

# A Guidance Document to Engage People With Learning Disabilities in Recycling and Waste Prevention Activities

**recycle for Scotland** Dumfries & Galloway

## Please recycle your glass bottles and jars

- **1** Wash out your glass bottles and jars
- **2** Collect your glass bottles and jars and remove lids
- **3** Take them to your nearest recycling point or recycling centre
- **4** Put your clear glass in the recycling bin that says 'Clear Glass Only'
- **5** Put your brown glass in the recycling bin that says 'Brown Glass Only'
- **6** Put your green glass in the recycling bin that says 'Green Glass Only'

**Top tip** Blue and red glass bottles can be recycled in the green glass recycling bin.

**ZERO WASTE SCOTLAND**

[www.dumgal.gov.uk/householdwaste](http://www.dumgal.gov.uk/householdwaste)

Zero Waste Scotland works with businesses, individuals, communities and local authorities to help them reduce waste, recycle more and use resources sustainably.

Find out more at [www.zerowastescotland.org.uk](http://www.zerowastescotland.org.uk)

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Front Cover Image: Glass Recycling Poster in Dumfries

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## 1 Introduction

### 1.1 Background

Recycling or waste prevention campaigns are sometimes inaccessible to people with learning disabilities however it is important not to overlook this underserved group. Although messaging about recycling and waste prevention will not result in high tonnage diversion or significant waste prevention, activities of this type support social inclusion and ensure an important sector of society is not being overlooked. Encouraging positive behaviour change amongst people with learning disabilities also has the following benefits:

- New activities and ideas can be promoted;
- New learned behaviours can be incorporated into other topics or activities, such as cooking or healthy living;
- It can contribute to the sustainability policy for the support organisation; and
- It can improve the confidence and self-advocacy amongst those taking part.

A pilot project was run in partnership with Dumfries and Galloway Council and Zero Waste Scotland from August 2012 to March 2013 in Dumfries with the aims of:

- Developing communication materials, methods and messages to enable people with learning disabilities to engage in positive waste prevention and recycling behavioural change; and
- Encouraging people with learning disabilities to become involved with the Zero Waste Scotland volunteer programme.

The outputs from this project were:

- Successful identification of support organisations and key support workers for people with learning disabilities;
- Detailed understanding of the service user needs, including the facilitators and barriers to engagement in waste prevention and recycling activities via depth interviews and focus groups with support workers and service users;
- Development of a recycling and food waste prevention life skills training workshop for support workers, incorporating:
  - A life skills glass recycling and food waste prevention presentation highlighting how to teach these activities as life skills for service users;
  - Communication materials (leaflets and posters) specifically designed for people with learning disabilities and featuring service users;
  - Interactive games and activities to increase knowledge and understanding, including the Food Storage and Freezer Game; and
  - Educational and promotional materials, including a glass recycling film and spaghetti and rice portioning tools.
- Successful training of support workers from ten learning disabled support organisations and the subsequent delivery of waste prevention and recycling activities to service users by the relevant support workers;
- Three learning disabled volunteers were recruited by the Zero Waste Scotland Volunteer Coordinator and successfully undertook a range of activities.

The detailed outcomes and findings from this pilot is presented in the Zero Waste Scotland document: *Case Study to Engage People With Learning Disabilities in Recycling and Waste Prevention Activities*<sup>1</sup>. This case study and previous

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<sup>1</sup> *Case Study to Engage People With Learning Disabilities in Recycling and Waste Prevention Recycling Activities*. (2013). Available from [www.zerowastescotland.org.uk](http://www.zerowastescotland.org.uk)



Zero Waste Scotland research carried out in Glasgow to explore how to communicate recycling messages to people with learning disabilities and other under-served groups has been used to inform the development of this guidance document. This guidance document outlines one approach that can be adopted to engage people with learning disabilities in recycling and waste prevention activities.

## 1.2 Audience

The primary findings from the case study within Dumfries and Galloway identified that direct engagement with people with learning disabilities to enable them to undertake recycling and waste prevention activities should be carried out by support organisations and associated staff and carers as part of life skills teaching. These types of engagement activities are better delivered by service users' support staff, rather than by members of local authority waste teams or other waste advisory organisations<sup>2</sup>.

Local authority waste officers should be responsible for providing initial training workshops to enable support workers to deliver these key local waste prevention and recycling messages to their learning disabled service users. This training would involve local authority waste teams or waste advisory organisations training support staff using the life skills training presentation developed as part of the case study. The presentation, and the associated communication materials, methods and activities, should be adapted to reflect the local waste and recycling service incorporating any key waste prevention and recycling messaging.

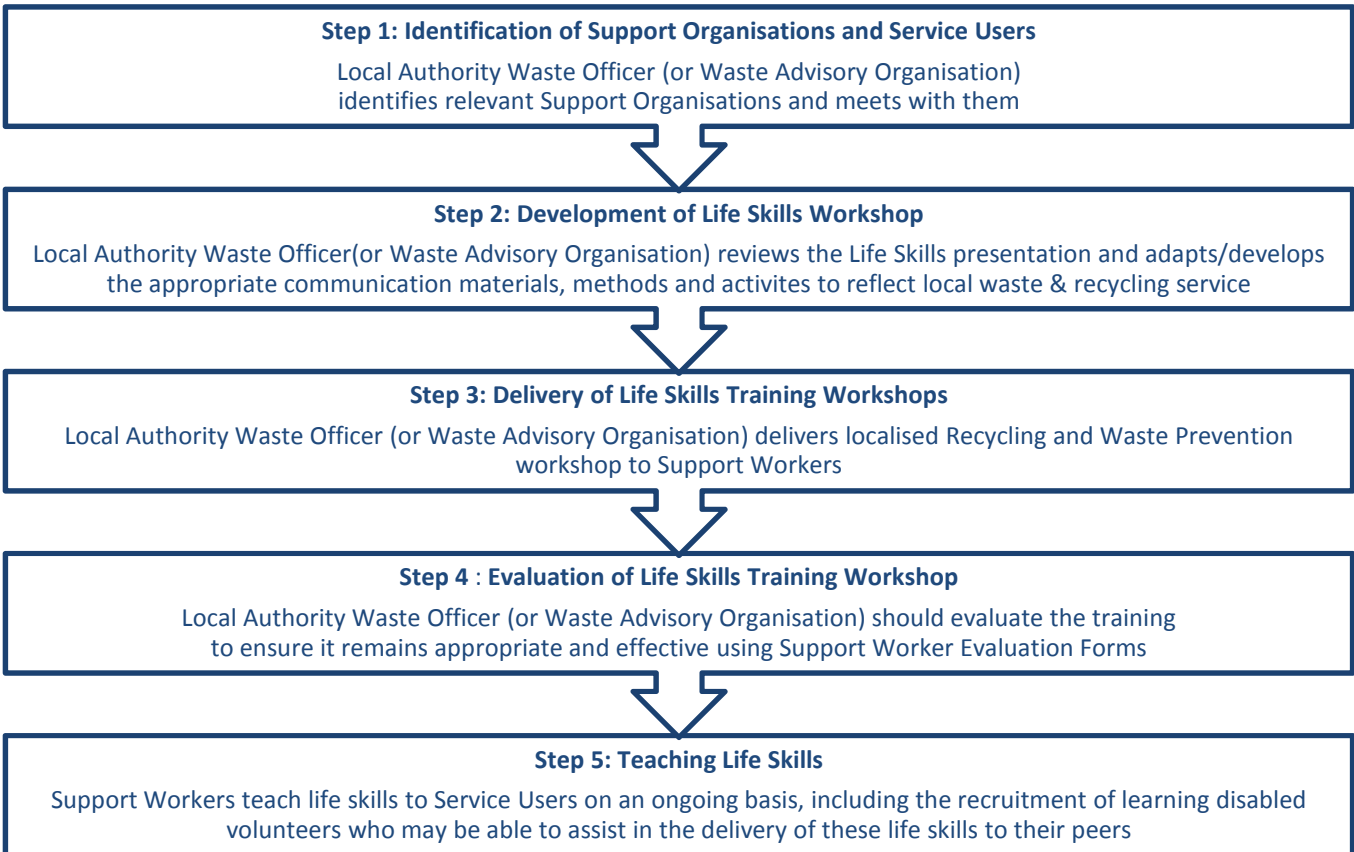
It is also possible for support organisation staff to replicate or further develop this training themselves by using this guidance document. For support organisations who are part of a national network there is great potential for life skills training to be passed onto support staff or service users in other areas. For example, Key Community Supports have regional Tenants Advisory Groups who send representatives to a national meeting every 2 months. Enable Scotland has local advisory committee (ACE – Advisory Committee of ENABLE Scotland) groups who meet nationally every 4 months. These provide a good opportunity for group members (support staff or service users) to promote the life skills training, or new life skills they have developed, to others. They could even consider delivering training to other groups at the national meetings or conferences.

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<sup>2</sup> In addition to local authorities, other waste advisory organisations could deliver training to support staff, for example, members of the Zero Waste Scotland Volunteer and Community Advocate Programme (VCAP)

### 1.3 Process

The following process chart (fig. 1) details the steps that should be included when developing life skills training to engage people with learning disabilities in waste prevention and recycling activities:



**Figure 1** Process chart detailing how to engage people with learning difficulties in waste prevention and recycling activities

The initial training of the support staff is undertaken by the local authority waste officer or waste advisory organisation, but the subsequent delivery of the life skills to the service users will always be undertaken by the relevant support workers whether in a residential, community or individual home setting. Support organisation staff can replicate or further develop this training themselves in place of local authority waste officer or waste advisory organisations by following the process above.

## 2 Implementation

### 2.1 Step 1: Identification of Support Organisations and Service Users

Gathering background information about people with learning disabilities and support organisations within a local authority area will allow you to identify how many people you are potentially targeting and with whom you can work to help develop the project and key messages. This is particularly important for local authorities who may not be aware of the range of learning disabilities experienced by people within their local area. The Scottish Consortium for Learning Disability produces a yearly report on the number of people with learning disabilities in Scotland. This is divided by local authority area and also gives information on accommodation type, advocacy, employment, education and day care opportunities.<sup>3</sup>

#### **A Definition of Learning Disabilities<sup>4</sup>:**

People with learning disabilities have a significant lifelong condition that started before adulthood, which affected their development and which means they need help to:

- Understand information
- Learn skills
- Cope independently

There are 26,036 people in Scotland reported as having a learning disability (0.6% of the population).

Stakeholder identification and engagement is a crucial stage for local authorities who are unaware of the support organisations within the local area that may need to be involved with the project. Support organisations who want to work collaboratively with other groups may need to identify and engage with them initially to establish relationships. Significant time and resource efficiency can be achieved by working through established networks or partners; local authority departments may be able to assist identify any such opportunities.

Internet research is a useful way to begin identifying which support organisations are present in the local area. Local NHS Learning Disability Teams or Social Work or Equalities teams within local authorities may also be able to provide advice on which support organisations operate in the area.

Some of the Active Support Organisations working with people with learning disabilities extensively in Scotland are:

- Key Community Supports
- Enable Scotland
- Turning Point Scotland
- Quarriers
- Sense Scotland
- Capability Scotland
- Leonard Cheshire Disability
- Crossreach

Other stakeholders you could involve:

- School learning support units
- Special schools
- Council run support/ day centres
- Relevant Council departments
- NHS
- Learning disability campaign and advocacy groups
- Housing Associations

<sup>3</sup> 'Essay Statistics Release' Scottish Consortium for Learning Disability, 2011, <http://www.sclcd.org.uk/sclcd-projects/essay/essay-statistics-releases>. Date accessed 28/2/13

<sup>4</sup> 'The Same as You?' Scottish Government, 2000, <http://www.scotland.gov.uk/Resource/Doc/1095/0001661.pdf>. Date accessed 28/2/13

## 2.2 Step 2: Development of Life Skills Workshop

Life skills are acquired through teaching or personal experience and are useful for daily life. The range of life skills a person with learning disabilities can learn will depend on their individual ability and support available to them. Learning new life skills can improve the independence and confidence of an individual.

People with learning disabilities often learn effectively by word of mouth from their support worker; by carrying out 'hands on' activities; and through repetition, so an enthusiastic knowledgeable support worker can help a service user to adopt new life skills.

The key communication materials and methods that support workers need to deliver recycling and food waste prevention messages as life skills have been identified as:

- Relevant communication materials including leaflets and posters;
- Activities that they can involve the service user in such as visiting waste management facilities including recycling centres and points, using household recycling services, or carrying out some form of waste prevention activity; and
- Activities supported with appropriate communication tools such as recycling videos, interactive games and using waste prevention tools.<sup>5</sup>

In the Dumfries and Galloway case study a Life Skills Workshop was developed which trained support workers from various organisations to be able to teach waste prevention and recycling life skills to their service users (Appendix I). This workshop incorporated the key communication materials and methods identified above, including information about glass recycling and food waste prevention, as well as suggested life skill activities that could be carried out with service users to reinforce learning.

The local authority waste officer should develop a similar Life Skills Workshop adapted from the format used in the Dumfries and Galloway case study but made specific for the local waste and recycling service offered<sup>6</sup>. Each workshop should consist of the following elements:

- A life skills recycling and waste prevention presentation highlighting how to teach these activities as life skills for service users;
- Communication materials (leaflets and posters) specifically designed for people with learning disabilities and featuring service users;
- Interactive games and activities to increase knowledge and understanding; and
- Educational and promotional materials.

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<sup>5</sup> Contact Zero Waste Scotland to find out what resources are available to support your activities:

[www.zerowastescotland.org.uk](http://www.zerowastescotland.org.uk)

<sup>6</sup> Dumfries and Galloway Life Skills Training Presentation can be downloaded from [www.zerowastescotland.org.uk](http://www.zerowastescotland.org.uk)

### 2.2.1 Review of Life Skills Presentation

The local authority waste officer should review the Life Skills presentation developed in the case study to reflect the local waste and recycling service. Local authorities will have waste prevention and recycling information readily available, but further information is available from:

- Zero Waste Scotland ([www.zerowastescotland.org.uk](http://www.zerowastescotland.org.uk)); and
- Love Food Hate Waste (<http://scotland.lovefoodhatewaste.com>).

Recycling information should include:

- The steps involved in recycling;
- Which materials can be recycled;
- Recycling facilities in the local area, including kerbside collections, recycling points and centres;
- What happens to the materials when they are recycled; and
- The benefits of recycling, including environmental and financial benefits.

Waste prevention information could include topics such as:

- Food waste prevention;
- Home composting;
- Reducing unwanted mail; and
- Furniture reuse.

Food waste prevention messages could include:

- Why food waste prevention is important;
- How to plan and shop to prevent over-purchasing;
- Understanding 'Use by' dates on food packaging;
- Correct storage of food;
- Correct portioning; and
- Cooking with leftovers.

Depending on your target audience it may be appropriate to utilise other food waste prevention messages developed by the Love Food Hate Waste campaign ([scotland.lovefoodhatewaste.com](http://scotland.lovefoodhatewaste.com)) or involve your local Zero Waste Scotland Volunteer and Community Advocate Programme ([www.zerowastescotland.org.uk/volunteer](http://www.zerowastescotland.org.uk/volunteer)) who may be able to provide cookery demonstrations.

Home composting messages could include:

- Why home composting is important;
- Five easy steps to home composting;
- Seasonal tips;
- What materials can be home composted; and
- What happens to materials once they are composted.

Other topics that can also be considered include local furniture reuse projects and their benefits, and using charity shops.

## 2.2.2 Communication Materials

In order to effectively engage with people with learning disabilities it is necessary to have accessible communication materials (leaflets and posters) specifically designed for people with learning disabilities and featuring service users. The types of communications developed will depend on:

- The target audience;
- Scale of the intervention – e.g. specific community groups, locations such as residential buildings etc.
- The input of other stakeholders;
- Channels of distribution; and
- Budget.

Examples of the communication materials produced for the Dumfries and Galloway case study are provided in Appendices 2 and 3. These materials can be downloaded from [www.zerowastescotland.org.uk](http://www.zerowastescotland.org.uk) and can be adapted to suit your local requirements. This will require the use of specialist design software and local authority in-house design. Prior to production you should find out the quantity and format of materials required as advised by support organisation staff.

### 2.2.2.1 Leaflets

Leaflets can be used by support staff as an aid to show service users how to engage in recycling and waste prevention activities. These can also be used to initiate discussion between a staff member and service user, or used in a group situation. An exemplar leaflet produced during the Dumfries and Galloway Case Study can be seen in Appendix II.

Leaflets should be designed so they are easily understood and accessible to people with learning disabilities. They should:

- Be in an “easy-read<sup>7</sup>” format:
  - Avoid jargon: use plain English;
  - Use a simpler version of a word where possible;
  - Be consistent with your language;
  - Write in short clear sentences;
  - Keep punctuation simple;
  - Use language which speaks directly to the individual (in second person); and
  - Have a clear lay-out.
- Use simple pictures to portray information where possible, ensuring pictures are not abstract, but represent the information clearly: it is often easier for information to be portrayed in photos;
- Not contain overly specific images e.g. use generic containers instead of branded ones;
- Use photos with familiar people and places where possible;
- Only include one topic or message on each communication material; and
- Contain large print and images with a clear colour contrast<sup>8</sup> – some people with learning disabilities are visually impaired.

<sup>7</sup> ‘A Brief Guide to Easy Read’ Scottish Accessible Information Forum, 2012.

<http://www.saifscotland.org.uk/easyreadp1.php> Date Accessed 6/3/13

‘Make it Clear’, Mencap, 2008, [http://www.mencap.org.uk/make\\_it\\_clear](http://www.mencap.org.uk/make_it_clear) Date Accessed 6/3/13

‘How to Make Information Accessible’, Change, [http://www.changepeople.co.uk/uploaded/CHANGE\\_How\\_to\\_Make\\_Info\\_Accessible\\_guide.pdf](http://www.changepeople.co.uk/uploaded/CHANGE_How_to_Make_Info_Accessible_guide.pdf) Date Accessed 6/3/13

<sup>8</sup> ‘Making your Information Accessible’ RNIB UK, [http://www.rnib.org.uk/professionals/accessibleinformation/Pages/accessible\\_information.aspx](http://www.rnib.org.uk/professionals/accessibleinformation/Pages/accessible_information.aspx) Date Accessed 6/3/13

Waste prevention or recycling leaflets could contain the following information:

- A photo on the front cover of a service user and support worker engaging in the relevant activity;
- A step-by-step guide of how to engage in the relevant activity on the inside spread, with photos of the service user and support worker carrying out each step with clear instruction under each photo;
- More detailed information on the back page to engage and inform the support worker who can then choose what information they may want to discuss with those they support;
- Where to go to get further information, e.g. website; and
- Contact details of relevant person (if appropriate).

If you want to take your own photos for a leaflet or poster you will need to:

- Recruit models. Make sure models are aware of what will be expected of them and are still comfortable to take part.
- Seek necessary permission in writing for taking photos, including from locations (e.g. supermarkets or waste management companies) as well as models, and if using learning disabled models, their care worker. Ensure model release forms are signed (see example in Appendix 4).
- Inform models and managers of location shots with information about what the images are to be used for.
- Collect props e.g. glass bottles and jars, food, shopping list pad
- Produce a photography brief; it may be useful to take the draft materials with you.
- Think about providing an incentive to models, e.g. gift vouchers.
- Ensure images are taken in a resolution or format suitable for high quality reproduction in communication materials.

Leaflets should be provided to support organisation staff and for distribution to service users and colleagues. Other possible outlets include support organisation offices, school learning support units, supported living units or day care facilities. Leaflets could also be distributed using the following means:

- Provided as part of a Recycling Life Skills training workshop;
- Posted to each support worker with their shift rota;
- Handed out at events or conferences;
- Taken along to self-advocacy groups for service users to learn from and then take home;
- Left with service users when they are supported at home;
- Left in the office for both service users and support workers to pick up; and
- Placed in staff files for support workers to refer to.



### 2.2.2.2 Posters

Posters can be displayed to act as a constant reminder to service users and support staff to carry out recycling and waste prevention activities and can also be used to promote discussion. An exemplar poster produced during the Dumfries and Galloway Case Study can be seen in Appendix III.

Waste prevention or recycling posters should:

- Follow easy-read guidelines (see “Designing Leaflets” section);
- Contain large images, using photos instead of pictures where possible;
- Contain minimal words in a large font;
- Be pleasing to the eye, to encourage people to display them; and
- Provide details of where to go for further information.

Support organisations can display posters at relevant points e.g. food waste prevention posters could be placed in the training kitchen, the kitchen of a service user’s home or beside recycling collection containers. It would also be beneficial to place posters in staff offices to remind them of the life skills they could be passing on to those they support. Extra posters could also be left in central points for service users or support workers to pick up.

### 2.2.3 Life Skill Activities

Practical activities, such as showing service users how to use their kerbside recycling service, or using recycling centres or points, are useful ways to engage the service user in recycling activities. Waste prevention activities, such as correctly portioning and storing food, or demonstrating how to use a home composter, are useful ways to engage the service user in waste prevention activities. Other examples of activities that could be used to demonstrate these life skills include:

- Recycling and Food Waste Prevention group discussions;
- Indoor activities using recycling materials and containers, or cookery demonstrations;
- Organised trips.

Organised trips can be enjoyable, provide an incentive and aid the learning process by providing a hands-on, visual, memorable experience. The types of places where visits could take place are:

- Recycling points;
- Recycling centres;
- Material recovery facility;
- Landfill sites;
- Anaerobic digestors; and
- Composting facilities.

The following factors should be considered when organising a trip:

- Outings should be preceded by relevant activities and discussion;
- It may be necessary to run trips regularly, e.g. to a recycling point, or it may be more suitable to organise one for the end of a project;
- Information about the trip should be provided to attendees beforehand to reduce any anxiety e.g. what they will see, what noises there may be and what they may be asked to wear;

- An activity should be carried out when on the trip to maintain interest and optimise learning e.g. a list of photos which should be ticked when seen by the attendee;
- Taking photos: this can help later recollection and discussion, and can be used to inform other groups attending later what they might see;
- Staff requirement to accompany group;
- Cost;
- Any equipment that may not be provided e.g. steel toe-cap boots;
- Maximum group size;
- Any accessibility or mobility issues; and
- Any health and safety requirements.

### 2.2.4 Educational and Promotional Materials

Educational and promotional materials can also be used to further engage service users in recycling and waste prevention activities. Examples of such materials include:

- Interactive games, such as the Food Storage Game<sup>9</sup>;
- Videos about recycling; and
- Food waste prevention equipment, such as spaghetti and rice portioning tools.

Relevant organisations can be contacted to see if free-of-charge equipment, such as spaghetti measurers or salad bag clips, are available, otherwise a budget may be required for the purchase of some equipment. For equipment which may be more expensive, bulky or time-consuming to produce it may be worth running a lending scheme; this could be hosted at a local council office or library.

## 2.3 Step 3: Delivery of Life Skills Training Workshops

Local authority waste officers or waste advisory organisations should then deliver this adapted Life Skills Workshop to support organisation staff. These workshops should take the form of a presentation and be interspersed with activities that support workers can run with service users. Workshops could take place after a staff meeting to ensure most staff are present, or could be organised as a separate event. Attendees should be recruited to reflect the variety of staff within the support organisation as using a mixed audience can be beneficial in sharing experiences and expertise during the training. Suggested staff to attend should include:

- Managers: well placed to make decisions on implementing life skill activities, and aware of any policy implications;
- Day care and group activity staff: can initiate interest and allow ideas to flow in a group situation; and
- Home support and key workers: can develop life skills within the service user's home environment.

If a variety of support organisations provide care and support to an individual it would be beneficial for staff from each organisation to attend training. This increases the likelihood of positive behaviour change for the service user, as the key messages would be reinforced at different stages throughout their contact with these different organisations.

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<sup>9</sup> The ZWS Volunteer Coordinator developed two Food Storage Games with service users and support workers which proved very popular

Life Skills Training Workshops should last approximately two and a half hours. An exemplar workshop used in the Dumfries and Galloway Case Study can be found in Appendix I. Several workshop slots may need to be provided to ensure maximum turnout, especially due to the varied shift patterns of support staff.

## 2.4 Step 4: Evaluation of Life Skills Training Workshop

Monitoring to evaluate the effectiveness of the training should be undertaken to ensure it continues to be appropriate and effective for the support organisations. An example monitoring form used in the Dumfries and Galloway Case Study can be found in Appendix V. Further monitoring of the outcomes or experiences of service users is not considered necessary due to the lack of resources available to implement this monitoring process within existing support organisations. Also, less tangible outputs, such as a greater sense of social inclusion, may be hard to measure, or at least quantify.

## 2.5 Step 5: Teaching Life Skills

After attending a Life Skills Training Workshop support organisation staff can begin to teach recycling and waste prevention life skills to service users on an ongoing basis. This will help to reinforce and normalise these behaviours as part of daily life.

It is recommended that the following people deliver life skills activities to people with learning disabilities:

- Support/Key Workers and Carers: people such as day service officers, home support workers, adversary support group coordinators or home carers will have established relationships and in-depth knowledge of the individual user's needs and abilities; and
- Learning Disabled Volunteers: demonstrating life skills to other learning disabled individuals can be well received by the target audience and can also improve the confidence and independence of the learning disabled volunteer.

Delivering activities in a group situation, such as a day care centre or self-advocacy group, can be a good way to spark interest, make it fun, discuss ideas and encourage people; it may also be more time efficient to deliver this way.

Activities carried out at home with the help of a support/key worker or carer can help to normalise recycling and waste prevention behaviour.

### 2.5.1 Learning Disabled Volunteers

The recruitment of service users as volunteers can improve uptake and positive behaviour change as well as improve the confidence and self-advocacy of the individual. A service user could become a volunteer of an official existing volunteer network related to recycling, waste prevention or resource management or volunteer within a support organisation to assist within an existing support organisation. They could:

- Help to motivate others to take part in and adopt the various life skills;
- Assist in the delivery of life skills activity sessions;
- Assist with the practicalities of implementing recycling or waste prevention activities;
- Promote the engagement project to others by word-of-mouth and help distribute communication materials; and
- Encourage others to volunteer.

If service users are comfortable with volunteering outwith the support organisation environment, they could consider becoming involved with an existing volunteer programme. Some potential volunteering roles may include:

- Setting up a display with leaflets;
- Helping at a public event;
- Recording the number of people visiting a stand at an event;
- Handing out leaflets; and
- Helping with information for newsletters/website/blog.

If a service user would like to become an official volunteer within an existing organisation they may need support to help them enrol, as well as to carry out their duties as a volunteer. An initial meeting between the service user, support worker/carer and a volunteer coordinator will allow the role of the service user to be agreed, taking into account their preferences and abilities.

The following methods could be used by support organisations or local authorities to recruit volunteers:

- Face-to-face at service users' social events, talks or forums;
- Face-to-face at support workers' events, talks or forums;
- Posters and advertisements (Appendices 6 and 7 show an exemplar poster and advertisement developed to recruit Zero Waste Scotland volunteers during the Dumfries and Galloway Case Study);
- Volunteering opportunities could be advertised through organisations such as Volunteer Scotland; and
- Working with organisations which support people with learning disabilities into work. Most job centres should have a Disability Employment Advisor who should be made aware of volunteering opportunities for people with learning disabilities.

## Appendix I

### Life Skills Training Workshop Presentation

<h1>LIFE SKILLS</h1> <p>Glass Recycling Food Waste Prevention</p>   	<h3>Outline</h3> <ul style="list-style-type: none"> <li>• How did we get to this point?</li> <li>• Glass Recycling             <ul style="list-style-type: none"> <li>• Glass Recycling Service</li> <li>• What happens to the glass?</li> <li>• Why it's important</li> <li>• Other Recycling</li> <li>• Glass recycling as a life skill</li> <li>• More information</li> </ul> </li> <li>• Wasting Less Food             <ul style="list-style-type: none"> <li>• Why it's important</li> <li>• Planning and Shopping</li> <li>• Food Labels</li> <li>• Freezer and Fridge Storage</li> <li>• Portioning</li> <li>• Cooking</li> <li>• Food waste prevention as a life skill</li> </ul> </li> <li>• Why do it?</li> <li>• What next?</li> </ul>
<h3>Objective for Today</h3> <p>To give you the information, ideas and tools to be able to work with the people you support to develop important life skills:</p> <ul style="list-style-type: none"> <li>• Glass Recycling</li> <li>• Food Waste Prevention</li> </ul>	<h3>Previous Work</h3> <h4>Interviews and Focus Groups</h4> <ul style="list-style-type: none"> <li>• Enable</li> <li>• Key</li> <li>• Capability Scotland</li> <li>• Glasgow Good Information Group</li> <li>• Scottish Accessible Information Forum</li> <li>• Scottish Consortium for Learning Disability</li> <li>• Quarriers</li> <li>• Inclusion Scotland</li> <li>• Sense Scotland</li> <li>• Hazelwood School</li> </ul>
<h3>Key Findings</h3> <p>To engage people with learning disabilities in recycling:</p> <ul style="list-style-type: none"> <li>• Deliver life skills training to support workers</li> <li>• Provide easy-read communication materials</li> <li>• Have interactive, hands on activities</li> <li>• Provide recycling facilities within organisations</li> <li>• Incorporate incentives</li> </ul> <p> <b>Local Authority Guidance</b></p>	<h1>GLASS RECYCLING</h1>

# ACTIVITY

## How to Recycle your Glass



1 Wash out your glass bottles and jars  
2 Collect your glass bottles and jars and remove lids  
3 Take them to your nearest recycling point or recycling centre



4 Put your clear glass in the recycling bin that says 'Clear Glass Only'  
5 Put your brown glass in the recycling bin that says 'Brown Glass Only'  
6 Put your green glass in the recycling bin that says 'Green Glass Only'

**Top tip** Take a small amount of glass every time you go shopping/ pass a recycling point

## Which Glass Can Be Recycled

**YES** ✓

BOTTLES AND JARS ONLY

- Clear Glass
- Brown Glass
- Green Glass
- Blue Glass (Put in green bin)



**NO** ✗

OTHER GLASS

- Window Panes
- Pyrex Glass
- Ceramics
- Drinking Glasses
- Bottle and Jar Lids



## Glass Recycling Points- Dumfries

Tesco Peel Centre



Dock Park



Mill Road



Tesco Cuckoo Bridge



Locharbriggs



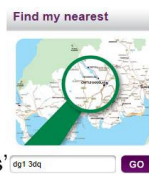
Morrisons



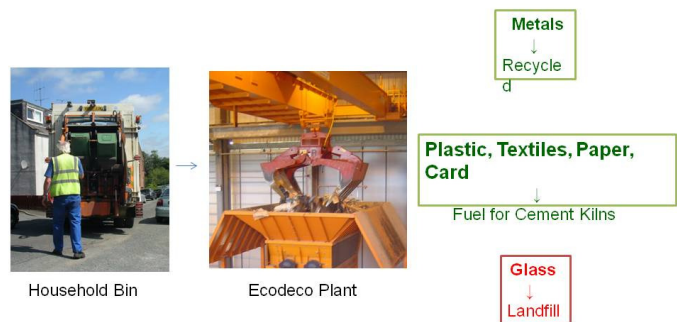
For pictures of all recycling points in Dumfries and Galloway visit:  
[www.dumgal.gov.uk/recyclingpoints](http://www.dumgal.gov.uk/recyclingpoints)

To find your nearest recycling point visit:  
[www.dumgal.gov.uk](http://www.dumgal.gov.uk)

- 1) Go to 'Find my Nearest'
- 2) Type in your postcode
- 3) Choose your address
- 4) Click on 'Waste and Recycling for Households'



## Why not just put glass in the bin?





## What happens to the glass we recycle?



SHOW VIDEO

<http://www.viridor.co.uk/about-us/viridor-tv/>

## Why Recycle Glass?

### ✓ Recycling saves energy

The energy saving from recycling 1 glass bottle will power a computer for 25 minutes.

### ✓ Recycling saves raw materials

It takes 1.2 tonnes of raw materials to make a tonne of new glass but only 1 tonne of crushed glass to make a tonne of new glass.

### ✓ Recycling creates jobs

There are many different kinds of jobs created along the recycling process.

### ✓ Recycling cuts waste disposal costs

Councils must pay landfill tax to send glass to be buried. But Councils can sell glass for recycling.

Source: British Glass

## Where can I recycle?

Recycling Point	Glass Bottles and Jars	Food and Drinks Cans	Textiles and Shoes
Tesco, Peel Centre	✓	✓	✓
Tesco, Cuckoo Bridge	✓	✓	✓
Dock Park Car Park	✓	✓	✓
Locharbriggs Social Club	✓		
Mill Road Car Park	✓		
Morrisons Supermarket	✓	✓	✓

Recycling Centre	Glass Bottles and Jars	Food and Drinks Cans	Textiles and Shoes
Lincluden, Jock's Loaning	✓	✓	✓
Lochar Moss, Lockerbie Road	✓	✓	✓

Household Waste Recycling Centres in Dumfries and Galloway accept:

<b>Glass</b>	<b>Small Domestic Appliances</b>	<b>Waste Engine Oil</b>
<b>Textiles &amp; Shoes</b>	<b>TVs and Monitors</b>	<b>Batteries</b>
<b>Food, Drinks &amp; Aerosol Cans</b>	<b>Fridges and Freezers</b>	<b>Large non recyclable waste</b> All of this waste will go to local landfill sites
<b>Paper</b>	<b>Green Waste</b>	
<b>Cardboard</b>	<b>Wood</b>	
<b>Scrap Metal</b>	<b>Soil and Rubble</b>	
<b>Fluorescent Tubes &amp; Low Energy Bulbs</b>		

[www.dumgal.gov.uk/recyclingcentres](http://www.dumgal.gov.uk/recyclingcentres)

# GLASS RECYCLING AS A LIFE SKILL



## In the Home

- Container for glass



- Glass recycling poster near the container



- You can use your hessian bag or another container to carry the glass to the recycling point



**Top tip**

Take your glass for recycling every time you go shopping / pass a recycling point.

- Glass recycling leaflet to go through with Service User



- Recycling point photo recognition.
- 'Find my Nearest' tool.



## In the Support Organisation

- Run discussion and activities using props

### Discussion

- How to recycle at home. Step by Step.
- What happens to the glass?

### Activities

- Which bin for which glass?
- Recycling points 'Find my Nearest'
- Recycling points photo recognition

- Put up glass recycling poster



- Show the Viridor glass recycling film



<http://www.viridor.co.uk/about-us/viridor-tv/>

## Other Activities

- You could run discussions and activities about glass recycling which lead up to an organised visit.

### Visits could be to:

- A recycling point
- A glass processing plant
- A landfill site
- A bottle manufacturer
- A loft insulation manufacturer

## Organising a Visit

- All visits should be proceeded with relevant activities and discussion
- Contact D & G Council or Zero Waste Scotland or search online to find out about potential places to visit
- Group size may be limited
- There may be a waiting list
- You may need to provide steel toe cap boots but other safety equipment is usually provided

## For more information about recycling



- [www.dumgal.gov.uk/householdwaste](http://www.dumgal.gov.uk/householdwaste)



- [www.zerowastescotland.org.uk/recycling](http://www.zerowastescotland.org.uk/recycling)



- [www.britglass.org.uk](http://www.britglass.org.uk)

# WASTING LESS FOOD

## Why waste less food?

### ✓ It saves you money

The average household in Scotland throws away £430 worth of food a year. This is over £8 per week. Food costs are rising so it's even more important than ever to waste less.



### ✓ Wasting food is bad for the environment

Producing, distributing, storing and cooking food uses energy, fuel and water. Harmful gases, like carbon dioxide and methane are produced when food rots in landfill sites. These gases contribute to climate change.



## Planning and Shopping

### Before Shopping



1 Check what food you already have in your cupboards, fridge and freezer



2 Plan your meals for the week



3 Make a shopping list

### When Shopping



1 Only buy what is on your list

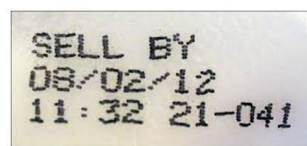


2 Check you can eat or drink it before the Use By Date



3 Think about special offers. Make sure you can use or store it

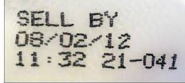
## Food Labels



## Food Labels

### Display Until & Sell By

You can ignore these dates as they are for shop staff not for shoppers.



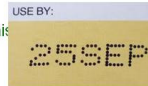
### Best Before

These dates refer to quality rather than food safety. Foods with a 'best before' date should be safe to eat after the 'best before' date, but they may no longer be at their best.



### Use-by

These dates refer to safety. Food can be eaten up to the end of this date. Always follow the storage instructions on packs.



# ACTIVITY



## Storage

### Freezer Tips



- Try to keep your freezer at a consistent temperature (Don't leave the door open).
- Store food in airtight containers or sealed bags.
- Some fruits are better pureed. It will save space and reduce freezer burn.
- Trim excess fat off meat.
- Sauces with dairy products will separate, but can be mixed again once they have defrosted.
- If you cannot eat a whole loaf of bread put half in the freezer. Use the fresh bread for sandwiches and the frozen bread for toast or sandwiches.
- Food can be frozen up until the 'Use By' date.

## Freezer Foods

You can also freeze:

- Cooked Pasta
- Hard Cheese
- Sandwiches (without salad)



## Fridge Tips

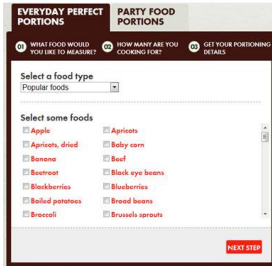
- Keep the temperature of the fridge below 5°C.
- Don't put warm food in the fridge to cool.
- Don't put bread in the fridge. It goes stale quicker.
- Keep fruit and vegetables in the fridge (Except bananas, pineapples, potatoes and onions).
- See what needs eating in the fridge. Base the meal around that.



## Portioning

Portioning tool on Love Food Hate Waste website.

- 1) Enter food type
- 2) Select specific food
- 3) Enter number of adults and children



<http://scotland.lovefoodhatewaste.com/portions/everyday>

# ACTIVITY

## Portion Examples for One Person

Food (uncooked)	How much for one person?
Rice	¼ of a mug (75g)
Pasta	100g
Lentils	3 heaped tablespoons (80g)
Beef	100g
Chicken	140g
Fish	140g
Carrots	3 tablespoons (sliced)
Potatoes	5 small potatoes

## Cooking

- Recipe tool on Love Food Hate Waste website.
  - 1) Enter recipe type
  - 2) Select food type
  - 3) Enter specific food to use up



<http://scotland.lovefoodhatewaste.com/recipes>



# FOOD AS A LIFE SKILL

## In the Home

### Planning

- Go through 'How to Reduce your Food Waste' Leaflet with Service User



#### When you are shopping

- 1 Only buy what is on your list
- 2 Check you can eat or drink it before the Use By Date
- 3 Think about special offers. Make sure you can use or share it.

- Shopping List Pad





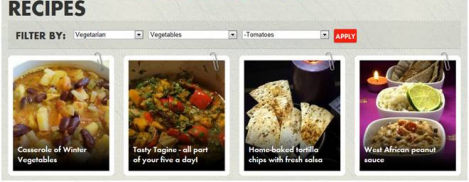


• **Cooking Poster**

**Cooking**

• **Recipe Pack**

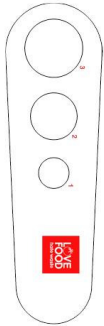
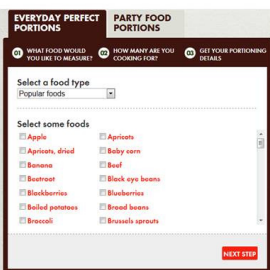
• **Online Recipe Tool**

**Portioning**

• **Spaghetti Measurer**

• **Online Portioning Tool**







• **Freezer Poster**

**Storage**

• **Fridge Poster**

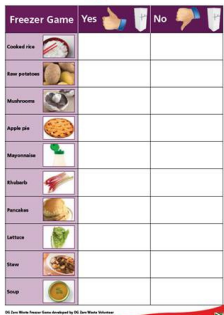

• **Salad Bag Clip**

[www.lovefoodhatewaste.com](http://www.lovefoodhatewaste.com)

**In the Support Organisations**

• **Food Storage Games**

• **Posters**



• **Run discussions and activities using props**

**Discussion**

- Do you waste food?
- Why is it better not to waste food?
- Planning and shopping
- What happens to the food we waste?
- Cooking ideas

**Activities**

- Spaghetti and rice demonstration
- Recipe and Portioning tool

### Other Activities

- Use the Leaflet when shopping together

#### When you are shopping



**1** Only buy what is on your list



**2** Check you can eat or drink it before the Use By Date



**3** Think about special offers. Make sure you can use or store it.

- ZWS Volunteering



- ZWS Volunteering for Service Users

Zero Waste Scotland Volunteers can help make a difference in their communities by helping family, friends and neighbours reduce waste, save money and recycle more.

The Zero Waste Scotland Volunteer Coordinator will be there to train and guide the Volunteer.

The volunteer can choose which kinds of jobs they would like to do and how much time they want to commit.

Support worker participation is recommended for assisting the user to become a volunteer and help them to and take part in volunteering.



### Types of Volunteering Activities:

- Set up a table with leaflets
- Set up a display in our shop on Dumfries High Street
- Help at a Zero Waste Scotland stand at public events
- Record the number of people visiting a stand at an event
- Hand out leaflets
- Help with information for newsletters/ website/ blog

Contact:

Linda Irving (D and G ZWS Volunteer Coordinator)  
[dqzerowastevolunteers@dumgal.gov.uk](mailto:dqzerowastevolunteers@dumgal.gov.uk)  
 030 33 33 3000  
[www.dumgal.gov.uk/dgzerowastevolunteers](http://www.dumgal.gov.uk/dgzerowastevolunteers)



# OVERVIEW

### Why incorporate these life skills?

- ✓ Save money for those you support
- ✓ Incorporates healthy living
- ✓ Promotes new activities and ideas
- ✓ Themed approach to learning
- ✓ Can incorporate qualifications/ incentives to the learning e.g ASDANS (Award Scheme Development and Accreditation Network)
- ✓ Beneficial to the environment
- ✓ Help contribute to the sustainability policy of your organisation
- ✓ Contribute to the Guidance Document to inform future work in Scotland

## Next Steps



- Think of 3 activities/ actions you would like to take forward with the people you support.

- Write each on a post-it note and stick under the correct heading- Recycling/Food/Both.

## Life skills monitoring

### Why is it important?

- Monitoring of life skills activities is invaluable.
- We need to know what you did and how you and those you support found them.
- It allows us to share successes and issues with you all.
- Your feedback will guide other local authorities and encourage them to engage with people with learning disabilities on these important issues.

## Monitoring Forms

### Support Workers

- 1) Glass recycling life skills monitoring form
- 2) Food waste reduction life skills monitoring form

### Service Users

- 1) Recycling activities questionnaire
- 2) Food waste activities questionnaire

## How to monitor life skills activities Support Workers

- Name of organisation
- Number of Service Users taking part in the activity
- Location of activity e.g day care centre, an individual's home, school
- Cross the activity/activities carried out
- Rate how successful you think it was  
e.g Did the Service User enjoy it? Did they learn anything new?
- Include any comments (positive or negative)  
e.g We ran the session for 40 minutes which was too long for some participants.  
The activity would have worked better with fewer participants.  
I will definitely run the session again.  
I will have to repeat the activity many times for it to sink in.



### How to monitor life skills activities Service Users

- What activity did you do?
- Did you enjoy it?
- Did you learn anything new?
- What did you learn?
- Behaviour change outcome

- Service Users may need assistance
- Form can be used to promote discussion
- Will help you to rate activities in the support workers monitoring forms

### What to do with the forms

For each activity that you do please send the completed forms. You can post, email or scan forms.

Annie Nettleton  
Nicki Souter Associates  
[annie@nickisouterassociates.co.uk](mailto:annie@nickisouterassociates.co.uk)  
Tel: 01738 812 877

The Poppy House  
Torhill  
Argargie  
Perthshire  
PH2 9DQ

If you have not done any activities we would still like to talk to you. I will call during January and February 2013.

A short feedback report will be produced in April and sent out to you all.

### Focus Group (In March)

- To get feedback from support workers
- To explore engagement methods
- To find what worked and what did not



### Contents of Life Skills Pack

#### Materials

Glass recycling leaflet  
Glass recycling poster  
Reducing food waste leaflet  
Cooking with leftovers poster  
Freezer storage poster  
Fridge storage poster

Hessian bag  
Shopping list pad  
Spaghetti measurer  
Salad bag clip  
Recipe pack  
Folder

#### Monitoring

Support Worker monitoring form  
Service User questionnaire

#### On CD/ Downloadab

Glass recycling leaflet  
Glass recycling poster  
Reducing food waste leaflet  
Cooking with leftovers poster  
Freezer storage poster  
Fridge storage poster

Pictures of recycling points in Dumfries  
Link to recycling points in D and G  
Link to 'Find my Nearest' tool  
Viridor glass video  
Link to portioning tool  
Link to recipe tool

Life skills presentation  
Support Worker monitoring form  
Service User questionnaire

## Appendix II

### Glass Recycling and Food Waste Prevention Leaflets

# What glass can be recycled?

**YES ✓** **Recycle glass bottles and jars ONLY**

  
Green bottles ✓

  
Clear bottles ✓

  
Brown bottles ✓

  
Green jars ✓

  
Clear jars ✓

  
Brown jars ✓

**NO ✗**

  
Window panes ✗

  
Pyrex glass ✗

  
Ceramics ✗

### Did you know?

- All the glass collected from recycling points in Dumfries is sent to a recycling plant near Edinburgh.
- On average 52 tonnes of glass is collected each month from recycling points across Dumfries and Galloway.
- Recycling 2 glass bottles saves enough energy to boil water for 5 cups of tea.
- Glass can be recycled over and over again without losing any quality.

**Recycling Points**  
The 6 main recycling points in Dumfries where you can take your glass are:

- Tesco, Peel Centre, Lockerbie Road
- Tesco, Cuckoo Bridge
- Dock Park Car Park
- Locharbriggs Social Club
- Mill Road
- Morrisons Supermarket

**Don't let a good thing go to waste**

For further information contact Dumfries & Galloway Council  
☎ 030 33 33 3000  
✉ [pe.waste@dumgal.gov.uk](mailto:pe.waste@dumgal.gov.uk)



[www.dumgal.gov.uk/householdwaste](http://www.dumgal.gov.uk/householdwaste)




# How to recycle your glass

**Your guide to recycling glass**



# How to recycle your glass

**Top tip** Blue and red glass bottles can be recycled in the green glass recycling bin



**1** Wash out your glass bottles and jars



**2** Collect your glass bottles and jars and remove lids



**3** Take them to your nearest recycling point or recycling centre



**4** Put your clear glass in the recycling bin that says 'Clear Glass Only'



**5** Put your brown glass in the recycling bin that says 'Brown Glass Only'



**6** Put your green glass in the recycling bin that says 'Green Glass Only'



### Top tip

Soup, stew, rice, pasta and curry are perfect meals to use up your left-over vegetables, meat or fish.



### Did you know?

- The average household in Scotland throws away £430 worth of food a year. This is over £8 a week.
- We throw away 566,000 tonnes of food and drink from our homes every year in Scotland.
- Over a tenth of the food and drink we buy is thrown away when it could have been avoided.
- The foods we waste the most are fresh vegetables and salad, fresh fruit and bakery items such as bread and cakes.
- If we stopped wasting good food and drink it would have the same benefit for the environment as taking 1 in 5 cars off the road.
- In a landfill site food waste rots and produces methane which is a gas that contributes to climate change.



## How to reduce your food waste



Waste less and save money



For more ideas, recipes and ways to waste less and save money visit [lovefoodhatewaste.com](http://lovefoodhatewaste.com)

## How to reduce food waste

### Before you go shopping



**1** Check what food you already have in your cupboards, fridge and freezer



**2** Plan your meals for the week



**3** Make a shopping list

### When you are shopping



**1** Only buy what is on your list



**2** Check you can eat or drink it before the Use By Date



**3** Think about special offers. Make sure you can use or store it.

## Appendix III

### Glass Recycling and Food Waste Prevention Posters



# Please recycle your glass bottles and jars

- 

**1** Wash out your glass bottles and jars
- 

**2** Collect your glass bottles and jars and remove lids
- 

**3** Take them to your nearest recycling point or recycling centre
- 

**4** Put your clear glass in the recycling bin that says 'Clear Glass Only'
- 

**5** Put your brown glass in the recycling bin that says 'Brown Glass Only'
- 

**6** Put your green glass in the recycling bin that says 'Green Glass Only'

**Top tip** Blue and red glass bottles can be recycled in the green glass recycling bin.

[www.dumgal.gov.uk/householdwaste](http://www.dumgal.gov.uk/householdwaste)





# Cooking with leftover food



Don't throw it out.  
Use up food to make a new dish.  
Here are some ideas.

Stale bread



Breadcrumbs for pies



Boiled potatoes



Potato omelette



Mashed potato



Shepherds pie topping



Ripe fruit



Fruit pancakes



Ripe vegetables



Soup



Ripe bananas



Banana smoothies



For more ideas, recipes and ways to waste less and save money visit [www.lovefoodhatewaste.com](http://www.lovefoodhatewaste.com)



# What can I store in the fridge?



You can store many foods in your fridge. Here are some ideas.

Apples ✓



✓ Cabbages

Oranges ✓



✓ Soup

Broccoli ✓



✓ Leftover meals

## Top tip

Once leftover meals have cooled put them in the fridge as quickly as possible. Eat within 2 days.

It is best not to store these foods in the fridge

Potatoes



Bananas



Bread



Pineapples



For more ideas, recipes and ways to waste less and save money visit [www.lovefoodhatewaste.com](http://www.lovefoodhatewaste.com)



# What can I store in the freezer?



You can put many foods in your freezer. Here are some ideas.

Milk ✓



Leftover meals ✓



Whipped cream ✓



Whole grapes ✓



Bread ✓



Whole bananas ✓



Cake ✓



## Top tip

You can freeze food up until its 'Use By' date.

Remember to put all foods in an airtight container or sealed bag.



For more ideas, recipes and ways to waste less and save money visit [www.lovefoodhatewaste.com](http://www.lovefoodhatewaste.com)



## Appendix IV

### Example Model Release Form

**MODEL RELEASE FORM**

To the photographer: \_\_\_\_\_ (name)  
Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Phone: \_\_\_\_\_

From the model: \_\_\_\_\_ (name)  
Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Phone: \_\_\_\_\_

Photographs taken on \_\_\_\_\_ (date)  
at \_\_\_\_\_ (location)

In exchange for receiving (check/tick as appropriate):  
 modelling fee in the amount of \_\_\_\_\_  free prints

I, the model, grant you, the photographer, usage of the photographs subject to the following conditions:

- I understand that the photographs taken of me during this sessions can be used wholly or in part in any publication (commercial or otherwise), portfolio or public display (delete any that aren't applicable).
- The photographs may be used to represent an imaginary person and any wording associated will not be attributed to me unless my name is specifically mentioned.
- Any special conditions on usage agreed between the model and photographer:  
\_\_\_\_\_  
\_\_\_\_\_

Model: \_\_\_\_\_ Photographer: \_\_\_\_\_  
both parties to sign here to agree these special conditions.

I acknowledge that by signing this form, subject to the usage restrictions above, I give up all claim of ownership of the photographs, and assign copyright to the photographer named above. No further payment will be due. Use of the photographs may be granted to third parties, however the photographs will remain the property of the photographer.

I have read this form carefully and fully understand the implications. I am 18 years old or over.

Signed: \_\_\_\_\_ (model) Date: \_\_\_\_\_

If the model is under 18 years of age, a parent or legal guardian must sign:  
Parent/guardian: \_\_\_\_\_ Date: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_ Phone: \_\_\_\_\_

## Appendix V

### Life Skills Training Workshop Evaluation Form

Please rate (1-5 Poor-Excellent)

How *enjoyable* did you find each of the following:

	1	2	3	4	5
Glass Recycling Section					
Food Waste Section					
Training Overall					

How *informative* did you find each of the following:

	1	2	3	4	5
Glass Recycling Section					
Food Waste Section					
Training Overall					

How *useful* do you think the following will be:

	1	2	3	4	5
Glass Recycling Life Skills					
Food Waste Life Skills					

How would you rate the following?

	1	2	3	4	5
Delivery of the Training					
Content of the Training					
Life Skills Pack					

What did you enjoy <i>most</i> about this training?	
What did you enjoy <i>least</i> about this training?	
What did you find <i>most</i> useful from the training?	
What did you find <i>least</i> useful from the training?	
Please write down one fact that you learned during the training.	
Please write down one action from today that you will take forward with the people you support.	
Is there anything else you would like the training to have covered?	
Further Comments.	

Would you recommend the training to a colleague?

Yes	No	Maybe

Would you be interested in attending a Focus Group in March? (To discuss how you found the workshops, materials and what actions were followed up with those you support)

Yes	No	Maybe

## Appendix VI

### ZWS Volunteer Recruitment Poster



The poster features a green background with white text and logos. At the top left is the 'recycle for Scotland' logo. At the top right is the 'Dumfries & Galloway COUNCIL' logo. The main title 'Zero Waste Scotland Volunteers Needed' is written in large, bold, white letters. Below the title is a row of three photographs showing volunteers in dark blue jackets and camouflage jackets interacting in a recycling center. The bottom section contains a call to action in white text on a green background, followed by the 'ZERO WASTE SCOTLAND' logo and contact information.

recycle for Scotland

Dumfries & Galloway COUNCIL

# Zero Waste Scotland Volunteers Needed

Recycling P

Can you help make a difference by helping friends, family and your community to reduce waste, save money and recycle more?

**ZERO WASTE SCOTLAND**

For more information, or to check if volunteering places are available, please contact: **Linda Irving** (DG Zero Waste Volunteer Coordinator)  
☎ 030 33 33 3000 ✉ [dgzerowastevolunteers@dumgal.gov.uk](mailto:dgzerowastevolunteers@dumgal.gov.uk)

## Appendix VII

### ZWS Volunteer Recruitment Advert

Would you like to be a Volunteer? (Ideal volunteering opportunity for someone with a learning disability)

Volunteers can help make a difference in their communities by helping family, friends and neighbours reduce waste, save money and recycle more.

Activities that you may want to help with include:

- Setting up a table with leaflets
- Setting up a display in our shop on Dumfries High Street
- Helping at a public event
- Recording the number of people visiting a stand at an event
- Handing out leaflets
- Helping with information for newsletters/ website/ blog

The Volunteer Coordinator will be there to train and guide you as a Volunteer. You can choose which kinds of jobs you would like to do. Please bring a support worker with you, if you would like to.

If you would like to find out more about volunteering or to see if any places are available please contact:

[Insert Name  
Insert Phone Number  
Insert Email Address]



**Zero Waste Scotland**  
Ground Floor, Moray House, Forthside Way,  
Stirling FK8 1QZ.  
E-mail: [helpline@zerowastescotland.org.uk](mailto:helpline@zerowastescotland.org.uk)  
Helpline freephone 0808 100 2040  
[www.zerowastescotland.org.uk](http://www.zerowastescotland.org.uk)