



HUMAN SERVICES CLUSTER

LESSON 3

Lesson Plan Title: The Importance of Customer Service		Instructor:
Suggested Total Time for Lesson (minutes): 45 minutes (2 days)		
Content Focus - What Will Students Learn? (Content Skill Sets)		
0972.HU.0928.29 Exhibit the use of empathy in interpersonal relationships 0972.HU.0928.32 Develop and implement prevention and intervention plans in various situations		
Materials and Resources- What do you need to assemble and prepare before the lesson?		
Materials: • Index Cards		Resources: • 25 Skills for Excellent Customer Service Visual.ly
Lesson Outline: What learning activities will your students do?		
Time	Sequence/Description of Learning Activity	
	<p>Get Started/Explain: Customer service is all around us. Most of us engage in customer service activities of some type during our normal daily routines at work. All of us encounter customer service when we go to the store, call a company on the phone, or visit a business's website.</p> <p>However, simply being exposed to customer service doesn't mean you understand how to do it well or how to evaluate whether you are receiving an acceptable level of customer service. The point of this lesson is to help you understand what customer service is and how to make it better whether you do it for a living or deal with it at a consumer level.</p> <p>This is a role-play lesson plan that requires students to get involved. You may need a short ice-breaker activity if role play is not a technique commonly used in your classroom. Feel free to skip the icebreaker if you don't think it's necessary.</p> <p>Note: The teacher can find a customer service-related YouTube video to show the class during the introduction.</p>	
Day 1	<p>Discover/Engage/Practice: Part 1: Ice Breaker This is a whole-class activity. Select a student and ask them to pretend to be a customer service agent at Zappos. You (the teacher) will take on the role of a person calling about shoes.</p> <p>Teacher/Student Interaction Teacher: We are going to do a short role-play demonstration before breaking into groups. Student, you are going to play the part of a customer service representative at Zappos. Zappos is famous for giving customers ANYTHING they want when there is a problem. I will pretend to call you on the phone and then we will see what happens. Ready?</p> <p>Teacher: "Hello. I am calling because I ordered a pair of shoes for a wedding, and they haven't arrived. I placed the order last week and paid extra for 3-day shipping. The wedding is in two days and I really need those shoes." Go back and forth with the student for two minutes and see where the conversation goes. There is no right or wrong answer.</p> <p>Three questions to ask when the activity is finished:</p> <ol style="list-style-type: none"> 1. What emotions did the caller show at the start of the call? 2. Did the answerer demonstrate Empathy, Patience, Attentiveness, Tenacity, and an Open Mind? 3. What emotions did the caller show at the end of the call? 	

<p>Day 2</p>	<p>Part 2: Role Play Cards</p> <p>Students will be divided into groups of three. Each group will have one observer, one customer, and one representative.</p> <p>Get a stack of index cards for the callers and write a scenario on each card. Hand the cards out randomly to the groups.</p> <p>Scenarios might be:</p> <ul style="list-style-type: none"> • Your product didn't arrive • The color is wrong • The product was broken • You changed your mind <p>Get a second stack of index cards for the representatives and write a scenario on each card. Hand out the cards randomly to the groups.</p> <p>Scenarios might be:</p> <ul style="list-style-type: none"> • Not paying attention to the caller – Maybe checking your phone during the conversation • Trying to finish the conversation as soon as possible • Says they are going to help, but not really • Honestly wants to help the customer • Wants to chat instead of helping <p>The students will role-play for 3 minutes.</p> <p>The observer needs to answer the same three questions as above (feelings before; demonstrate traits; feelings after) and document them on a piece of paper. You should rotate so that each student gets to play each role. Make sure you mix up the index cards, so each group sees various scenarios.</p>
	<p>Check for Understanding/Summarize/Close:</p> <p>You can close by reinforcing the concept that purchasing decisions are often driven by emotions and that companies that move customers from negative emotions to positive emotions can be very successful.</p>
<p>Modifications, Support, and Extensions (for those students with IEP)</p>	
<p>Reflection- Did the students learn the content outlined in the lesson focus? Why or why not?</p>	