



Lemonade Stand Challenge B1

I can sell things.

Core Entrepreneurial Education



Selling Products and Services


From implementing an idea to purchase planning and accounting, this challenge will give students first-hand experience of what it takes to make a product or a service a big seller and how to achieve the greatest possible success with a given budget.

Teacher Guide

The materials contain a detailed step-by-step description of the challenge to facilitate a direct implementation in the classroom. The teaching materials are designed to be used together with the student materials (=worksheets). The ➡-sign indicates optional tasks for a deeper understanding. You will find the corresponding worksheets in the file "Extension Materials for Students". All materials are provided at www.youthstart.eu.



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Youth Start Entrepreneurial Challenges Programme

based on the TRIO Model for Entrepreneurship Education – www.youthstart.eu

Core Entrepreneurial Education				Entrepreneurial Culture						Entrepreneurial Civic Education	
	Idea Challenge		Hero Challenge		Empathy Challenge		Storytelling Challenge		Buddy Challenge		My Community Challenge
	My Personal Challenge		Lemonade Stand Challenge		Perspectives Challenge		Trash Value Challenge		Open Door Challenge		Volunteer Challenge
	Real Market Challenge		Start Your Project Challenge		Extreme Challenge		Be A YES Challenge		Expert Challenge		Debate Challenge

The TRIO Model is a holistic definition of entrepreneurship that encompasses three areas:

Core Entrepreneurial Education comprises basic qualifications for entrepreneurial thinking and acting: developing and implementing original and innovative ideas in a creative and structured manner.

Entrepreneurial Culture refers to personal development: self-initiative, self-confidence, teamwork, empowering oneself and others.

Entrepreneurial Civic Education aims at enhancing social competences and empowering students in their role as citizens: assuming responsibility for oneself, others and the environment.

Each challenge belongs to a **challenge family** that has its own icon with a colour code that corresponds to one of the three TRIO areas. A challenge family comprises several challenges on different competence levels. The letter codes given in the teaching materials correspond to the following levels:

A1 – primary level; A2 – secondary level I; B1 and B2 – secondary level II; C1 – transition from secondary level II to tertiary level. Each level builds on the preceding level.



Unit Planner

Theme	Selling Products and Services
Level	B1
Challenge Family	<p>Lemonade Stand Challenge – discovering sales talent!</p> <p>How to do you inspire interest in a product? How do you make someone want a product and in the end buy it? Kids at primary school have their first selling experience at the lemonade stand or the flea market for toys or clothes. Kids in lower secondary schools learn how to determine prices and why supply and demand are crucial factors. The whole process will be presented in upper secondary schools: from preparation and production to organizing the sales or presentation as well as the exact financial statement. The main focus of learning is on selling a product, service or idea. Students also learn how to meet objections respectfully thereby stimulating their business.</p>
Time / Length	<p>Six periods preparation, execution and rework</p> <p>Including ➔ material: 10 periods</p>
Big Idea behind the Challenge	<p>Selling a product is not as easy as it looks. It takes some effort to attract customers. If they appear, would they be willing to buy something? Students are therefore challenged to think about selling a self-made product (e.g. lemonade, cupcakes or other self-made products) or sustainably produced trading goods, a service or an idea. They learn to develop strategies to achieve maximum success with a limited budget. They have to create a stand, plan purchases, produce their product and packaging if necessary, advertise, convince like a salesman and submit invoices according to the law, if required.</p>
Entrepreneurial Competences according to the Reference Framework	<p>I am comfortable in taking responsibility for a task.</p> <p>I can face potential competition in the implementation of tasks.</p> <p>I can develop ideas and provide justifications for why they should be implemented.</p> <p>I can identify and seize opportunities.</p> <p>I am aware of risks and take responsibility for my own actions.</p> <p>I can plan goals and implement a supervised project.</p> <p>I can come up with ideas for effective marketing.</p> <p>I can work with others and maximise the use of individual skills.</p> <p>I can take the initiative to convince others when making group decision.</p>

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	<p>I can communicate well with other people.</p> <p>I would like to contribute to a future-oriented ecologically and socially sensitive behavior in business and society.</p> <p>I can explain different possibilities to finance my ideas.</p> <p>I know how to make use of limited resources and use a budget.</p>
Language Objective	<p>I can describe products, services or ideas.</p> <p>I can explain production- or sales process.</p> <p>I can make a simple sales pitches for the chosen object.</p> <p>I can design simple advertising media (e. g. posters, lettering of the stand).</p>
Content Vocabulary (Word Wall)	<p>Feasibility study, know-how, strategy, success, production process, prototype, responsibility, goal, waste management, waste separation, waste disposal, advertising material, amount invoiced, (cash) discount, allowance on the invoice, delivery costs, landed price, variable costs, fixed costs, contribution to profit, loss, customer needs, conciseness, demonstration of the product, selling price, earnings, spending, argumentation</p>
Assessment	<p>Worksheet 7 – Secret Shopper Assessment (individual teacher assessment)</p> <p>➤ Worksheet 7 – Secret Shopper Assessment (individual student self-assessment and/or peer assessment by a school mate)</p> <p>Worksheet 8 – Student Self-Assessment Salesmanship (individual self-assessment, peer assessment by a school mate and/or individual teacher assessment)</p> <p>➤ Worksheet 9 - End of Unit Self-Assessment (I understand how to run a small business, to make the best of limited resources, and how to try to make a profit.)</p> <p>Worksheet 10 - Self-Assessment – Reflection (goals, competences)</p>
Necessary Background Knowledge	<p>None</p>
Mind & Body	<p>For physical exercises to help students activate and concentrate as well as improve their mindfulness go to: www.youthstart.eu (incl. video clips). Choose the appropriate exercise(s) to support your challenge!</p>
Materials Needed	<p>• Ask the principal/director for permission/support before starting the presentation or sale</p> <p>• Copy material for the students</p> <p>➤ • Provide flipchart paper, pencils and A3-paper if necessary</p>

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<p>➔</p>	<ul style="list-style-type: none"> Organise computers for internet research and calculations with Excel or allow the use of smartphones during the lessons
<p>Step-By-Step Activities</p>	<p>The focus of this classical entrepreneurship challenge is on selling or presenting a product, service or idea at a school or in public (e. g. at a trade fair).</p>
<p>Step 1</p>	<p>Finding and selecting the object to be sold (product, service or idea):</p> <p>a) Ways to introduce the topic of the challenge:</p> <ul style="list-style-type: none"> Students play one of the simple computer games like “Lemonade Stand” in English on the computer or download an app with the same name by using their smartphone. Students gain good insight through this activity on what is influencing sales (e. g. the weather, spoiled goods, price level, available budget). Show a short YouTube-Video in English on “Lemonade Stand” to explain the possibilities of fundraisings (e.g. donations for organizations fighting against cancer or slavery. <p>b) The teacher schedules the day or period when the goods should be sold. If your class is selling drinks or food please check important dates like times of fasting carefully.</p> <p>c) The teacher may decide the object to be sold or presented (e. g. the result of the Trash Value Challenge) or choose it together with the students as the output of a creative process (see also paragraph d) and e) below).</p> <p>➔ d) Use a simple creativity tool like brainstorming or 6/3/5 (brain writing – see ➔ info sheet 1 at the end of this unit planner) to collect ideas on the board or flipchart about which product should be sold at the stand. The teacher facilitates the creative process and makes the students observe the rules. Some creativity techniques like 6/3/5 require groups to tally and summarise the results.</p> <p>➔ e) The best three ideas will be selected by the teacher as e. g. each student is allowed to mark the ideas he or she likes most with up to three points. Students have to think about the profitability of the products in question while scoring them. They should consider what customers think about the product.</p>
<p>Step 2</p>	<p>Checking the feasibility and making decisions</p> <p>a) Students are divided into groups.</p> <p>b) Feasibility studies (worksheet 1 – please duplicate it according to the number of objects to be checked) should be carried out before asking for necessary permissions (e. g. principal, school authorities</p>



	<p>and other boards). These studies show whether all selling or presenting activities for the stand may be efficiently carried out on time, within the available budget and resources, and if there is enough 'know how'. Each student completes his worksheet 1 and awards 0 to 4 points for each criterion. Using the feasibility study for different alternatives makes the decision process transparent. If the feasibility study is carried out only for one object, paragraphs c) and d) will not be applied.</p>
➔	<p>c) The teacher collects the results of the ranking per object and shows the total details (the excel file may help). Students may also show their results on the board or flipchart individually or as a summary of the group.</p>
➔	<p>d) The ranking should help students to make better decisions. Depending on the framework of the school (e. g. if environmental focus is important), an object with fewer points may be selected for the sales or presentation activities instead of the object with the highest number of points.</p> <p>e) Students and teachers decide together how they will use the money earned in the future (e. g. for a donation, for an organization or the class account). If it is not feasible (e. g. presentation of an idea) or permitted to collect money, it has to be determined if and how the presentation will be assessed (e. g. at a competition). Worksheet 7 (Secret Shopper Assessment) or worksheet 8 (Assessment of the salesmanship) may be applied. The criteria for the assessment and the documents used have to be determined at the beginning.</p> <p>f) Now it is time to get the necessary permission. Ask the school administration for further details regarding additional permission (e. g. if you run the stand outside the school or if there are special regulations concerning stands in schools.).</p>
Step 3	<p>Planning</p> <p>Worksheets 2 to 6 help students to plan the challenge professionally. Please use them in the order that they appear.</p> <p>a) Worksheet 2 – Production or Sales Plans: Students may produce the prototype of the object at home or at school if possible (e. g. in the school kitchen). If your students sell ecologically produced goods, or if they use an existing detailed process description for the production (e. g. a precise recipe for making lemonade including all necessary steps and the time needed) at the stands, they may plan their sales or presentation process with the worksheet. Students should set up a shopping list after completing the worksheet by summarising the 'necessary resources' column. It is also important to fill in the column</p>



- “Minutes” to estimate the overall time needed to start the process in time.
- b) Worksheet 3 – Setting goals, time and responsibilities:
Students work in groups and define at least one goal. In addition, they stipulate a task list according to the points mentioned in the worksheet and act upon it.
- c) Worksheet 4 – Stand / display design:
Students read through the checklist and carry out the necessary work. They should show at least a sketch of the stand (the simplest way is to use a table and the space behind a wall for the decoration) and the advertising material (e. g. flipchart) and a list of necessary material based on the checklist.
- d) Optional – Designing creative flipcharts:
Students may design creative flipcharts as advertising material. They learn how to write properly on the flipchart /on A3-paper and the rules and possibilities of creative flipcharts. The teacher shows step by step how to design a flipchart with the example (see ➤ info sheet 2), and the students follow the instruction using a sheet of A3 paper. As a group students subsequently design the presentation for the stand, and of course they may use a computer for this purpose too. This activity may be the basis of a “pencil selling” activity, which is perfectly suitable for the presentation of abstract or consultation-intensive objects. The presentation may be designed on paper, with a computer or on a tablet – the rules for designing it are all just the same as designing an impressive flipchart. Professionals visualize while concentrating on their target group, the situation and the individual needs of their customers.
- e) Worksheet 5 – Calculation of cost and profit or loss (please find examples in the attached excel file):
- Minimum Calculation Model: depending on the activities carried out before (see worksheet 2, 3 and 4), the students calculate the costs and compare them with the earnings. If only objects are presented, the students have to think about how to cover the costs for the presentation (e. g. decoration, advertising material, sample).
 - • Standard Calculation Model: students calculate fixed and variable costs thus concluding their profit or loss, based on the number of sold products. (e. g. one out of five of the 1.000 students and 140 teachers buy a product – results in 228 sold products per day). They should not forget to deduct fixed costs (e. g. costs for the stand) from the earnings.
 - • Maximum Calculation Model: students calculate the landed price per product and compare it with the planned sales price.



Step 4	<p>Practising the sales pitch</p> <p>Students prepare their sales pitch by doing the following:</p> <ul style="list-style-type: none"> a) Learn to answer any question on the product (worksheet 6 – information about the product). Students may finish the worksheet alone and then compare their solutions in their group. b) Students run through their sales pitch at the stand and change roles (seller – buyer). Students should also have the opportunity to read through worksheets 7 (Secret Shopper - Assessment) and 8 (Self-Assessment Salesmanship) so that they know what is expected of them. You might want to take extra time to read through the attributes and act out examples together of what certain behavior would look like. You may also show them examples for the criteria by using photos from similar events. ➤ c) If necessary, you can plan additional time for discussing the criteria of worksheets 7 and 8 and their effects on the behavior of the students. You may also show your students photos, which you took at similar events, to clarify the criteria. Please, find additional information on info sheet three about the sales process and important elements of the sales pitch. ➤ d) The material of the Storytelling Challenges is very suitable to prepare a pitch for a sales presentation. A supporting PowerPoint presentation is attached to the material.
Step 5	<p>Prepare the stand and the items for sale or the samples</p> <p>As planned in Step 3, students prepare the stands and produce the items for sale, purchase them from the supplier or obtain the objects. Students should photograph their activities as this helps them to reflect on it afterwards. Help from parents is appreciated and is very motivating for everyone involved.</p>
Step 6	<p>Selling or presenting at the stand</p> <p>Students sell their product at the stands and use the results of their plans and preparatory work (step 3 to 5). The success depends mainly on how students behave and how committed they are to work on the challenge</p>
Step 7	<p>Secret Shopper Teacher Assessment (Worksheet 7)</p> <p>A colleague (or you) can visit the stands and secretly assess the students. It would be better if a colleague who is familiar with the content could do so as the assessment would be more natural. This assessment may be the basic document for the evaluation at a competition.</p>
Step 8	<p>Calculating the Results</p>



	<p>Students calculate their real loss or profit according to the worksheet 5. Additionally, variations in their origin will be analyzed and discussed.</p>
Step 9	<p>Self-Assessment on Salesmanship (Worksheet 8)</p> <p>Not only may Worksheet 8 be used for the preparation of the sales pitch; it can also be the underlying document for the self-, peer- and teacher-assessment. Once students have been assessed by the teacher, they can assess themselves, or ask their classmates for a peer-assessment. You might need to support them and give them examples if they do not understand the categories. Collect the self-assessments at the end. This can also be used for a meaningful class discussion about student performance relating to salesmanship!</p>
➔ Step 10	<p>End of Unit Self-Assessment (➔ Worksheet 9)</p> <p>To be done individually: Students will assess themselves.</p> <p>Read through each attribute slowly. Give time for students to reflect and assess themselves by circling the appropriate smileys. It might be necessary to further clarify each attribute by giving the students an example (e.g. I can analyze whether or not my idea will generate a profit and explain how to finance my idea. Please do worksheet 5 again and evaluate your profit and loss calculation.). Once completed, you can either collect these or use for classroom discussion.)</p>
Step 11	<p>Self-Assessment - Reflection (Worksheet 10)</p> <p>To be done individually or in pairs. Be sure to read each question together with the class and give students time to write their responses. Use this wrap-up worksheet for a final discussion! This worksheet is great way to demonstrate to parents what their son/daughter has learned!</p>
Context within the Challenge Programme	<p>This challenge builds on the levels A1 and A2 “Lemonade Stand Challenge”. The challenge may be used separately or may be combined with the following challenges:</p> <ul style="list-style-type: none"> • Präsentation bzw. Verkauf von Produkten, die im Rahmen der „Trash Value Challenge“ B1 entstanden sind • Presentation or sales of an object as a result of the “Trash Value Challenge” B1. • Analyzing prospective customers or interested parties with the “Empathy Challenge” B1 (Empathy Map). • Presenting the (business) idea as an outcome of the “Idea Challenge” B1 at a stand. • Presenting products, services, and ideas not only at the stand but additionally in the form of an elevator pitch with an inspiring story as a result of the “Storytelling Challenges”. Please find the summarizing PowerPoint Presentation in the attachment.



Useful Links	<p>About the Youth Start Entrepreneurial Challenges project: www.youthstartproject.eu</p> <p>Further teaching materials (including videos): www.youthstart.eu</p> <p>Simple Computer games in English "Lemonade Stand": http://www.coolmath-games.com/0-lemonade-stand, or https://www.oms.edu/exhibits/moneyville/activities/lemonade/lemonadestand.htm</p> <p>Examples of Elevator Pitch: http://www.youtube.com</p>
Sources	<p>Huckemann, Matthias, Seiler, Urs und Weiler, Dieter: Messen messbar machen. 4. Auflage, Springer Verlag, ISBN 978-3-540-23556-9</p> <p>RM. J. Eppler, F. Hoffmann, R. A. Pfister: Creability. 1. Auflage, Schäffer-Poeschel Verlag Stuttgart, ISBN 978-3-7910-3297-9</p> <p>Stadlbauer, Alfons: Pencil Selling. 1. Auflage, Trauner Verlag, ISBN 978-3-85499-764-1</p> <p>Kempel, Hannelore: Sales Management 1 und 2. Manz Schulbuchverlag, ISBN 978-3-7068-2555-9 und 978-3-7068-2942-7</p>
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➔ Info Sheet 1: Brainwriting (6/3/5)

Objective: finding a large number of ideas

Application: developing ideas in a group within limited time and positive stress

Grouping: at least 4/maximum eight persons per group

Material: one sheet of A4 paper per person with a previously made table (with three columns and a row per group member)

Duration:

Preparation: copying or drawing the A4 paper, eliminating possible disruptions (e. g. noise, mobile phones)

Implementation: 30 to 45 minutes

Evaluation: after the creative procedure in the wrap-up phase!

Implementation:

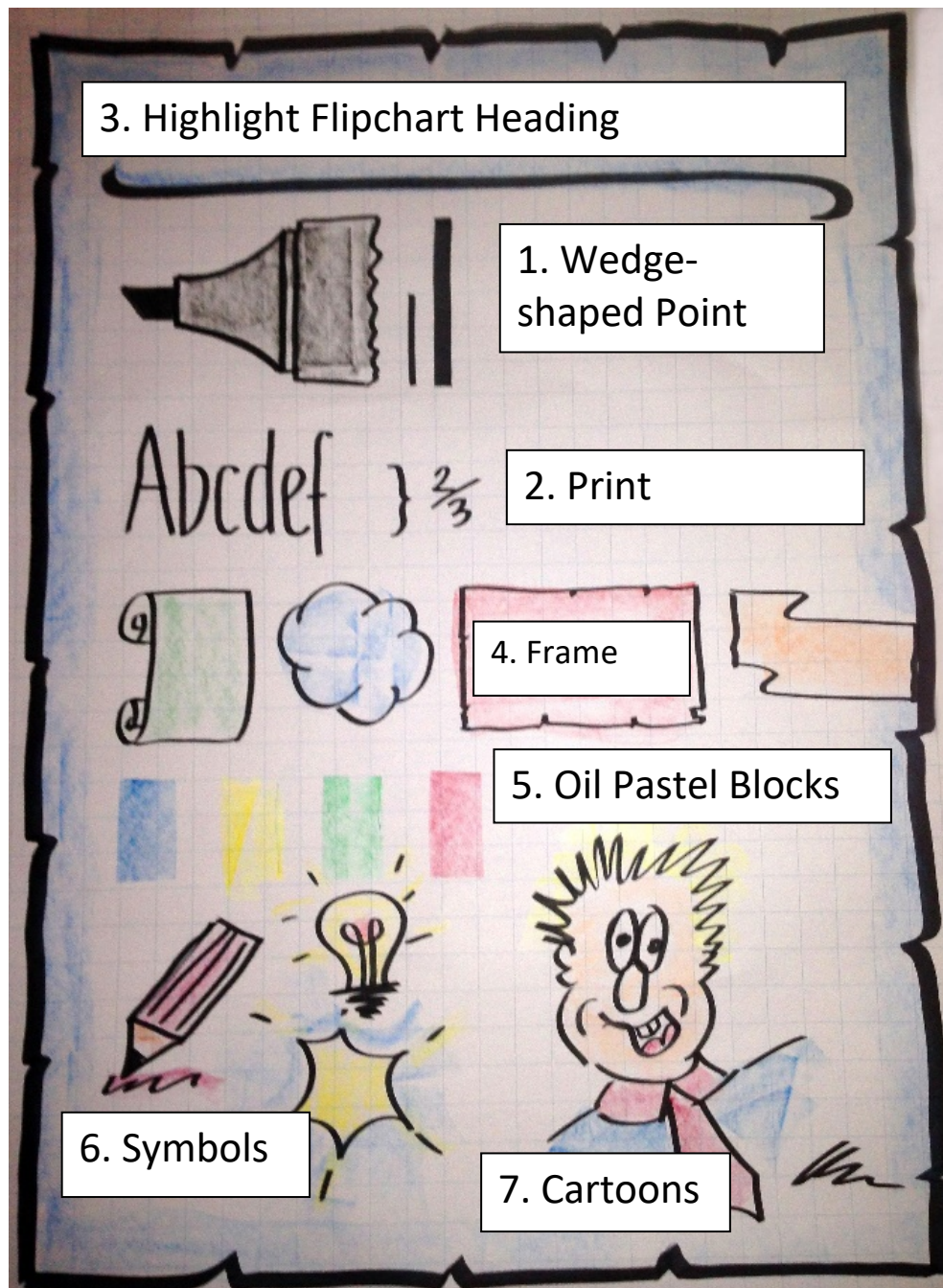
- Explaining the method: 6 persons (or at least 4 to 8 persons) have to write three ideas within 5 minutes into the first row of the table, and then pass their paper on to the next person in a clockwise direction. Each group member reads the ideas on the paper and then adds additional ideas into the next row on the paper. It is not obligatory to fill in all fields of the table. Laughing is highly recommended, but it is strictly forbidden to comment (negatively and aloud) on the ideas on the paper. The funnier and the crazier the ideas are, the better the creative process works.
- Telling the problem to be solved: e. g. "Which product, service or idea do we want to present or sell at the stand? "
- The teacher or the moderator of the group takes the time (5 minutes or less per round) and tells the group members when they have to pass the paper to the next person.
- The procedure is finished when every member of the group gets his or her original paper again.

Wrap-up: mark key terms and use them later on for the evaluation

Tips and Tricks: Be careful evaluating the ideas after the creative process, as "crazy" or "impractical" ideas may inspire others to write down feasible ideas.



➤ Info Sheet 2: Creative Flipchart Design



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Objective: To create convincing, creative and outstanding presentation media

Application: Flipchart, poster, white cardboard boxes, light printable plaques, ...

Grouping: for learning purposes – individual work, for designing purposes – individual, pair or group work

Material:

Presentation media (e. g. one to three posters per group),
flipchart markers with a wedge-shaped point (at least one black marker per person),
oil pastel blocks (one set per group),
two to three A3 paper sheets per person to learn the technique

Duration:

Learning the technique: 15 to 30 minutes

Designing the presentation media: depends on the number and the content

Process:

Learning How to design Flipcharts:

The teacher shows the students step by step how to design a flipchart and demonstrates the necessary design elements on a flipchart;

- a) Use wedge-shaped flipchart markers (water based, rechargeable) with a 6-mm-pointer for the letters (eventually markers with a 12-mm-wedge-shaped pointer for the heading) to draw thick (convincing!) and straight lines on the A3 paper-Paper to practice. Hold the marker a little bit slanted while practicing.
- b) Print: The size of the letters is approximately ten times the size of the line. The ascender and descender amount to 1/3 of the size of the letter. Letters should be written as narrowly as possible, and words have to be separated accurately. This way of writing letters helps the brain to recognize the meaning faster, but you need some practice until it works really well. Students practice by writing their given name, family name or any other word until they write letters in a suitable way.
- c) Each Flipchart has a heading, which is highlighted by an underline or larger letters with a thicker marker.
- d) The flipchart gets a frame after the text has been completed, thus getting more attention.
- e) Use oil pastel blocks to color the flipchart quickly by e. g. coloring the frame and the heading. Letters start to glow when you only color the paper around them.
- f) Symbols support the impression of the presentation medium, as the brain records pictures faster than words. The focus is on recognition; it is not necessary to draw beautifully. You can draw the symbol for an idea, the light bulb, very quickly, if you start with the screw base, followed by supply wires and the bulb with some rays at the end. You may perform a competition in the classroom by telling the students that they have to draw the light bulb as

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quickly as they can and then showing the result by raising the paper with their hands. The student who finishes the bulb first wins the competition.

- g) Simple Cartoons make the flipchart more lively. You start by drawing three circles for eyes and a nose on the paper, then adding the mouth below. The ears look like the number three. Then you add hair, the rest of the face and part of the clothing.

Designing posters: Students can now start to design their posters for the stand. Hang your flipchart with the design rules up as a visible example for the students.

Tips and Tricks: Flipcharts should be designed quickly as the focus is on recognition not on beauty. It is very effective to combine a flipchart with a PowerPoint presentation. Please find additional hints and tips in the literature.



➔ Info Sheet 3: sales talk

This info sheet contains a summary of important hints for the sales talk, arranged according to the underlying steps in the sales talk, thus showing the typical process. You will find further detailed information in the substantial literature on sales talk.

The language of the salesperson plays an important role. Salespersons should have a large vocabulary and negotiate simply, concisely and fluently (i.e. understandable). They should adapt themselves to the language of the customer and express themselves from the point of view of the customer (e. g. "... as you may notice ..."). Salespersons should avoid overstatement, negative associations, and fear triggering phrases (e. g. a danger to life). They also should forgo non-essential technical terms, foreign words, repetition of words, filler and extreme dialect.

Phase of the Sales Talk	Hints
Greeting and setting up a relationship	<ul style="list-style-type: none"> Greeting the customer immediately, politely, loudly and clearly, keeping eye contact and turning to the customer as the first impression is important. Greeting the customer although serving another person. The salesperson can support a personal connection when he or she reacts in a friendly manner and approaches the customer with his or her name. Good outward appearance (e. g. clothing, personal hygiene), relaxed reactions, nonverbal contact (eye contact, open posture) and active listening (e. g. repeating important content of the talk with one's words) are also important.
Recognition of Customers Needs	<ul style="list-style-type: none"> At the beginning of the sales talk the use of the appropriate technique of asking questions (e. g. open ended questions like how, who, what, when, why, ...) helps to identify requirements and needs, ideas, problems and goals of the customer. Active listening helps to capture the information properly. Customers should be observed carefully in this phase (body language). All information has to be interpreted and acted upon according to the needs of the customer.
More detailed salesmanship: a) Demonstration of goods	<p>Demonstration of goods: Salespersons should show a positive attitude toward the object (treating it not only carefully but lovingly). They should present it understandably and involve the customer (handing over the object to examine, palpate and try it). Moreover, the customer should be confirmed (compliment but not overpraise him or her) and objections should be treated positively as signs of interest.</p>

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b) Description of goods	Description of goods: Worksheet 6 gives an overview how to obtain professional competence.
c) Argumentation	Argumentation: Present the advantages of the sales object in a positive way. It is not only about finding the appropriate arguments (the statements must be approvable (e. g. by professional articles), few well-founded arguments are more valuable than many superficial ones) but about inspiring (talking about feelings – e. g. your friends will admire you when wearing the trousers) and rationalizing (the customer can justify his or her choice against him or herself or against his or her friends – e. g. “Part of the profit of the sale of the lemonade is donated.” or “The lemonade is reasonably priced.”). You may repeat important arguments during the sales talk up to three times. It is fundamental that you say the price at the right time – surrounded by the context of the benefit of the goods – so that the customer doesn't suffer from a shock about the price. Please mention the price convincingly and don't try to excuse it. The customer spends more on goods which he or she appreciates. Avoid the terms “expensive” and “cheap”. You will find more detailed information about argumentation on prices in the economics literature.
d) Customer Objections	Treatment of customer objections: There are a lot of different methods to aid the salesperson in balancing customer objections, turning them into advantages or mitigating them. Therefore you should think about which customer objections may be asked and how to answer them properly. You will find more detailed information about handling customer objections in the economics literature.
Conclusion of the Sales Talk	At the end of the sales talk, the customer may be led to a conclusion by e. g. opposing alternatives or highlighting especially favorably versions, without getting the impression of being pushed. The salesperson may suggest additional and suitable goods (e. g. proper shoe care product).
Strengthening the Decision of the Customer and Farewell	It is highly recommended for the closure not only to complete the necessary formalities (e. g. generating cash receipts and accepting the payment) but to compliment the customer finally, saying farewell to him or her in a friendly manner and bringing him or her to the entrance. Assisting the customer with wrapping and storing the goods is important to ensure that he or she leaves the sales place with a positive feeling.