

# YBK LESSON PLAN

<b>Class:</b> Yearbook	<b>Time:</b> 15-20 minutes (depending on staff experience)
<b>Unit:</b> Selling Your Book	<b>Lesson title:</b> Ad sales role play.
<b>Objective:</b> SWBAT confidently make a phone call or approach in person a business owner or manager to sell a yearbook ad.	
<b>Materials needed:</b> <ul style="list-style-type: none"> <li>- Ad sales materials – recommend building a kit, including sales forms, sample ads, a leave-behind or cover letter. See pp. 24-25 of Selling Your Book.</li> <li>- Script copies for each student. Consider customizing the script for your school and sales situations. Switch it up for phone calls and for in-person sales (which we recommend only take place in teams and/or with an adult for safety.)</li> </ul>	
<b>Staffers or teams involved:</b> Entire class. In a majority of yearbook programs, sales is such a big job that all members of the staff are involved.	
<b>Prior knowledge:</b> Together, adviser and editors should assemble a list of previous advertisers (possibly an eBusiness report) and come up with a strategy for dividing up ads. If there are incentives associated with ad sales, these should be established ahead of time.	<b>Key understanding:</b> Conveying professionalism is important to the reputation of your yearbook program and essential to your success in selling ads. It's also an important life skill.
<b>Introduction:</b> If necessary, orient the staff to your sales packet, forms and procedures. Ask staffers: When is the last time you actually spoke to someone who was not a friend or family member on the phone? Have you made your own hair appointments? Doctor's appointment? How are those communications different and/or difficult? Another idea: involve a staffer in conducting an interview gone wrong and role play. Consider unprofessional dress, posture, popping gum ... any impolite thing you can think of.	
<b>Instructional activities:</b> <ol style="list-style-type: none"> <li>1. Pair students and give each one a script.</li> <li>2. Have them read through the script briefly.</li> <li>3. Have them take turns in the role of buyer and seller and a) read from the script, then b) conduct the exercise without the script. Repeat until both partners are comfortable with the script and feel ready to approach an adult.</li> </ol>	
<b>Wrap-up/closure:</b> Discuss all of the potential scenarios they may run into and how they would change the script to fit the situation. Consider the different types of business people they may encounter and discuss how to access the best person in that business to speak to about an ad (i.e. the business owner or manager.)	

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**Differentiation options:** The lesson is geared toward all learners but sales are difficult for many students. Consider making teams of mixed skill/experience levels. It may be important to pair quiet students with more outgoing students.

**Assessment:** The recommendation for sales is to base success on a combination of effort and persistence in addition to actual success in sales. Be cognizant of the fact that existing advertisers will be much easier to approach and win, so assignments should include a combination of new and existing advertisers. For more ideas for sales, check out the “Selling Your Book” section of the curriculum.

# YBK LESSON PLAN

## Sales Script

Practice this script for a phone call	Notes
<p>Yearbook Staffer: Hello, my name is _____ and I am calling on behalf of the _____ yearbook at _____ school.</p> <p>May I please speak to the person who is in charge of purchasing advertising for your business?</p>	<p>It's so much easier if you know the name of this person ahead of time. Try to do a little research and find out.</p>
<p><b>Business person:</b> You need to speak to _____, but that person is not in at this time.</p> <p><b>Staffer:</b> WRITE DOWN THE NAME. Ok, thank you. Is this the best number to contact him/her? Can you tell me the best time to reach him/her?</p>	<p>Don't be aggressive, but do be persistent. Unless it's a really small business, the person who makes advertising decisions won't answer the phone.</p>
<p><b>Business person:</b> I don't know anything about advertising</p> <p><b>Staffer:</b> OK. Is there another person or location I should call?</p>	<p>Always make sure to write down the name of the person who you are speaking to and the name of anyone else they suggest you call. These names are gold, so make sure to thank the person who gives them to you.</p>
<p><b>Business person:</b> We have already spent our advertising budget for this year</p> <p><b>Staffer:</b> Purchasing advertising space in a high school yearbook is an excellent marketing tool for your business. Did you know that each copy of a yearbook is seen by approximately 20 people? We sell ____ copies of our yearbook, so in theory (____x20) people would see your advertisement. I would be glad to come back at the beginning of your fiscal year if you are interested in purchasing an ad for the <b>next</b> volume.</p> <p><b>Business person:</b> Wow. You are super intelligent to know about budgets and fiscal years. Please do come back in December and I will be sure to consider a purchase for next year's book.</p>	<p>There are many reasons a business person may say no. Make sure to emphasize that they are supporting the school and showing their support to your entire community by advertising. It's not so much of a money-maker for them. It's a public relations tool.</p>

# YBK LESSON PLAN

<p><b>Staffer:</b> Thank you so much! I will follow up with you in December. Is this the best number to reach you? (Take notes!) Thank you so much for your time.</p>	
<p><b>Business person:</b> I don't think we can afford it this year. We just don't have the budget.</p> <p><b>Staffer:</b> Advertising in a high school yearbook is tax-deductible, plus an average of 20 people will look at each copy of the yearbook. Since we sell approximately ___ copies of the yearbook, there are ( _ x 20) potential customers in this community you could reach by spending as little as \$__ on the smallest ad.</p>	
<p>Make sure you are prepared to address these objections and answer these questions:</p> <ul style="list-style-type: none"> <li>- Why should I advertise in the yearbook?</li> <li>- What benefits do I get from the book?</li> <li>- Who else advertises in your book? (Hint: any competition?)</li> <li>- Do you offer discounts?</li> <li>- What size ads do you have?</li> <li>- When do I pay?</li> <li>- Can I use my own artwork?</li> <li>- How many people will see my ad?</li> <li>- Do you furnish models?</li> <li>- I don't have it in my budget now.</li> <li>- I advertise in BOOK NAME'S (another school) yearbook.</li> <li>- I do mostly newspaper or radio advertising.</li> <li>- Kids don't shop in my store.</li> </ul>	<p>It's ok for the business owner to ask you lots of questions. That means they are considering the expenditure!</p> <p>Consider answers related to:</p> <ul style="list-style-type: none"> <li>- Covering the whole school population</li> <li>- The value of yearbooks for years to come. People will see their ad forever.</li> <li>- Yearbooks are often found in doctors' and dentists offices, are used by real estate agents. There are more options that just students for seeing your support.</li> </ul>

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Regardless of how the conversation goes, make sure it ends on a positive note.

Thank you so much for your time. We know how much supporting our community is to your business.

As a member of the \_\_\_\_ high school community, I personally appreciate the work local businesses and schools do to build our community.