



# Agricultural Sales

## Purpose

*The purpose of the New Jersey FFA Agricultural Sales Career Development Event is to evaluate and demonstrate skills that are essential for an individual to be successful in the agricultural sales career. Students will also develop an understanding of the opportunities available in the sales industry. The process of selling agricultural products is essential for production and marketing of agricultural products.*

## Objectives

The agricultural sales career development event provides the opportunity for the participant to:

- Develop verbal, written and interactive communication skills.
- Demonstrate skills to build rapport with customers.
- Discuss features and benefits of a product.
- Identify potential customer objections.
- Introduce the product to prospective customers.
- Develop a sales call that determines and addresses customers' needs and objections.
- Attempt to close the sale by asking for a customer's buying decision.
- Identify and demonstrate the use of questions throughout the sales process.
- Develop active listening skills.

## Event Rules

The complete rules, policies and procedures relevant to all New Jersey FFA Career and Leadership Development Events may be found in the CDE & LDE Event Participation Policy: [https://nj.gov/agriculture/ag\\_ed/ffa/activity/CDE\\_LDE\\_Policy.pdf](https://nj.gov/agriculture/ag_ed/ffa/activity/CDE_LDE_Policy.pdf)

- Teams will consist of four members, and all four scores will count toward the team score.
- The team score is comprised of the combined scores of each individual and the team activity in which all team members will participate.
- Official Dress is required for this event.
- Business cards are not permitted and will not contribute to the individual or team scores.
- Any communication between participants during the event will be sufficient cause to eliminate the team from the event.
- Any participant caught cheating during the event will be expelled from the event.
- Participants are NOT allowed to use (or have visible) electronic devices during the event, unless for medical reasons or a portion of the event requires usage. This includes cell phones, tablets, etc. Participants will be allowed to use calculators, if specified for that event; however, cell phone calculators and graphing calculators are not permitted! Failure to adhere to these rules will result in disqualification.
- All individuals participating will judge in a cooperative manner following the rules set

forth by the event coordinator.

- No school/chapter will use Rutgers University or Delaware Valley University facilities or locations for the training of teams. Contact with University faculty and staff is permissible. **Penalty will be disqualification.**
- This event will be scored using “Scan-tron” sheets. It is important for students to listen to directions and fill out the sheets correctly in order to receive credit. Sample scan-tron sheets are available for practice on the State Activity Guide. This event uses the Horticulture (Multipurpose) scan-tron sheet.
- There will be no separate alternate teams.
- A student may not compete in more than one event during the New Jersey FFA Spring Career Development Events.
- The State level competition fee of \$11 per contestant will be paid by the competing school. If a chapter is at least blue affiliated, registration to state FFA career development events is waived.

## Event Format

The event will be composed of three parts. Individual scores will be comprised of the written exam and individual sales activity. The team score will be comprised of the team activity and all individual scores.

The product(s) utilized in the event and activity examples will be announced at least one month prior to event via email and will be located on the Ag Education Bulletin Board. Provided product information may include appropriate company information and price list.

Each participant will be responsible for bringing a 1-inch binder to the event containing the provided product information and any other information gathered by the participant. This produce information will not otherwise be provided to the students during the event.

### Equipment

- Materials to be provided by the student:
  - Two no. 2 pencils
  - One-inch binder containing the provided product information and any other information gathered by the participant
- Participants are not to bring:
  - Cell phones or other electronic devices

### Flow of Event

\*Denotes a hands-on practicum area

- Team Activity\* – 30 minutes
- Written Exam – 30 minutes
- Individual Sales Activity\* – 15 minutes

### Individual Written Exam (100 points)

The written exam is designed to evaluate an individual's knowledge of sales skills. The listed resources will be used as a basic resource, but the questions will be generated based on basic sales concepts. The test will not exceed 30 multiple-choice questions and 30 minutes.

### Team Activity (175 points)

- The Team Activity includes two 15-minute segments. These will take place consecutively.
- Team members will work together to demonstrate teamwork, group dynamics, problem solving, data analysis, decision making and oral communications.
- Teams will be allowed to use their 1-inch binder for the event.

*The following information will be provided to the team at the event as if they were a group of salespeople working together to develop the pre-call planning prior to conducting a sales call.*

- Product information (before the event)
- Profile of one or two customers
- The team will be provided with paper and pencils. No presentation equipment will be allowed, such as laptops, flipcharts or dry erase boards
- The team will have 15 minutes to develop the pre-call plan (for the product(s) provided before the event) necessary to sell the product(s) in a face-to-face sales call. During this 15 minutes, the team will be judged using the team preparation rubric.

*This pre-call plan should identify:*

- Potential questions to build rapport for the scenario.
- Common interests that team members have with the customers.
- Questions that help determine the wants and needs of the customer.
- Active listening skills or techniques for determining needs and wants.
- Potential needs and wants of the customer and match them to the products' features and benefits.
- Potential objections of the customer.
- Potential concerns of each customer.

After the conclusion of the first 15 minutes, team members will have an additional 15 minutes to answer questions from the judge(s). During this 15 minutes, they will be judged using the team questions rubric.

As they answer the judge(s) questions:

- They will answer individually, without assistance from their team members.
- Students are expected to explain their decisions for the pre-call plan based on selling principles and product knowledge.

### Individual Sales Activity (150 points)

Participants will directly sell the product(s) to judge(s). Students will be given a preliminary customer profile and will have at least five minutes to review the preliminary customer profile prior to meeting with the judge(s). The judge(s) will act as the customer, which may include not buying the product. Participants will have to establish rapport, ask probing questions to ensure they meet the customer’s needs and clarify customer information during the sales call. Participants will have 15 minutes to interact with the judge(s). Participants are allowed to use their 1-inch product information binder during the individual activity.

## Scoring

Activities	Individual Points	Team Points
Written exam	100	400
Individual sales call	150	600
Team activity		175
<b>TOTAL POSSIBLE SCORE</b>	250	1,175

### Tiebreakers

In the event of a tie in individualized scores, the following events will be used to determine award recipients:

#### Individual

- Written exam.
- Individual sales call.

#### Team

- Team activity.
- Total Written exam.
- Total individual sales activity.

## Awards

Awards will be presented to individuals and the first place team based on their rankings at the CDE awards ceremony at the New Jersey State FFA Convention. Awards are sponsored by the National FFA Foundation and the New Jersey FFA Association.

The 1st place team will represent New Jersey at the National FFA Convention in October

#### Individuals

- Overall Medals
  - Medals – Top three individuals
- H.O. Sampson Certificates (hands-on sections ONLY)
  - Certificate – Top five individuals

#### Teams

- Plaque Sponsored by the National FFA Foundation – 1st place

## References

*This list of references is not intended to be all inclusive.*

Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. Make sure to use discretion when selecting website references by only using reputable, proven sites. The following list contains references that may prove helpful during event preparation. The most current edition of resources will be used.

- Past CDE materials and other resources are available by logging in to FFA.org.
- ProSelling: A Professional Approach to Selling in Agriculture and Other Industries, W. Scott Downey, ISBN-13: 978-0978895211.
- Professional Selling, Rebecca L. Morgan, ISBN 0-931961-42-4.
- Sales Training Basics, Elwood N. Chapman, ISBN 1-56052-119-8.
- Closing, Virden J. Thorton, ISBN 1-56052-318-2.
- Ditzenberger and Kidney, Selling-Helping Customers Buy, South-Western Publishing Company, Cincinnati, Ohio, 1992, 1-800-543-7972, ISBN 0538605316.
- Understanding Ag Sales instructional video, FFA.org

## Request for Reasonable Accommodations

The New Jersey FFA Association is committed to providing equal access to our events and activities for all people. Use this form to request a reasonable accommodation or assistance at least 3 weeks before any state-level events: <https://form.jotform.com/NJFFA/accommodations-request>. A new form will need to be submitted for each event in which a reasonable accommodation is being requested. This information will be kept confidential and will be used only to process the request. Our staff will review the request upon receipt and contact the requestor with additional information. The association cannot guarantee accommodations or assistance if a form is received less than 3 weeks before an event. Accommodations being requested that require the assistance of another person (nurse, interpreter, scribe, reader, etc.) is the responsibility of the school/requestor. It is also the school/requestor's responsibility to provide any approved equipment to aide in the accommodation process, if applicable.

# Team Preparation Rubric

75 POINTS

Indicator	Very strong evidence of skill	Moderate evidence of skill	Weak evidence of skill	Points Possible	Points Earned
<b>Effective listening</b>	7–10 points	4–6 points	0–3 points	10	
	Clearly evident that all team members are listening	Listening occurs but distraction is evident	Not listening to each other and/or talking over each other		
<b>Oral communication</b>	5–7 points	3–4 points	0–2 points	7	
	Clearly evident that all team members are discussing the topic	Communication occurs but side conversations are occurring or two to three members dominating	One member dominating conversation		
<b>Demonstrated cooperation</b>	7–10 points	4–6 points	0–3 points	10	
	All team members clearly completing tasks, sharing written and oral solutions	Tasks primarily completed by two to three members, other members assist occasionally	Tasks primarily completed by one member		
<b>Respect</b>	8–12 points	5–7 points	0–4 points	12	
	Clearly all team members respected the input of other team members.	Most team members respected the input of other team members.	The team members did not respect the input of other team members.		
<b>Participated in the team preparation</b>	6–8 points	3–5 points	0–2 points	8	
	All team members are clearly engaged, attentive, and making notes for the full term of event	Members are engaged and attentive with two to three making notes, participation fades over time	No members form the primary team, no other members participate		
<b>Product knowledge</b>	5–7 points	3–4 points	0–2 points	7	
	All team members clearly demonstrated knowledge of the product	Most team members demonstrate knowledge of the product	None of the team members demonstrate knowledge of the product		

Indicator	Very strong evidence of skill	Moderate evidence of skill	Weak evidence of skill	Points Possible	Points Earned
<b>Completing Team Goal</b>					
<b>Building rapport</b>	Team identified at least four potential questions to build rapport for the scenario.	Team identified at least two potential questions to build rapport for the scenario.	Team identified no potential question to build rapport for the scenario.	3	
<b>Establish common interests</b>	Team identified at least four common interests that they have with the customer.	Team identified at least two common interests that they have with the customer.	Team identified no common interests that they have with the customer.	3	
<b>Discover through questioning</b>	Team identified at least four questions to identify the wants and needs of the customer.	Team identified at least two questions to identify the wants and needs of the customer.	Team identified no questions to identify the wants and needs of the customer	3	
<b>Active listening</b>	Team identified four active listening skills or techniques to determine wants and needs.	Team identified two active listening skills or techniques to determine wants and needs.	Team identified no active listening skills or techniques to determine wants and needs.	3	
<b>Identifying needs and wants</b>	Team identified at least four potential needs and wants of the customer and how the product meets those needs and wants	Team identified at least two active potential needs and wants of the customer and how the product meets those needs and wants.	Team identified no potential needs and wants of the customer and how the product meets those needs and wants.	3	
<b>Objectives</b>	Team identified at least two potential objections of the customer.	Team identified at least one potential objection of the customer.	Team identified no potential objections of the customer.	3	
<b>Concerns</b>	Team identified two concerns of the customer.	Team identified at least one concern of the customer.	Team identified no concerns of the customer.	3	
<b>TOTAL POINTS POSSIBLE OUT OF 75 POSSIBLE</b>					



# Team Questions Rubric

## 100 POINTS

Indicator	Very strong evidence of skill	Moderate evidence of skill	Weak evidence of skill	Points Possible	Points Earned
<b>Rapport</b>	4–5 points	3–2 points	0–1 point	5	
	All team members questioned provided a different question to build rapport.	Half of team members questioned provided a different question to build rapport.	None of the team members questioned were able to provide a question to build rapport.		
	7–10 points	4–6 points	0–3 points	10	
	All questions for building rapport were appropriate and pertinent to the scenario.	Most questions for building rapport were appropriate and pertinent to the scenario.	Questions for building rapport were not appropriate or pertinent to the scenario.		
<b>Common interests</b>	4–5 points	3–2 points	0–1 point	5	
	All team members questioned contributed common interests that team members have with the customer.	Half of team members questioned contributed common interests that team members have with the customer.	No team members contributed common interests that team members have with the customer.		
	7–10 points	4–6 points	0–3 points	10	
	All identified common interests were appropriate and pertinent to the scenario.	Most identified common interests were appropriate and pertinent to the scenario.	Identified common interests were not appropriate or pertinent to the scenario.		
<b>Questions to identify wants and needs</b>	4–5 points	2–3 points	0–1 point	5	
	All team members questioned contributed questions to identify the wants and needs of the customer and identified the active listening technique.	Half of team members questioned contributed questions to identify the wants and needs of the customer and identified the active listening technique.	No team members contributed questions to identify the wants and needs of the customer, nor did they identify the active listening technique.		
	7–10 points	4–6 points	0–3 points	10	
	All questions and active listening techniques for identifying needs and wants were appropriate and pertinent to the scenario.	Most questions and active listening techniques for identifying needs and wants were appropriate and pertinent to the scenario.	Questions and active listening techniques for identifying needs and wants were not appropriate or pertinent to the scenario.		

Indicator	Very strong evidence of skill	Moderate evidence of skill	Weak evidence of skill	Points Possible	Points Earned
<b>Determine wants and needs</b>	4-5 points	2-3 points	0-1 point	5	
	All team members questioned contributed potential needs and wants for the customer and explained how the product meets those needs and wants.	Half of team members questioned contributed a potential need and want of the customer and explained how the product meets those needs and wants.	No team members provided potential needs or wants of the customer or explained how the product meets those needs and wants.		
	7-10 points	4-6 points	0-3 points	10	
	All potential needs and wants and how the product meets those needs were appropriate and pertinent to the scenario.	Most potential needs and wants and how the product meets those needs were appropriate and pertinent to the scenario.	Potential needs and wants and how the product meets those needs were not appropriate and pertinent to the scenario.		
<b>Objections and concerns</b>	4-5 points	2-3 points	0-1 points	5	
	All team members questioned contributed potential objections and potential concerns for the customer.	Half of team members questioned contributed potential objections and potential concerns for the customer.	No team member contributed potential objections or potential concerns for the customer.		
	7-10 points	4-6 points	0-3 points	10	
	All potential objections and concerns identified were appropriate and pertinent to the scenario.	Most potential objections and concerns identified were appropriate and pertinent to the scenario.	Potential objections and concerns identified were not appropriate and pertinent to the scenario.		
<b>Product Knowledge/Scenario Clarifying Questions</b>	4-5 points	2-3 points	0-1 points	5	
	All team members questioned were able to provide applicable and knowledgeable answers for the customer.	Half of team members questioned were able to provide applicable and knowledgeable answers for the customer.	No team member was able to provide applicable and knowledgeable answers for the customer.		
	14-20 points	7-13 points	0-6 points	20	
	Student answers were satisfactory.	Most student answers were satisfactory.	Student answers were less than satisfactory or inappropriate.		
<b>TOTAL POINTS EARNED OUT OF 100 POSSIBLE</b>					

# Individual Sales Call Rubric

150 POINTS

Indicator	Very strong evidence of skill	Moderate evidence of skill	Weak evidence of skill	Points Possible	Points Earned
<b>First impression</b>	4–5 points	2–3 points	0–1 point	5	
	Individual identifies themselves with a good first impression.	Individual mostly identifies themselves with a good first impression.	Individual poorly identifies themselves with a good first impression.		
<b>Personal rapport</b>	8–10 points	4–7 points	0–3 points	10	
	Individual asks questions and utilizes information from answers in an attempt to build personal rapport.	Individual mostly asks questions and utilizes information from answers in an attempt to build personal rapport.	Individual poorly asks questions and utilizes information from answers in an attempt to build personal rapport.		
<b>Clarifying questions</b>	11–15 points	6–10 points	0–5 points	15	
	Individual asks questions to learn about the customer’s business.	Individual mostly asks questions to learn about the customer’s business.	Individual poorly asks questions to learn about the customer’s business.		
	11–15 points	6–10 points	0–5 points	15	
	Individual asks questions to confirm preliminary customer information.	Individual mostly asks questions to confirm preliminary customer information.	Individual poorly asks questions to confirm preliminary customer information.		
<b>Needs and wants</b>	8–10 points	4–7 points	0–3 points	10	
	Individual confirmed and discovered customer needs and wants.	Individual mostly confirmed and discovered customer needs and wants.	Individual poorly confirmed and discovered customer needs and wants.		
<b>Features and benefits</b>	8–10 points	4–7 points	0–3 points	10	
	Individual applied features and benefits of their product to the customer’s needs/wants.	Individual mostly applied features and benefits of their product to the customer’s needs/wants.	Individual poorly applied features and benefits of their product to the customer’s needs/wants.		

Indicator	Very strong evidence of skill	Moderate evidence of skill	Weak evidence of skill	Points Possible	Points Earned
<b>Matching needs and wants</b>	11–15 points	6–10 points	0–5 points	15	
	Individual allows customer to participate in matching their wants/needs to the product features.	Individual mostly allows customer to participate in matching their wants/needs to the product features.	Individual poorly allows customer to participate in matching their wants/needs to the product features.		
<b>Trial close</b>	8–10 points	4–7 points	0–3 points	10	
	Individual uses appropriate sales technique to confirm customer understanding and/ or identify buying signals.	Individual mostly uses appropriate sales technique to confirm customer understanding and/ or identify buying signals.	Individual poorly uses appropriate sales technique to confirm customer understanding and/ or identify buying signals.		
<b>Objections</b>	11–15 points	6–10 points	0–5 points	15	
	Student listens and clarifies customers objections.	Student mostly listens and clarifies customers objections.	Student poorly listens and clarifies customers objections.		
<b>Addressing objections</b>	11–15 points	6–10 points	0–5 points	15	
	Individual applies and discusses the features/benefits of the product to address the customers objections.	Individual mostly applies and discusses the features/benefits of the product to address the customers objections.	Individual poorly applies and discusses the features/benefits of the product to address the customers objections.		
<b>Close or advance sale</b>	11–15 points	6–10 points	0–5 points	15	
	Student closes or attempts to close the sale.	Student mostly closes or attempts to close the sale.	Student poorly closes or attempts to close the sale.		
<b>Active listening</b>	11–15 points	6–10 points	0–5 points	15	
	Individual actively listens to comments and answers from the customer.	Individual mostly listens to comments and answers from the customer.	Individual poorly listens to comments and answers from the customer.		
<b>TOTAL POINTS EARNED OUT OF 150</b>					



# HORTICULTURE

CDE# 105482

Incorrect Marks    Correct Mark

Team Name

This sheet is for demonstration and practice only. You must use a real scan sheet for actual competition.

Team Number	State	Last Name	First Name
0 0 0 0			
1 1 1 1	A	A A A A A A A A A A A A A A	A A A A A A A A
2 2 2 2	B	B B B B B B B B B B B B B B	B B B B B B B B
3 3 3 3	C	C C C C C C C C C C C C C C	C C C C C C C C
4 4 4 4	D	D D D D D D D D D D D D D D	D D D D D D D D
5 5 5 5	E	E E E E E E E E E E E E E E	E E E E E E E E
6 6 6 6	F	F F F F F F F F F F F F F F	F F F F F F F F
7 7 7 7	G	G G G G G G G G G G G G G G	G G G G G G G G
8 8 8 8	H	H H H H H H H H H H H H H H	H H H H H H H H
9 9 9 9	I	I I I I I I I I I I I I I I	I I I I I I I I
	J	J J J J J J J J J J J J J J	J J J J J J J J
	K	K K K K K K K K K K K K K K	K K K K K K K K
	L	L L L L L L L L L L L L L L	L L L L L L L L
	M	M M M M M M M M M M M M M M	M M M M M M M M
	N	N N N N N N N N N N N N N N	N N N N N N N N
	O	O O O O O O O O O O O O O O	O O O O O O O O
	P	P P P P P P P P P P P P P P	P P P P P P P P
	Q	Q Q Q Q Q Q Q Q Q Q Q Q Q Q	Q Q Q Q Q Q Q Q
	R	R R R R R R R R R R R R R R	R R R R R R R R
	S	S S S S S S S S S S S S S S	S S S S S S S S
	T	T T T T T T T T T T T T T T	T T T T T T T T
	U	U U U U U U U U U U U U U U	U U U U U U U U
	V	V V V V V V V V V V V V V V	V V V V V V V V
	W	W W W W W W W W W W W W W W	W W W W W W W W
	X	X X X X X X X X X X X X X X	X X X X X X X X
	Y	Y Y Y Y Y Y Y Y Y Y Y Y Y Y	Y Y Y Y Y Y Y Y
	Z	Z Z Z Z Z Z Z Z Z Z Z Z Z Z	Z Z Z Z Z Z Z Z

  

Code
0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

Place	Placing Classes									Place	
	1	2	3	4	5	6	7	8	9		
1	1234									1234	1
2	1243									1243	2
3	1324									1324	3
4	1342									1342	4
5	1423									1423	5
6	1432									1432	6
7	2134									2134	7
8	2143									2143	8
9	2314									2314	9
10	2341									2341	10
11	2413									2413	11
12	2431									2431	12
13	3124									3124	13
14	3142									3142	14
15	3214									3214	15
16	3241									3241	16
17	3412									3412	17
18	3421									3421	18
19	4123									4123	19
20	4132									4132	20
21	4213									4213	21
22	4231									4231	22
23	4312									4312	23
24	4321									4321	24

Team Activity	
Team	Ind.
0 0 0	0 0 0
1 1 1	1 1 1
2 2 2	2 2 2
3 3 3	3 3 3
4 4 4	4 4 4
5 5 5	5 5 5
6 6 6	6 6 6
7 7 7	7 7 7
8 8 8	8 8 8
9 9 9	9 9 9

Practicums (Judges)					
1	2	3	4	5	6
0 0 0 0 0 0	0 0 0 0 0 0	0 0 0 0 0 0	0 0 0 0 0 0	0 0 0 0 0 0	0 0 0 0 0 0
1 1 1 1 1 1	1 1 1 1 1 1	1 1 1 1 1 1	1 1 1 1 1 1	1 1 1 1 1 1	1 1 1 1 1 1
2 2 2 2 2 2	2 2 2 2 2 2	2 2 2 2 2 2	2 2 2 2 2 2	2 2 2 2 2 2	2 2 2 2 2 2
3 3 3 3 3 3	3 3 3 3 3 3	3 3 3 3 3 3	3 3 3 3 3 3	3 3 3 3 3 3	3 3 3 3 3 3
4 4 4 4 4 4	4 4 4 4 4 4	4 4 4 4 4 4	4 4 4 4 4 4	4 4 4 4 4 4	4 4 4 4 4 4
5 5 5 5 5 5	5 5 5 5 5 5	5 5 5 5 5 5	5 5 5 5 5 5	5 5 5 5 5 5	5 5 5 5 5 5
6 6 6 6 6 6	6 6 6 6 6 6	6 6 6 6 6 6	6 6 6 6 6 6	6 6 6 6 6 6	6 6 6 6 6 6
7 7 7 7 7 7	7 7 7 7 7 7	7 7 7 7 7 7	7 7 7 7 7 7	7 7 7 7 7 7	7 7 7 7 7 7
8 8 8 8 8 8	8 8 8 8 8 8	8 8 8 8 8 8	8 8 8 8 8 8	8 8 8 8 8 8	8 8 8 8 8 8
9 9 9 9 9 9	9 9 9 9 9 9	9 9 9 9 9 9	9 9 9 9 9 9	9 9 9 9 9 9	9 9 9 9 9 9

Exam	
1	A B C D 26
2	A B C D 27
3	A B C D 28
4	A B C D 29
5	A B C D 30
6	A B C D 31
7	A B C D 32
8	A B C D 33
9	A B C D 34
10	A B C D 35
11	A B C D 36
12	A B C D 37
13	A B C D 38
14	A B C D 39
15	A B C D 40
16	A B C D 41
17	A B C D 42
18	A B C D 43
19	A B C D 44
20	A B C D 45
21	A B C D 46
22	A B C D 47
23	A B C D 48
24	A B C D 49
25	A B C D 50

Exam 2/Team	
1	A B C D
2	A B C D
3	A B C D
4	A B C D
5	A B C D
6	A B C D
7	A B C D
8	A B C D
9	A B C D
10	A B C D
11	A B C D
12	A B C D
13	A B C D
14	A B C D
15	A B C D
16	A B C D
17	A B C D
18	A B C D
19	A B C D
20	A B C D
21	A B C D
22	A B C D
23	A B C D
24	A B C D
25	A B C D

Assessment and Solution									
1	A B C D	6	A B C D	11	A B C D	16	A B C D	21	A B C D
2	A B C D	7	A B C D	12	A B C D	17	A B C D	22	A B C D
3	A B C D	8	A B C D	13	A B C D	18	A B C D	23	A B C D
4	A B C D	9	A B C D	14	A B C D	19	A B C D	24	A B C D
5	A B C D	10	A B C D	15	A B C D	20	A B C D	25	A B C D

