial customer complaints and inquiries

Lesson Plan for Course Title: ADVANCED MARKETING  
 Day Monday Date and Year December 8, 2007  
 Topic of Unit: Unit 5-Selling  
 Unit Lesson: Ch 16-Using Math in Sales  
 Class Duration: 90 Minutes

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**STANDARDS:**

- 7.0 apply retail selling techniques
- 7.1 Perform pre-approach activities
- 7.2 Initiate contact with retail customers
- 7.3 Determine retail customer needs
- 7.4 Perform feature-benefit sale presentation
- 7.5 Handle retail customer objections
- 7.6 Utilize support services
- 7.7 Close the sale
- 7.8 Suggest additional items for sale
- 7.9 Create customer goodwill
- 7.10 Handle retail customers complaints and inquiries
- 8.0 Examine commercial selling techniques
- 8.1 Explain the prospecting process for identifying commercial customers
- 8.2 Describe methods of making contact with commercial customers
- 8.3 Identify follow-up activities
- 8.4 Examine commercial customer complaints and inquiries

**LEARNER OUTCOMES:** *Instructional Objectives.*

Listens to and answers customer objections and/or complaints.  
 Close the sale.  
 Uses suggestion selling.

**BELLWORK:** *Transition*

Define the vocabulary in Chapter 16

**INTRODUCTIONS:** *Focus and Anticipatory Set.*

Work through the first practice set with the students and then have them work through the other sets.

**INSTRUCTIONAL INPUT:** *Teaching Procedures and Student Activities.*

Explain why the practice sets are important.

**ASSIGNMENTS:**

16.1 Questions 1-5

**EVALUATION:** *Checking for Understanding and Lesson Assessment.*

Check the work.

**CLOSURE:** *Lesson Summation and Learner Participation.*

Recap the main points.

**RESOURCES:** *Equipment, Materials, Teaching Aids.* Marketing Essentials by Farese, Kimbrell and Woloszyk.

**My comments about the class, timing and schedule changes etc.**

Lesson Plan for Course Title: ADVANCED MARKETING  
 Day Tuesday Date and Year December 9, 2007  
 Topic of Unit: Unit 5-Selling  
 Unit Lesson: Ch 16-Using Math in Sales  
 Class Duration: 90 Minutes

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**STANDARDS:**

- 7.0 apply retail selling techniques
- 7.1 Perform pre-approach activities
- 7.2 Initiate contact with retail customers
- 7.3 Determine retail customer needs
- 7.4 Perform feature-benefit sale presentation
- 7.5 Handle retail customer objections
- 7.6 Utilize support services
- 7.7 Close the sale
- 7.8 Suggest additional items for sale
- 7.9 Create customer goodwill
- 7.10 Handle retail customers complaints and inquiries
- 8.0 Examine commercial selling techniques
- 8.1 Explain the prospecting process for identifying commercial customers
- 8.2 Describe methods of making contact with commercial customers
- 8.3 Identify follow-up activities
- 8.4 Examine commercial customer complaints and inquiries

**LEARNER OUTCOMES:** *Instructional Objectives.*

Listens to and answers customer objections and/or complaints.  
 Close the sale.  
 Uses suggestion selling.

**BELLWORK:** *Transition*

What is the arrangement of the cash drawer?

**INTRODUCTIONS:** *Focus and Anticipatory Set.*

Explain credit charges that the business incurs. Explain the fees involved and sales taxes.

**INSTRUCTIONAL INPUT:** *Teaching Procedures and Student Activities.*

Work through a credit slip.

**ASSIGNMENTS:**

16.2, Questions 1-3

**EVALUATION:** *Checking for Understanding and Lesson Assessment.*

Check the work.

**CLOSURE:** *Lesson Summation and Learner Participation.*

Recap the main points.

**RESOURCES:** *Equipment, Materials, Teaching Aids.*

Marketing Essentials by Farese, Kimbrell and Woloszyk.

**My comments about the class, timing and schedule changes etc.**

Lesson Plan for Course Title: ADVANCED MARKETING  
 Day Wednesday Date and Year December 10, 2007  
 Topic of Unit: Unit 5-Selling  
 Unit Lesson: Ch 16-Using Math in Sales  
 Class Duration: 90 Minutes

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**STANDARDS:**

- 7.0 apply retail selling techniques
- 7.1 Perform pre-approach activities
- 7.2 Initiate contact with retail customers
- 7.3 Determine retail customer needs
- 7.4 Perform feature-benefit sale presentation
- 7.5 Handle retail customer objections
- 7.6 Utilize support services
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- 8.0 Examine commercial selling techniques
- 8.1 Explain the prospecting process for identifying commercial customers
- 8.2 Describe methods of making contact with commercial customers
- 8.3 Identify follow-up activities
- 8.4 Examine commercial customer complaints and inquiries

**LEARNER OUTCOMES:** *Instructional Objectives.*

Listens to and answers customer objections and/or complaints.  
 Close the sale.  
 Uses suggestion selling.

**BELLWORK:** *Transition*

What are some ways to safeguard against theft?

**INTRODUCTIONS:** *Focus and Anticipatory Set.*

Purchase Orders and Invoices. Explain the differences. How can theft be avoided at the check in of product?

**INSTRUCTIONAL INPUT:** *Teaching Procedures and Student Activities.*

Fill out a PO from the school for practice.

**ASSIGNMENTS:**

16.3, Questions 1-3

**EVALUATION:** *Checking for Understanding and Lesson Assessment.*

Check the work.

**CLOSURE:** *Lesson Summation and Learner Participation.*

Review the answers.

**RESOURCES:** *Equipment, Materials, Teaching Aids.*

Marketing Essentials by Farese, Kimbrell and Woloszyk.

**My comments about the class, timing and schedule changes etc.**

Lesson Plan for Course Title: ADVANCED MARKETING  
Day Thursday Date and Year December 11, 2007  
Topic of Unit: Unit 5-Selling  
Unit Lesson: Ch 16-Using Math in Sales  
Class Duration: 90 Minutes

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**MATH TEST**