

CREATIVE TEACHING IDEAS

Lesson Plan Template

-----Section I: Basic Information-----

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-----Section II: Lesson/Unit Plan-----

Lesson/Unit Title:

Selling Yourself

Overview:

Each day we are encountered with the power of persuasion, whether it is from a friend, parent, or even a salesperson at the local store. In this lesson, the student will research products on the Internet and persuade their classmates to purchase various items. This activity will utilize the student's decision making skills and communicating skills.

Time Required to Complete the Lesson/Unit:

Day 1: Lecture: 15 minutes

Activity: 25 minutes

Day 2: Presentations from the students

Grade Level:

9-10

Course:

Entrepreneurship or Business Communications

Targeted NBEA Standards:

I. Entrepreneurs and Entrepreneurial Opportunities

C. Opportunity Recognition and Pursuit – Level 1 and Level 3

Objective(s):

Objective 1: The students will be able to prepare a persuasive message and present the message.

Objective 2: The students will be able to assess needs and wants

Objective 3: The students will be able to use the Internet to research information and evaluate information thus making decisions to solve a problem.

Focus Question:

How can a sales person be successful at their job?

Steps for the Lesson/Unit:**Step 1****Teacher Does:**

The teacher discusses the importance of being able to communicate clearly. Personal selling is direct communication between a prospective buyer and a seller. For a seller to be successful he/she should follow these guidelines:

1. Knowledgeable about the products and/or services being provided.
2. Determine the needs and wants of the buyer.
3. Help the customer through the buyer process.

A salesperson is successful when he/she has in depth knowledge about the products and/or service. The salesperson should be able to discuss all the benefits and characteristics of products and services. Customers are interested in how they are going to benefit from purchasing the products and/or services.

Needs are the basic essentials of life: food, water, clothing, shelter. Wants are those items which enhance a person's life. A salesperson needs to be able to distinguish between the needs and wants of a customer, therefore giving the customer the best product to meet their needs.

One other area is helping the customer make decisions about what to purchase. Customers usually go through the problem-solving process. They define the problem, gather information, evaluate information, identify solutions, and determine the best solution to fix the problem. Entrepreneurs must be salespeople because they are selling their product and services to potential customers. You must be the expert of your product and service; also know about your competition and what they have to offer allowing you to sell your products. Customers will appreciate help throughout the buying process and you will be able to provide if you follow the guidelines listed above.

Student Does:

Stating a Sales Pitch

The Situation: You are school shopping for school items; you are having a difficult time picking out what you want and what you need. Your mom reminds you about the new school policy—you are only allowed to bring **FOUR** items to school as your supplies. You have to pick out the **FOUR** most important school supplies you will need.

The Solution: You are going to pick out the four items that will best meet your needs at school. You then are going to convince your friends that the four items you purchased are the four items that they will need to purchase. Here is what you will do:

1. You will be given 90-seconds to brainstorm as many things you think you will need for school. Remember to think outside the box, because you are only allowed **four** items.
2. From the brainstormed list, choose seven products to research and evaluate.
3. From the list of seven, you will now choose **four** items that you will be your school supplies.
4. Next, create a poster showing and describing the four items you chose.
5. Now you are going to create a 2-minute sales pitch to give to your classmates. The sales pitch needs to persuade your classmates that the four items you choose will solve all problems they may encounter throughout the school year.

6. All the students could hang their posters up around the classroom after the presentations are done.

Conclusion and Summative Assessment of Objectives:

This lesson will focus on the principles of selling. The students will determine the needs and wants according to the above situation. The students will apply what they learned through the formal assessment which will include their 2-minute presentation over their research.

Resources/Materials/Equipment:

Teacher: PowerPoint for notes

Other Materials:

Computer for Internet Researching

Poster board, Markers, Glue, Pens or Pencils for Poster Presentation

Rubric created with the help of <http://rubistar.4teachers.org/>

Modification/Variation Strategies: N/A

Accommodation:

Accommodations for IEP's could include giving extended time to complete the research process. Also modifications could include adjusting the sales pitch time.

The Power of Persuasion					
Persuading Peers to Buy Needed School Supplies					
Category		Professional Salesperson (5 Points)	Door-To-Door Salesperson (4 Points)	Just Getting Started (3 Points)	Back to The Drawing Board (1-2 Points)
Research		Students researched products thoroughly, knowledgeable about products, and the items were useful for school.	Students researched products thoroughly and somewhat discussed the usefulness for school.	Student discussed either the products or their usefulness at school.	Student did not discuss the products or their usefulness at school.
Enthusiasm		Expressions and body language creates a strong interest in topic.	Expressions and body language somewhat create an interest in topic.	Expressions and body language somewhat create an interest, but also displace enthusiasm that was not real.	Very little use of expression to create an interest in the topic.
Props		Student used a prop for each of the four items trying to persuade students to buy.	Student used a prop for only three of the items trying to persuade students to buy.	Student used a prop for only two of the items trying to persuade students to buy.	Student used only one prop or no props in trying to persuade students to buy.
Speaks Clearly		Speaks clearly and distinctly; mispronounces no words	Speaks clearly most of the time; mispronounces only one word.	Speaks clearly part of the time; mispronounces more than one word.	Often mumbles and hard to understand.
Time-Limit		Presentation is 90 seconds long.	Presentation is 75 seconds long.	Presentation is 60 seconds long.	Presentation is less than 1 minute or over 90 seconds.
Total Points	25				