TRAINING VIDEO GUIDE FOR ZERO WASTE TRAINERS

This training video (12 minutes) gives an example of how a Zero Waste Trainer could tackle misconceptions in a training setting and it can be used as a training tool for practising teaching similar kinds of topics.

The simplified graph shown in the video is based on the findings from the report "Reuse Wins at Events: Life-cycle analysis of reusable and single-use cups."

In reality our training sessions are of course longer and more time can be taken to discuss different topics and discuss them more in-depth, however in this video we have tried to capture the essence of a good teaching practice on complicated issues such as zero waste.

An example exercise how this can be used in a training session.

1. **Give a task to learners to practice:**

   You are giving a workshop to cafes and restaurants about sustainable alternatives for single-use plastic take-away cups and tableware. You can already guess that biodegradable plastics might be mentioned as a good solution. How do you approach this misconception?

The task can be organised in several ways:

- **A.** Learners work in pairs or groups of three, where they do role play: one is the trainer, other(s) the learner(s),
- **B.** Learners work in pairs, where they simply discuss what their approach would be OR
- **C.** Individual work, where learners write down their thoughts, which is then followed by discussion in smaller groups or in one big group.

2. **After the task, the video is shown. This is followed by another discussion, some possible guiding questions:**

   - What did you notice in the video?
   - What did the Trainer do differently in the video than you would have? What could be the reasons for that? What would work better in reality?
   - What was done well? What could be done better?
   - What principles of communication/teaching can we deduct from here?
   - How could the Trainer continue the workshop from here?

Some parts of the video can be shown again, or the video paused at certain moments, for example when the graph with the life-cycle analysis is shown.

The expert reasoning for the Trainer's approach in the video that can be shared in the end:

- The Trainer starts the session by showing warmth towards the learners, listening and showing support for the attempt to make environmentally friendly decisions, and simply being sincerely interested in what is important to them – their business. This creates relatedness from the beginning.
- Instead of starting with a presentation why biodegradable plastic is not a good solution and what is, the Trainer asks clarifying questions to understand where the roots of the misconception are – that biodegradable plastics create no waste and therefore cause no environmental harm. This allows to address the underlying misconception of what elements form the environmental impact of these products.
- The Trainer tries to avoid getting into too detailed discussion around issues with composting problems and composition of biodegradable/compostable plastics, in order to keep the focus on a larger conceptual change – that it's the single-use, regardless of the material, that is the problem. This is supporting the need for competence – getting too technical with the details could be distracting, as the main concept around environmental impact first needs to be formed by learners. If the learners would start asking more questions about the details, then it can be explained or indicated clearly when these questions will be answered or if not, why.
- The Trainer tries to delay sharing her own knowledge and continues asking questions from the learners to get them to doubt their misconception, and gives them time to think.
- The Trainer writes down the arguments from the learners and based on that asks them to predict what they think would have the biggest impact and why, before showing them the data, maintaining their active thinking.
- When the data is presented, the Trainer again asks the learners to explain and define what they see there. In the end it's ideal if the learners themselves say what is the underlying principle – that all kinds of single use items are a burden to the environment and refuse/reuse is the best option.
- All questions from the learners are welcomed and recognised as valid concerns – supporting relatedness. If they are not answered right away, it is explained when and why they will be answered – supporting competence.

Anything else that you noticed?

For the purpose of the video's length, the flow of the discussion in the video is a bit rushed and faster than in reality. In a real life situation, in what moments and how could the Trainer act differently than shown in the video, following the same principles mentioned above?