



## STAGE 2

14-16

# WHAT INFORMS CAMPAIGN STRATEGY

### STAGE 2 COMPRISES THREE SEPARATE ACTIVITIES

1. Introduction
2. Market research
3. The marketing mix

### PREPARATION

Print off copies of lesson plans for each student:

- Number scrunching litter facts
- Picture your audience
- The 4 Ps of the marketing mix

### OBJECTIVES AND OUTCOMES

By the end of Stage 2 students will:

- Understand the issues concerning litter and the impact these have on local communities
- Have some knowledge and understanding of the purpose of marketing, its role within business and how it influences business activity
- Have clear roles, responsibilities and ideas for action to inform, plan and create a successful campaign strategy

For Stage 2 you are going to discover what your students have found out about littering as a local issue.

Now is the time when students are introduced to how marketing works. As always, students who approach the *Bin It!* project eager to learn, discover and participate in class activities will draw the most benefit. Now, though, they are going to learn the important lesson that teamwork underpins all successful campaigns.

Your class have worked in groups in Stage 1. Now, though, they are going to be formed into marketing teams, which requires that individual members reflect a range of different skills. You may wish to pre-plan the teams or let students volunteer for different roles.

Each team will comprise the following:

Head of Design  
Head of Copy  
Head of Research and Finance  
Head of Digital  
Project Manager

Students will be reminded about the successful *Bin It!* campaign which aims to raise public awareness within the school's local community of littering and the importance of responsible disposal.

Now they have the opportunity to contribute themselves by participating in this project to deliver a campaign for the *Bin It! 14-16 Media Competition*. You may wish to prepare your students for the fact that they will be producing project work to enter a competition.

You may want to introduce your stopwatch. This can be used throughout the project as keeping to deadlines will encourage students to be well organised, to speak briefly and keep to the point!

**“BUSINESS OPPORTUNITIES ARE LIKE BUSES, THERE’S ALWAYS ANOTHER ONE COMING.”**

*Richard Branson*

# ACTIVITY 1

## INTRODUCTION

**Timings:**  
20 mins for 15-16 year olds, longer for 14-15 year olds

### **HOMEWORK FEEDBACK**

Students were asked to find out how much is spent by their local borough/council on disposing of litter and what public facilities are available.

Ask a selection of students for their feedback.

- How did they obtain their information?
- What makes them think it is accurate?
- What innovative public facilities are available?

The key point is that not only is litter unsightly, unhealthy and not environmentally friendly, it is also expensive. Reducing these costs would give local councils more money to spend on improving other facilities for the local community.

For example: Take an aluminium drink can. To make aluminium takes a significant amount of electricity, yet by using recycled aluminium, only 5% of the original amount of energy is needed. Each aluminium drink can sent for recycling is worth 1p.

### **GET PASSIONATE!**

Read out the two texts, below, about litter in the Republic of Ireland, alternatively give out copies of lesson plan *Number Scrunching Litter Facts*. Ask which one captures their attention and why?

### **NUMBER SCRUNCHING LITTER FACTS**

#### **Waste Targets**

National monitoring system results indicate that the percentage of unpolluted areas has increased from 12.3% in 2014 to 16.4% in 2015 whereas the percentage of slightly polluted areas has decreased from 64.4% to 62.8%. Moderately polluted areas decreased by 3.2%, while significantly polluted areas are up slightly by 0.6%, from 3.0% in 2014 to 3.6% in 2015. Grossly polluted areas has increased slightly by 0.1% from 0.3% in 2014 to 0.4% in 2015.

### **Picture This**

Every year the weight of waste, produced by each person in the Republic of Ireland, fall though the average waste weight is still higher than the European Union average. Europe has an average some 12% lower per person than in Ireland.

However, there are differences between each local council.

Which piece did the class think was the most dynamic and interesting? Why?

Inspire students to get passionate about devising a campaign which will have the biggest impact on people's attitude and behaviour towards litter.

### **INTO ACTION!**

Explain that marketing is teamwork and that, from now on, they are going to work in groups. Explain — or suggest — that students are to divide into groups of five people and that their first task will be to give their team a name, one associated with rubbish.

For example:

- The Wheelie Bins
- The Dustmen

Explain that each group will be tasked with researching, developing, creating and implementing a social awareness campaign.

Each Team will comprise:

- Head of Design
- Head of Copy
- Head of Research and Finance
- Head of Digital
- Project Manager

# ACTIVITY 2

## MARKET RESEARCH

Timings:

30 mins for 15-16 year olds, 60 mins for 14-15 year olds

### START RESEARCH

Complete allocation of learners into teams and roles. Explain to students the key elements of successful campaign planning:

- Clear Aim/Rationale
- Key Message
- Opportunities and Risks
- Process
- Action Plan
- Regular evaluation

### INTRODUCTION TO MARKET RESEARCH

Students should understand why businesses conduct market research.

- to identify market opportunities
- to get a better insight into their customers
- to assess the impact of their campaign against those of competitors.

### LESSON:

Ask each group to plan market research activity which will assess the impact of their Campaign ideas. Give out copies of the lesson plan *Picture your audience*.

- Define their audience. Who do they want to respond to their campaign? Local residents, businesses, local councillors, parents?
- What are the key questions to ask?
- Decide on two or three methods to gather the information eg questionnaires for primary pupils & secondary students, interviews, internet research, printed press eg local newspapers and news media.
- Which groups will be asked which questions?

# ACTIVITY 3

## THE MARKETING MIX

Timings:

15 mins for 15-16 year olds, 60 mins for 14-15 year olds

### INTRODUCING THE 4Ps OF THE MARKETING MIX

- Product
- Price
- Place
- Promotion

Ask students what they think each means.

In their groups get them to examine a selection of three different businesses or products and discuss how the 4Ps are used. Which business or product seems the most successful? A representative from each team presents to everyone the top business or product assessed by their group. Explain how important it is for similar businesses to highlight their differences, Take, for example, airlines.

Get the whole group to describe the differences portrayed in adverts between

- Aer Lingus — comfort, personal service, luxury seats
- Ryan Air — low cost, competitive, low on luxury

### HOMEWORK:

#### Find out about local anti-littering

Emphasise that clear planning and structure are key to a successful social awareness campaign. Group members are to each undertake a piece of market research on the success of recent anti-litter campaigns in the community and feedback into their team in the next lesson.

# NUMBER SCRUNCHING LITTER FACTS

## WASTE TARGETS

National monitoring system results indicate that the percentage of unpolluted areas has increased from 12.3% in 2014 to 16.4% in 2015 whereas the percentage of slightly polluted areas has decreased from 64.4% to 62.8%. Moderately polluted areas decreased by 3.2%, while significantly polluted areas are up slightly by 0.6%, from 3.0% in 2014 to 3.6% in 2015. Grossly polluted areas has increased slightly by 0.1% from 0.3% in 2014 to 0.4% in 2015.

## PICTURE THIS

Every year the weight of waste, produced by each person in the Republic of Ireland, falls though the average waste weight is still higher than the European Union average. Europe has an average some 12% lower per person than in Ireland. However, there are differences between each local council.

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Which description about littering in the Republic of Ireland is the most informative and interesting? Why?

## NOTES

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## YOUR TEAM

### Your team members

Head of Design \_\_\_\_\_

Head of Copy \_\_\_\_\_

Head of Research and Finance \_\_\_\_\_

Head of Digital \_\_\_\_\_

Project Manager \_\_\_\_\_

Your team name \_\_\_\_\_

# PICTURE YOUR AUDIENCE

Decide who you want to talk to about litter in your local community. Think about the kind of things they might be interested in, as this will help you tailor the campaign to them.

**Age groups?**  School children  Parents  Pensioners

**What jobs are most likely to interest them?** \_\_\_\_\_

\_\_\_\_\_

**Local businesses; what type?** \_\_\_\_\_

\_\_\_\_\_

**What concerns do they have?** \_\_\_\_\_

\_\_\_\_\_

**Are they a 'type' of person?** \_\_\_\_\_

\_\_\_\_\_

If you want information on a particular region or age group then it might be worth checking out National Statistics which could provide you with valuable statistics on your target audience.

**BUILD UP A PICTURE OF YOUR TARGET AUDIENCES.**

# THE 4Ps OF THE MARKETING MIX

In your teams, examine a selection of three different businesses or products and discuss how the 4Ps are used. In your opinions, which business or product seems the most successful? A representative from your team will present to the class the top business or product assessed by your team.



## BUSINESS/PRODUCT 1

- Product \_\_\_\_\_
- Price \_\_\_\_\_
- Place \_\_\_\_\_
- Promotion \_\_\_\_\_



## BUSINESS/PRODUCT 2

- Product \_\_\_\_\_
- Price \_\_\_\_\_
- Place \_\_\_\_\_
- Promotion \_\_\_\_\_



## BUSINESS/PRODUCT 3

- Product \_\_\_\_\_
- Price \_\_\_\_\_
- Place \_\_\_\_\_
- Promotion \_\_\_\_\_