

# BIN IT!

## 14-16

## STAGE 1

# UNDERSTAND ENTERPRISE AND HOW TO PUT IT INTO ACTION

### STAGE 1 COMPRISES FOUR SEPARATE ACTIVITIES

1. Introduction
2. Identify enterprise skills
3. Local enterprising people
4. *Bin It!* background

### PREPARATION

- a. Print off copies for each student of:
  - The Entrepreneurs fact sheet

### OBJECTIVES AND OUTCOMES

By the end of Stage 1 students will:

- Understand the terms 'entrepreneur' and 'enterprising'
- Understand the key enterprise skills needed to put ideas into action
- Understand the need for public awareness campaigns and how they can challenge people's behaviour towards litter

This stage will be helping your students understand the two big 'E's — entrepreneurs and enterprising — as their introduction into the dynamic world of successful marketing through the *Bin It!* anti-littering campaign. *Bin It!* is a drive against littering that is being delivered through Secondary Schools across the UK as well as with a public awareness campaign.

Mars Wrigley Confectionery promotes the correct disposal of chewing gum and other litter across all parts of the UK community through education and behavioural change campaigns.

Outline the aim and purpose of this project. Focus on being enterprising in order to generate ideas about challenging behaviours and protecting the environment, which are highlighted as part of the *Bin It!* campaign. The objective is to create an effective public awareness campaign.



**“YOU CANNOT  
LEARN TO BE AN  
ENTREPRENEUR  
BY READING A BOOK.  
YOU CAN ONLY FIND OUT  
BY GIVING IT A TRY.”**

*Alan Sugar*

# ACTIVITY 1

## INTRODUCTION

### Timings:

10 mins for 15-16 year olds, longer for 14-15 year olds

- Ensure during the Introduction phase of the lesson that students fully understand the terms entrepreneur and enterprising. Older students should already have a clear understanding, but younger students may need a little more time spent on this.
- Advise them that the definitions are: An **Entrepreneur** is an individual who uses their skills and positive attitudes to set up and run successful business or businesses.

An **enterprising person** uses their skills and positive attitudes to put ideas into action and make things happen — not necessarily in business.

- Develop an understanding of the terms ‘entrepreneur’ and ‘enterprising’
- Ask students whether they can think of examples of entrepreneurs other than the two British names usually cited - Alan Sugar of The Apprentice fame and Richard Branson for his Virgin brand.
- Ask them to read through the bullet points on both of the people on *The Entrepreneurs Fact Sheet*.

# ACTIVITY 2

## IDENTIFY ENTERPRISE SKILLS

### Timings:

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

Ask students, in turn, to suggest an idea for the ‘skill set’ to ensure that each has a good understanding of the term enterprise.

Give three examples of enterprising people.

For example:

- Dame Kelly Holmes for increasing the awareness of sport in schools
- Sebastian Coe who raised the public image of London to host the Olympics in 2012
- Stelios Haji-Ioannou for developing the first low cost airline to make air travel much more affordable

As a whole group, think of the skills people need to be enterprising and to ‘make things happen’. Write these ideas on a whiteboard or flipchart or ask students to note them.

These should include:

- Sales
- Understanding money and finance
- Understanding opportunities
- Being organised
- Teamwork
- Risks & issues
- Negotiating and persuading
- Communication
- Goal setting
- Problem solving
- Creativity and idea generating
- Spotting opportunities
- Positive attitude
- Drive and determination
- Using initiative
- Innovation
- Leadership
- Decisiveness

You may like to discuss which of these students think is the most important.

# ACTIVITY 3

## LOCAL ENTERPRISING PEOPLE

### Timings:

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

Organise your class into small groups of 4-5 students who have two tasks to complete.

### Task 1 (lasting 10+ minutes)

Look at how these skills can be applied in life — both within education and outside.

Ask students to identify their own examples of people they know, (or know of) who are enterprising. Answers can include parents, family, friends, teachers and staff, youth and sports club leaders — but good reasons why they demonstrate enterprise must be given.

For example;

- when positive attitude is used in sports
- leadership in youth groups such as the Scouts
- sales skills used at school/college fundraisers

### Task 2 (lasting 10+ minutes)

What kind of enterprising activities are evident in their local community? Give three examples.

- One member from each group to feedback to the whole group. Each group has two minutes to present. You might want to use a stopwatch to give two minutes each or vary the time allowed.

# ACTIVITY 4

## *BIN IT!* BACKGROUND

### Timings:

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

Outline the project for the *Bin It!* Campaign

- Check if students are aware of what has been done to date through this campaign locally. They may have seen posters or promotions on the sides of buses. Also they may have read stories about litter in their local media.
- Have a Thought Shower (or brainstorm) for their views of the current impact of the campaign.
- Write ideas on whiteboard on how we can encourage people in the local community to take pride in their local environment.
- Recap the definitions of enterprise and key focus of how to put enterprising skills into action which will improve the environment within the local community.

### HOMEWORK

Explain that the next lesson will focus on an action plan to produce and present a dynamic media promotional campaign.

### Research activity

Students are to find out how much is spent in their local borough and by their local council on disposing of litter, what public facilities are available and what promotions they or their families have received or seen.

Feedback will be required at the start of Stage 2.

# THE ENTREPRENEURS FACT SHEET

## RICHARD BRANSON

- Born 18 July 1950
- Struggled at school as he is dyslexic
- Started his own magazine as his first business venture
- Launched Virgin in 1973 as a mail order vinyl record shop
- The same year he built a recording studio
- First recording artist was Mike Oldfield with Tubular Bells – in the UK charts for 237 weeks
- Virgin Atlantic launched in 1984
- Also has Virgin Radio, trains and mobiles
- Richard Branson is worth \$2.5 billion and owns two islands!



## NICK D'AIOISIO

- Born 1 November 1995 in Oxford
- Designed Trimmit, an algorithm app for IOS, when he was just 15 years old, in his bedroom
- Given financial backing to refine Trimmit and it was re-launched as Summly in 2011 and it caught the attention of Apple, which named Summly as the best app of 2012
- D'Aloisio sold his business for a cool £19m to Yahoo
- The Summly app provides smartphone users with abridged versions of other websites' news articles
- The app was downloaded 500,000 times in its first month on the market
- D'Aloisio went to Oxford University studying Computer Science and Philosophy in September 2014. During the summer of 2015, he was also the 'Entrepreneur in Residence' at Airbnb.

## NOTES

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