



## STAGE 3: START WITH RUBBISH AS THE CAMPAIGN CORE

### STAGE 3 COMPRISES THREE SEPARATE ACTIVITIES

1. Introduction
2. Campaign plans
3. Think about the costs

### PREPARATION

Print off copies for each student of:

- Campaign Action Plan
- The *Bin It! 14-16 Media Competition* leaflet
- The competition entry form

### OBJECTIVES AND OUTCOMES

By the end of Stage 3 students will:

- Understand how market research and planning informs business practice
- Be able to incorporate appropriate marketing activities into their project
- Have started to create a Public Awareness/ Social Marketing Campaign

Stage 3 of the *Bin It!* project opens with the outcomes of the market research undertaken by your students, learning what they have found out about anti-litter campaigns in their local communities and, in particular, the messages of those campaigns.

A worthwhile activity to reinforce the importance of messaging, particularly in relation to target audience, is to seek out advertising campaigns with the intention of reinforcing the importance of memorable, relevant messaging.

Describe a popular advertising campaign to your students without naming the product but telling them colours, tunes and catch phrases used. Can they name the product being advertised? Does the advertisement contain a specific message?

They have the opportunity to contribute themselves with the opportunity to take part in delivering a campaign for the project competition. Prepare your students for the fact that they will be producing project work to enter into the competition.

## ACTIVITY 1

### INTRODUCTION

**Timings:**

**15 mins for 15-16 year olds, Longer for 14-15 year olds**

### HOMEWORK FEEDBACK

Check that all students have undertaken their homework on market research. In their groups, give students five minutes to assimilate their individual market research information into a single mini presentation. Ask the Head of Research and Finance plus one other, from each group, in turn, to present their group's findings to the rest of the class.

After each presentation ask the whole team:

- What do these market research findings tell them?
- Did the group cover everything that was needed?
- Do they think that the findings are representative of the local community as a whole?

## ACTIVITY 2

# CAMPAIGN PLANS

**Timings:**

**15 mins for 15-16 year olds, Longer for 14-15 year olds**

Outline key elements of good campaign planning. Get the whole group to discuss the following elements:

### **AIMS AND OBJECTIVES**

#### **Set out your core aim**

This should be the single most important goal of the campaign. What is this? You have to define it, for example to raise awareness of litter problems and challenge public behaviour.

### **AUDIENCES**

#### **Define your audience**

Who do you want to understand and respond to your campaign? This is important for the creative core of a campaign. For example, it could be local media, councillors, local residents, local businesses and interest groups.

Should you target only the most influential?

### **KEY MESSAGE**

#### **Develop a message/strapline for your campaign**

Think of this as being your message 'in a nutshell'. This should capture what you're hoping to achieve and convey the benefits, but in language that will be meaningful and memorable to your audience. Keep it short, snappy, fun and, very importantly, memorable. For example: 'Go to work on an egg.'  
'An apple a day keeps the doctor away.'

### **STRATEGY**

#### **Team approach**

Your strategy is the plan of what you need to do to achieve the aims and objectives you identified earlier. It includes:-

- ideas for raising awareness of the problems of litter
- recruiting people to act as advocates
- getting support from influential people

### **CAMPAIGN ACTION PLAN**

#### **Start planning**

Don't rush headlong into this. The team Project Managers must set out, clearly, all the tasks needed:

- Details of the idea
- Allocate people undertaking each task
  - market research
  - creative
  - marketing
  - design and production
  - finance

All activities have to be completed within the allocated timeframe that you decide on.

### **EVALUATION**

#### **Assess impact**

Think about how you could assess the success of the campaigns. For example, signatures on a petition, number of likes on Facebook, amount of PR coverage in local papers and other media channels. Also, decisions have to be taken about how the impacts are going to be measured and information gathered.

Give out copies of the lesson plan *Campaign Action Plan* as a reminder of the elements for an effective campaign.



# CAMPAIGN ACTION PLAN

Clear planning and structure are key to a successful social awareness campaign. Creating a campaign that meets the brief requires input from ALL members of your team. When preparing your team response to the brief you must think about the following to plan the direction your marketing campaign will take.

**Aims and objectives: Set out your core aim**

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**Audiences: Define your audience**

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**Key Message: Create strap line for your campaign**

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**Strategy: Your team approach**

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**Campaign Action Plan: Start planning**

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**Evaluation: How to assess impact**

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**Budget: Your cost elements**

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**Let the brainstorm commence!**