

## Key theme: Exploring the entrepreneurial business skills and philanthropy of Sir Tom Farmer

### Introduction

This series of learning experiences offers suggested activities to support learners in exploring the entrepreneurial business skills and philanthropy of Sir Tom Farmer. The suggested learning experiences can provide a foundation for further learning in Social Studies incorporating Creativity and Co-operative learning. They can also provide a context for learning through Enterprise in education, Financial education and Interdisciplinary learning. It should allow learners opportunities for personal reflection about wealth and profit, and how to develop key skills for learning, life and work; including leadership and employability.



### Experiences and outcomes

#### Social Studies – *People, Place and Environment*

I can explain how the needs of a group in my local community are supported. **SOC 2-16a**

I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed **SOC 3-16a**

By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. **SOC 2-22a**

When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs. **SOC 3-20a**

I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method. **SOC 2-21a**

I can understand the necessity for budgeting and determine ways to manage finance, considering possible investment opportunities, savings, risks or borrowing needs. **SOC 3-21a**

### Prior learning

Most learners will have experienced an Enterprise type activity where they have worked collaboratively in or out of school to raise money for charity or make money by selling products or services.

Some learners will have relatives who run their own business and will be able to discuss this with their classmates.

Some learners will have relatives who manage a business, workplace or group of people and can ask questions about how to be a good leader and motivate staff.

Most learners will have experience of different levels of customer service in shops, restaurants etc. and have a preference for why they like visiting certain shops or businesses more than others.

### Possible interdisciplinary opportunities

<b>Health and Wellbeing</b>	HWB 2-13a	HWB 3-13A	HWB 2-20a	HWB 3-20a
<b>Expressive Arts</b>	EXA 2-06a	EXA 3-06a	EXA 2-14a	EXA 3-14a
<b>Literacy</b>	LIT 2-10a	LIT 3-10a		
<b>Numeracy</b>	MNU 2-09a	MNU 3-09a		
<b>R.M.E.</b>	RME 2-09a	RME 3-09a		

## Learning experience A: Young Entrepreneurs / Dragons' Den

### Introduction

Sir Tom Farmer is famous for building the Kwik-Fit garage business up from scratch into a worldwide success story. This activity will use the Dragon's Den TV show model to allow learners to work co-operatively to plan and present their own ideas for a brand new business start-up.

### Stimulus

Watch and discuss **Video 2** and **Video 3** where Sir Tom shares his drive for success and **Video 6** where he reflects on learning from mistakes.

Are there any problems in calling this range of cycle clothing 'Fat lad at the back?'

<http://goo.gl/398NfC>

### Skills

*Through research activities and practical investigations learners will develop skills in:*

- **observing, describing and recording**
- **comparing and contrasting**
- **interacting with others – collaborative learning**
- **listening and talking**
- **developing curiosity – in the world around them and beyond**
- **problem solving skills**
- **presentation skills – oral, written, multimedia**

### Suggested key learning

*Learning intentions and success criteria should be established through dialogue with learners*

Learners can:

- Identify some of the important ingredients behind a successful product and business.
- Work cooperatively to plan and present a new product, service and company.
- Use effective oral presentation skills to successfully present their ideas

### Useful Resources

Sir Tom Farmer on his school days and early jobs as a boy **Video 1** (from the Playlist) **where will this sit?**

Sir Tom Farmer on why he became a graduate of Disney University **Video 8** (from the Playlist)

Dragon's Den clips <http://goo.gl/sgBN4R>

Young Apprentice clips <http://goo.gl/M8Q0zK>

Winners of Scottish Entrepreneur of the Year <http://goo.gl/GdcThU>

### Possible learning activities

Watch a selection of successful examples of Dragon's Den presentations.

<http://www.bbc.co.uk/programmes/b006vq92/clips>

In small groups, compare the successful presentation with the dreadful one.

In groups, reflect and discuss services and products they have used and what made them good or bad. In pairs identify the key ingredients behind a successful product or service. Why would you use it again or buy another one?

Debate the pros and cons of different competing products. E.g. mobile phones, coke brands, cars etc.

Ask each group to write a fool proof recipe for a successful Dragon's Den presentation. What are the ingredients for an innovative idea? What equipment or props would you use? How would you deliver your ideas?

As a class brainstorm possible ideas that a young entrepreneur might present to the Dragons. Be innovative and creative!

In groups, work cooperatively to plan and create a presentation to deliver to the Dragons (class teacher or pupils from another class).

## Learning experience A: Young Entrepreneurs / Dragons' Den

### Reflecting on learning

**Dialogue with learners** will establish how the **design principles** were addressed:

**Breadth** - What other curricular areas were covered during this topic? Can you relate learning to areas of real life and /or school learning?

**Personalisation and choice** - Were you given the opportunity to choose your own methods of investigation or recording?

**Depth** - Were you given the opportunity to show what you have learned and explain your learning to others? Have you led learning in any way?

**Coherence** - Can you discuss some of the K/U and skills you have developed? How have you used these? Can you relate them to real life or other areas of learning?

**Progression** - Have you used the skills and K/U you already had of the subject and have you built on these?

**Relevance** - Can you identify an everyday context where you would use your K/U and skills?

**Challenge & enjoyment** - Did you enjoy the learning? Why/why not? Were you given enough challenges throughout your learning to put your knowledge/understanding and skillset to use in different ways? Can you suggest how to make the learning more challenging and/or enjoyable e.g. how to **take learning further**?

### Possible evidence

*Possible methods of assessment are listed below. Select as appropriate or devise your own.*

**Say:** record the presentations to peer and self-assess how confidently learners used their voice and expressions

**Write:** write a business plan for the first year of your new business venture

**Make:** in groups, prepare a PowerPoint or Prezi presentation for the Dragons' Den

**Do:** conduct a class or school questionnaire to identify and compare successful products and services and assess why they are successful

*For more info visit: <https://education.gov.scot/improvement/Pages/Curriculum-for-Excellence-Benchmarks-.aspx>*

### Taking it further

Do business entrepreneurs have the time to take days off. In **Video 9** Sir Tom discusses what he does with his days off and why he is jealous of young people.

Research other successful Scottish business people E.g. Duncan Bannatyne, Audrey Baxter, Anne Gloag, Sir Tom Hunter, Afzal and Akmal Khushi.

Invite local business people from the community to come in to class and talk about their experience of running a successful business. E.g. shop owners, bank managers, shop managers.

Make your product or service idea a reality and turn it into an Enterprise project.

## Learning experience B: Product marketing and advertising

### Introduction

With Kwik-Fit Sir Tom Farmer has built a company with a strong customer service reputation and product identity. This learning experience looks at products and services that have a strong brand identity and asks learners to redesign and relaunch a product that they think needs a facelift.

### Stimulus

Watch and discuss **Video 4** and **Video 5** (from the Playlist) about Sir Tom Farmer starting the Kwik-Fit empire and the importance of customer and employee satisfaction.

Where have you experienced excellent customer service? Why is it important?

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*For more info on skills visit: [BTC 4](#) and [Principles and Practice](#)*

### Suggested key learning

*Learning intentions and success criteria should be established through dialogue with learners*

Learners can:

- Identify some of the key elements behind a successful marketing and advertising campaign.
- Use cooperative and creative skills to plan an innovative marketing and advertising campaign.
- Apply digital literacy skills to present and re-launch the product.

### Useful Resources

The 10 greatest marketing campaigns of all time  
<http://blog.hubspot.com/blog/tabid/6307/bid/32763/The-10-Greatest-Marketing-Campaigns-of-All-Time.aspx>

### Possible learning activities

Watch this 1980's Kwik-Fit advert and in pairs discuss what image it is trying to paint about the company and what it says about the product and how they value customer service.

<https://www.youtube.com/watch?v=8TmVpEZq08>

Compare Kwik-fit with other marketing campaigns like: Irn Bru <http://goo.gl/tsFTgJ>

Coke <http://goo.gl/VVDYi8>

Nike <http://goo.gl/cTQdpl>

In groups, research and identify products or businesses that the learners identify as a rebranding, a new marketing campaign and relaunch.

In groups, plan and create a new marketing campaign for the group's chosen product. This could include: posters, packaging, advertising slogans, writing TV advert scripts, filming or acting out adverts, and radio jingles.

Design and make badges, T-shirts, key rings and other promotional material for the product.

## Learning experience B: Product marketing and advertising

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### Possible evidence

*Possible methods of assessment are listed below. Select as appropriate or devise your own.*

**Say:** feedback through peer and self-assessment how well groups have worked together. How creative and innovative are the ideas?

**Write:** a script, song, rap or poem that could be used as part of the radio / TV advert

**Make:** use ICT to produce a promotional video, website or radio jingle for the relaunched product

**Do:** visit a shopping centre or supermarket to identify products or businesses that could benefit from a rebranding and new marketing campaign.

*For more info visit:* <https://education.gov.scot/improvement/Pages/Curriculum-for-Excellence-Benchmarks-.aspx>

### Taking it further

Look at examples of guerrilla marketing:  
<http://goo.gl/h6UVZO>

Other examples: <http://rebelgrowth.com/viral-marketing-examples/>

How could learners increase the scope of their marketing campaign using these techniques? Write to the company of the product that the group has chosen to see what they think of your redesign and advertising ideas.

## Learning experience C: Philanthropy

### Introduction

In 2005 Sir Tom Farmer was the first Scottish recipient of the prestigious Andrew Carnegie Medal for philanthropy. Previous winners include Microsoft founder Bill Gates and the Sainsbury family of Sainsbury's supermarket fame. Philanthropy is from the Latin 'Love for Humanity.' As a philanthropist Sir Tom Farmer has used his wealth and influence to help many charitable associations and organisations that he is passionate about. These include Mary's Meals, The Duke of Edinburgh Trust, Edinburgh's Queen Margaret University and even a 90% stake in Hibernian football club.

### Stimulus

In **Video 7** (from the Playlist) Sir Tom discusses philanthropy and values.

Sir Tom explains why he supports Mary's

Meals: <http://goo.gl/OgDJqD>

Watch the film about Child 31:

<http://goo.gl/IMYoEM>

What can we achieve when good people work together to make a difference?

### Skills

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### Suggested key learning

*Learning intentions and success criteria should be established through dialogue with learners*

Learners can:

- Reflect, evaluate and debate their own moral and religious beliefs with relation to inequality and wealth.
- Apply a range of research skills and ICT skills to investigate the work of different charities.
- Identify the positive work that different charities do to address social and environmental issues both locally and internationally.

### Useful Resources

Millions by Frank Cottrell Boyce. Two boys decide how to spend a million pounds in just 17 days.

<http://en.wikipedia.org/wiki/Millions> (novel)

Film trailer for Brewster's Millions

<https://www.youtube.com/watch?v=-9kMHqS6Kq>

Carnegie Medal for philanthropy winners

<http://goo.gl/VcBGh4>

### Possible learning activities

In pairs, decide how you would spend one million pounds in just 17 days. Would you be **philanthropic** and use some of the money on good causes or spend the money all on yourself and your family?

Watch and discuss some of the short clips and examples of philanthropy from The Secret Millionaire TV programme. <http://goo.gl/5OgAaZ>

As a class debate whether it is fair for some people to have and earn more money than others. Should wealth be equally distributed?

In groups, research different local and national charities. Why they were founded, how they are funded and what type of charitable work do they do. Some suggestions are: Quarrier's <http://www.quarriers.org.uk/> Scottish Wildlife Trust <http://scottishwildlifetrust.org.uk/> SSPCA <http://www.scottishspca.org/> Mary's Meals <http://www.marysmeals.org.uk/> John Muir Trust <http://www.jmt.org/> Oxfam <http://www.oxfam.org.uk/> Children in Need <http://goo.gl/VUuynR> Comic Relief <http://www.comicrelief.com/> Barnardo's <http://www.barnardos.org.uk/> RSPB <http://www.rspb.org.uk/>

In groups, present back to the rest of the class about your chosen charity using Expressive Arts (especially music and drama) to tell the story behind the charity.

## Learning experience C: Philanthropy

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### Possible evidence

*Possible methods of assessment are listed below. Select as appropriate or devise your own.*

**Say:** write a short 1 or 2 minute speech about how you would like to change the world

**Write:** a biography or create a comic book about a famous Scots philanthropist, charity founder, missionary or conservationist.

**Make:** compose music, write a song, act out a drama, create a dance to promote the work of a chosen charity.

**Do:** plan Enterprising activities to fundraise for charities.

For more info visit <https://education.gov.scot/improvement/Pages/Curriculum-for-Excellence-Benchmarks-.aspx>

### Taking it further

Look at the businesses and careers of other famous other philanthropists. These may include:

Andrew Carnegie <http://www.carnegiebirthplace.com/>

Bill and Melinda Gates <http://www.gatesfoundation.org/>

Sir Tom Hunter <http://www.thehunterfoundation.co.uk/>

Sir Richard Branson <http://www.virgin.com/unite>

Look at other famous charity leaders, missionaries and conservationists. These may include:

David Livingstone <http://www.biography.com/people/david-livingstone-9383955>

John Muir <http://johnmuirway.org/>

Mary Slessor <http://maryslessor.org/mary-slessor/>

Magnus Macfarlane-Barrow <https://www.marysmeals.org.uk/>