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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org/) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Marketing |
| **Course Name** | Advertising |
| **Lesson/Unit Title** | Analyzing the Sales Process |
| **TEKS Student Expectations** | **130.382 (c) Knowledge and Skills**  (7) The student understands the importance of selling in the advertising industry.  (A) The student is expected to explain how selling contributes to the success of an advertising agency  (B) The student is expected to employ the steps of selling, including prospecting, pre-approach, approach, presentation, overcoming objections, close, and follow-up. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective**:   * Upon completion of this lesson, the student will be able to analyze the sales process and enhance customer relations.   **Specific Objectives**:  The student will be able to:   1. Discuss motivational theories that impact buying behavior 2. Explain the selling process 3. Identify techniques used to make a sale |
| **Rationale** | When business is booming, analyzing your sales process is key to sustaining success, and understanding why it’s happening in the first place. This lesson will show how to analyze the sales process and how to enhance customer relations. |
| **Duration of Lesson** | 4 days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **TERMS:**  **Advertising -** A paid announcement.  **Consumer -** Someone who uses products.  **Consumer Behavior -** Everything that affects or is affected by human consumption.  **Maslow’s Hierarchy of Needs -** The five different levels of personal needs- physiological,safety, social, self-esteem and self-actualization.  **Culture -** An integrated pattern of behavior, knowledge, and beliefs which are acquired from a group and passed on to future generations.  **Ritual -** A formalized act or series of acts that is performed frequently.  **Stereotype -** A standardized mental picture that some people think is true.  **Personal Selling -** Any form of direct contact between a salesperson and a customer.  **Feature-benefit Selling -** Sales that match the characteristics of a productto a customer’sneeds and wants.  **Consultative Selling -** Providing solutions to customer’s problems by finding products that meet their needs.  **Telemarketing -** Selling products over the telephone. |
| **Materials/Specialized Equipment Needed** | Instructional Aids:   * Projector * Textbooks and websites the teacher feels necessary   Materials:   * Printer Paper * Assignment handouts * Assorted magazines   Equipment:   * Computers for teacher/students with Presentation and Internet access. * Projector |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | (Day 1) Ask the students how they would define advertising. Have them think about the last time an ad motivated them to purchase an item or an ad that made an impact. Discuss as a class why they remember certain ads. What attracts their attention? Is it color? Images? Brands?  (Day 2) Review consumer wants and needs. Tell the class you are going to be talking about values and culture in relation to Advertising.  (Day 3) Use PowerPoint as aid. Tell the students the objective today will be to learn the different selling strategies businesses use to get consumers to purchase their products. Tell them they will also learn how advertising and selling go together yet are different. |
| **Direct Instruction \*** | 1. Introduction    1. Question on products and advertising 2. Guided Practice    1. Consumer wants and needs--(Day 1) Have students think about consumer behavior when it comes to advertising and how it relates Maslow’s Hierarchy of Needs.    2. Maslow’s Hierarchy of Needs       1. Physiological       2. Security       3. Social       4. Esteem       5. Self-actualization    3. Cultures and Values-- Discuss how different cultures have different ads. Discuss what social values help make consumer purchase decision (for example name brands, etc.    4. Wants and Needs-- Day (2) Ask students three questions: How do you look? Where do you live? What do you think? Explain that the ad agencies want you to see yourself using their products and that the products will make you more beautiful, rich, or respected within society. (See application for more detail). 3. Selling the selling process    1. Identify techniques used to make a sale       1. Personal Selling       2. Feature-Benefit Selling       3. Consultative Selling       4. Telemarketing    2. (Day 3-4) Go over the different selling techniques with class and explain. Role play personal selling in class. End with group presentation project. 4. Independent Practice    1. Maslow Poster    2. Comparison Ads 5. Formal Assessment    1. Group Product PowerPoint Presentation   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | (Day 1)  Have students write down vocabulary terms and make sure they are clear with concepts. Have students think about consumer behavior when it comes to advertising and how it relates to Maslow’s Hierarchy of needs. Discuss how/why different ads appeal to us on a personal level.  (Day 2)  Ask class three questions.  How do you Look? - (Answer) - Advertisements will often show the consumer in the ad, hoping you can see yourself using the product. Yet individuals in the ads are usually portrayed as you wish you looked. The women are beautiful, the scenarios are perfect.  Where do YOU live? - (Answer) - Most houses in advertisements are large, sunny and spotless. Neighborhoods are big and spacious.  What do you think? - (Answer) - Stereotypical images are still common in advertising. Stereotypes are a standardized mental picture that some people think is true.  Say - The difference between how you are and how you are portrayed only becomes a problem if you forget that it is not usually the average person in the advertisements. Comparing yourself to the ideal that is often shown can create poor self-image. Your values can affect the values shown in advertisements, but the advertisements also affect you. You must choose your own priorities and make your own decisions. Advertisements are educational but are also biased. Ads also create materialistic values and divide social status.  (Day 3-4)  Ask students to think of the last time someone tried to sell them something. Was it a product or a service? Was there an advertisement? Was it a store? Discuss with class.  Say - There are many ways advertising is tied into selling. I am going to go over different selling techniques used to make consumers buy a product or service. (Details of selling techniques in textbook Marketing Essentials pages 260-261)  Ask students how seeing an advertisement that is selling something is different from personal selling or walking into a store and having a salesperson help you. Discuss differences by mentioning that in advertising, there is only one-way communication; in selling, there is two- way communication.  Ask a for a student volunteer to come up to the front of the class. Give them an item. (Ex: pen, stapler, tape, etc.) Now have them sell the item to the class. Did they give the features and benefits of the product? What type of selling techniques did they use? |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | (Day 1) -Have students go through magazines and find ads that depict Maslow’s 5 needs. Create a poster with ads and explain each ad to the right of the poster. Turn in poster at the end of the period.  (Day 2) -Have students find 5 ads-   1. Stereotypical 2. Self-Image 3. Idealistic 4. Social Status 5. Standard of Living   Cut out ad and place on paper. Explain each ad with your reactions, feelings, perception, etc. |
| **Lesson Closure** | (Day 2)  What is Advertising?  What is Maslow’s Hierarchy of Needs?  (Day 3)  What are the social and cultural comparisons that come with advertisements?  How should we identify these ads?  (Day 4)  What are the types of selling strategies taught in this lesson? |
| **Summative/End of Lesson Assessment \*** | (Day 3-4) Group Product Presentation  Have students get into groups of 5 and each person find a product (5 products total and of their choice). They must incorporate Maslow’s Hierarchy of Needs, the 5 social aspects of advertising, and features/benefits of the product. Students will create a PowerPoint (at least 7 slides) utilizing all criteria and give an in-depth explanation of each product.  Rubric will be used in evaluating project. |
| **References/Resources/**  **Teacher Preparation** | **Textbooks**: **Advertising & Integrated Brand Promotion**. O’Guinn-Allen-Semenik. Thompson South-Western. AAP Ch. 3  **Advertising**- Business 2000 Townsley South-Western.  **Marketing Essentials**, Glencoe–Ch. 12 |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | English Standards  110.33(b)  (1) Reading/Vocabulary Development  (A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek or other linguistic roots and affixes.  (B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meaning  (C) infer word meaning through the identification and analysis of analogies and other word relationships.  (9) Reading/Comprehension of Informational Text/Expository Text  (C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.  (11) Reading/Comprehension of Informational Text/Procedural Text  (B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables and diagrams.  (12) Reading/Media Literacy  (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts.  (B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media.  (C) evaluate the objectivity of coverage of the same event in various types of media.  (D) evaluate changes in formality and tone across various media for different audiences and purposes. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | If time allows, groups will present their Presentations in class. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | DECA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)