EcoInnovate AI+

Teacher notes for module 3

Circularity & 10Rs

THE CRITICAL HAFELEKAR

Introduction & Purpose

This module is about helping learners understand **circularity** as part of sustainability and how it connects to **Product-as-a-Service (P2S)**. It introduces the **10R framework** in a personalized way through EduBot, reinforces it with **visual profession-specific examples**, and ends with a **quiz** for reflection.

It has 5 steps:

- Introduction into the module text

- Mini educational textual cards, helping to transfer from previous activities to this module's topics and the circularity EduBot

- EduBot tutorial video & EduBot 2: "The Circularity Coach"

- Visual examples of 10Rs in three different type professions

- Quiz to check learning and reflection

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💡 Before leading your class, please:

- Go through Module 3 yourself once, including the EduBot and quiz, so you know what learners will see.

- Decide how you will run it: more **individual (computers/phones)** or more **whole class (shared screen)**.

- Adjust timing: the whole module takes about **50–60 minutes**, but it can be split into smaller parts.

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Timing Guide

- Introduction text – 1-2 min

- Transfer into EduBot educational visual cards – 2-3 min

- EduBot tutorial video – 1-2 min

- EduBot activity – 20 min; after Bot discussion – 15–20 min

- Visual examples – 8-10 min

- Quiz – 2-3 min

- Outro after the module – 1-2 min

👉 **Total: 50–60 minutes**

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Tips for Teachers

- **Be a facilitator, not an expert**
  You don't need to know all the 10Rs by heart. The EduBot provides the content.
  Your role is to guide the flow, keep time, and encourage learners to share
  examples from their own field.

- **Normalise the "we already do this" reaction**
  Many learners will say: *"We already reuse towels"* or *"We already repair
  equipment."*

  Acknowledge this positively:

  *"Yes, many professions already do some circular practices. This module helps
  to understand what good practices we already do and helps us see the bigger
  picture and spot new opportunities."*

- **Handle scepticism gently**
  Some may find Rs unrealistic (e.g. *"Recycle chemicals in hairdressing?"*).
  Respond:

  *"Not every R fits every profession and not every market is ready for the given
  practices yet. The point is to get inspired and see what could work in your field.
  If the example feels not clear or irrelevant, feel free to question the EduBot"*

- **Support digital confidence**
  Some learners may hesitate with the EduBot. Encourage them to use prompts
  given below.

◈ Scenario A: Individual work on computers
(online/self- paced in class)

- ## Introduction into the module

  - Open the course and present the introduction text to module 3 paraphrasing it:

    In the first two modules, you explored why the world is shifting from products to services and started linking this change to your profession. In Module 3, we'll go deeper: how can your own field become more sustainable? We'll look at the idea of circularity — keeping products, tools, and materials in use for as long as possible.

    This helps reduce waste, save costs, and create new opportunities for value creation.
    You'll discover how circular economy principles connect directly to Product-as-a-Service (PaaS) and see how they can make your profession more future-ready

    - Additional question you may ask before if you wish: *"Quick think: name one thing in your field that already gets reused or repaired."*

- ## Mini educational textual cards

  - Presents the content of mini educational cards one by one showing them on the screen.

- ## EduBot tutorial video & EduBot "The Circularity Coach"

  - Direct students for personal work with the EduBots on their computers, suggesting viewing tutorial video if they feel it would help them understand better how to use the EduBot, or directly guide them to the chat with the EduBot.

    - Give **20 minutes** for the whole process.

  - If someone gets stuck, suggest prompts:

    - "Show me fewer common ideas for my field."

    - "Explain R_____with a simple example for a beginner."

    - "What's one action I could test this week?"

  - When everyone finishes the conversation with the EduBot, invite them for a short reflective discussion by asking **(15-20 min.):**

    - "Which 1 or 2 Rs surprised you the most for your profession?"

      → let them voice *new insights* they hadn't thought of before.

- "Did you notice any Rs that we already do — maybe without calling it circularity?"

  → helps normalise that *circularity is not alien*, it's often hidden in current practice.

- "Some Rs might feel unrealistic. Which ones felt hardest to imagine in your work, and why?"

  → acknowledges scepticism without arguing, opens space for critical thinking.

- *Optional quick poll*

  "If you had to choose just one R to start testing tomorrow, which would it be?" (Raise hands / Mentimeter / write on sticky notes)

Visual examples of 10Rs in three different type professions

o Invite students to analyse individually visual examples of 10Rs in 3 types of different VET professions to better memorise and understand this framework and the circularity itself.

Quiz to check learning and reflection

o Invite learners to complete it individually on the website.

Outro of the module

o Finish the module by summarising what was learnt and what is waiting in the next modules:

> *In this module you have learnt about ways how your profession can be more sustainable and how circularity and the 10R framework connect to it.*
>
> *You don't need to memorise every R — what matters is understanding the principles: design smart, keep products in use, and recycle or recover when nothing else works.*
>
> *This prepares us to move forward into understanding deeper another side of the circularity - Product-to-Service (P2S) or Product-as-a-Service (PaaS) circular business models.*
>
> *You will learn about what it is, will explore real cases, will be presented its application to VET and later will move on to your own profession PaaS or P2S business idea co-creation.*

◈ Scenario B: Class work in-person
(shared screen, group facilitation, phones)

- **Introduction into the module**

    - Open the course and present the introduction text to module 3 paraphrasing it:

        In the first two modules, you explored why the world is shifting from products to services and started linking this change to your profession.

        In Module 3, we'll go deeper: how can your own field become more sustainable? We'll look at the idea of circularity — keeping products, tools, and materials in use for as long as possible.

        This helps reduce waste, save costs, and create new opportunities for value creation.

        You'll discover how circular economy principles connect directly to Product-as-a-Service (PaaS) and see how they can make your profession more future-ready

        - Additional question you may ask before if you wish: *"Quick think: name one thing in your field that already gets reused or repaired."*

- **Mini educational textual cards**

    - The teacher presents the content of mini educational cards one by one showing them on the screen.

- EduBot tutorial video

    - *If you feel that your students are lacking digital skills and it may be difficult for them to understand how to use the EduBot, play the short tutorial video on the screen.*

    - *You may say that "The bot will ask your profession, show examples, and let you pick your Top 3 Rs."*

- **EduBot 2: "The Circularity Coach"**

    - Direct students to the module's webpage to chat with the EduBot on their phones.

- **Visual examples of 10Rs in three different type professions**

  - Project the **Hairdresser / Construction / Sewing** visual 10R wheels going more specifically through what the same Rs can mean in different types of professions.

- **Quiz to check learning and reflection**

  - Direct students to the module's webpage to do the quiz on their phones to self-evaluate what they learnt.

- **Outro of the module**

  Finish the module by summarising what was learnt and what is waiting in the next modules.

  In this module you have learnt about ways how your profession can be more sustainable and how circularity and the 10R framework connect to it.

  You don't need to memorise every R — what matters is understanding the principles: design smart, keep products in use, and recycle or recover when nothing else works.

  This prepares us to move forward into understanding deeper another side of the circularity - Product-to-Service (P2S) or Product-as-a-Service (PaaS) circular business models.

  You will learn about what it is, will explore real cases, will be presented its application to VET and later will move on to your own profession PaaS or P2S business idea co-creation.

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