Course Outline_Masterclass on Behavioural Change

Title (Suggestions):
- The Power of Small
- The Behaviour Lab
- The Change Squad

Overview: This masterclass introduces learners to fundamental behavioural change models, focusing on sustainability, nudges, and decision-making frameworks. Through stories, interactives, and real-world examples, learners will explore how small shifts in behaviour can create significant environmental impact.

Objectives:
- Understand the role of behavioural science in shaping choices.
- Identify key behavioural change models, including the Nudge Theory, COM-B Model, and Transtheoretical Behaviour Model.
- Analyse real-world applications of these models in sustainability and everyday decision-making.
- Apply behavioural change techniques to design their interventions.

Duration: 60 Minutes

Target Audience: Primary and Secondary Schools

*Examples are subject to change and can be reframed for the topic of sustainability.
*Only three models have been incorporated due to the time crunch; any other model can be incorporated/replaced as per the feedback.

Module No.	Module Title	Segments	Learning Outcomes	Duration	Brief	Activity Flow	Strategy	References
1	Sustainability: Rethinking Our Choices	Understanding Sustainability	Identify sustainable and non-sustainable choices in	5	This section introduces learners to the concept of	The segment begins with an emotional/funny hook (A personal letter to the learner from 2050; preferably included in an audio-visual format)	Storytelling and Interactives	A behavior model for persuasive design

| | | | | daily life.

Explain how small personal actions contribute to environmental sustainability. | | sustainability (meaning and significance) in the context of Singapore. | **Sample:**

Hello from the year 2050!

Before you ask, no, we don't have flying cars. And no, robots don't do our homework (sadly). But we DO have one thing: LOTS and LOTS of heat.

Remember how you used to say, "Wah, so hot today"? Well, today (in 2050), if you step outside, your Milo Dinosaur might just evaporate before you can drink it. Even the Merlion stopped spitting water; it was too busy sweating.

And it's not just the heat. Singapore looks... different.

East Coast Park? Now called "East Coast Pool" because it's underwater. (Hope you like swimming!)

Gardens by the Bay? More like "Gardens by the Baked" — the flowers gave up.

The otters? Well, they moved to Antarctica. Even they couldn't take the heat!

How did this happen? Well… we kinda used too much, wasted too much, and forgot to give back.

Too many plastic bags, too much aircon, and people throwing away food like we had an unlimited buffet pass.

But GOOD NEWS! You still have time to fix this!

You become a Sustainability Star or you better learn | | |

					how to live underwater. *See you in the future (hopefully with more trees and less sweat),* *Your friend from 2050* A brief explanation of the **meaning and significance of sustainability follows this.** Learners identify **sustainable vs. non-sustainable behaviours** by reacting to different situations using emojis.		
		What's next?: The Human Behaviour	Analyse how small behaviour changes can lead to larger environmental impacts.	7	This section highlights the role of behaviour change in the anticipated success of Singapore Green Plan 2030.	This segment begins with an alternative future story of Singapore, considering that we follow sustainable practices. **Scenario:** It's 2030! Singapore is greener than ever. How did this happen? Learners **click on images** (e.g., solar panels, green buildings, etc.) to reveal changes brought by the Singapore Green Plan. **Key Message:** This didn't happen by magic, but people changed their habits. With the help of some other **real-life examples** (how little changes in human behaviour can lead to very significant impacts), the segment introduces learners to the **concept of behaviour change**. Next, learners will engage with behaviour-change concepts through scenario-based MCQs. Questions will prompt reflection on why habits are hard to change and how to encourage sustainable choices. Learners will explore outcomes by flipping flashcards to reveal consequences.	Storytelling and Interactives	

							Sample:		
							Scenario: *A new park has been built in your city with beautiful walking trails and picnic spots. However, people often leave trash behind, even though there are plenty of dustbins available.* *Question:* *What would be the most effective way to encourage visitors to dispose of their waste properly?* *A) Put up signs reminding people to keep the park clean.* *B) Place fun, interactive trash bins that play a sound or light up when used.* *C) Increase fines for littering and have security guards monitor the area.* *D) Make announcements over a loudspeaker about the importance of cleanliness.* *Flashcard Outcome (if flipped):* *A) Some people may follow the signs, but many might ignore them.* *B) People are more likely to use the bins because they feel rewarded and engaged.* *C) Fear of punishment may work temporarily, but long-term behaviour change is uncertain.* *D) Announcements can increase awareness, but without engagement, behaviour may not change.*		

						The segment ends by introducing the next module on behaviour change models that will help learners understand how to design solutions that encourage basic behaviour change.		
2	Behavioural Change Models	The Power of Nudges	Define the Nudge Theory and its role in influencing choices. Recognise examples of nudges in everyday environments that promote sustainable behaviours.	15	This section introduces learners to the Nudge theory of behaviour change.	**Hook 1:** Imagine you're in the school cafeteria, and all the healthy foods are placed right at the front, while all the unhealthy foods are placed at a height at the back of the counter. What kind of food are people more likely to choose? Flip images to reveal the answer. You might choose an apple over a candy bar without even thinking about it. That's a nudge! **Hook 2:** Present two images of a messy vs. clean classroom. Ask: "Which classroom are you more likely to keep clean?" Reveal: "Most people choose the already clean one! That's because small changes influence behaviour. Let's learn how!" **Explanation:** Nudge Theory is about making small changes in how choices are presented to help people make better decisions without forcing them. **How it works:** Discuss how our brains have two systems: one that's fast and automatic, and another that's slow and thoughtful. Nudges target the fast, automatic part. A labelled graphic interactive to present a simple diagram illustrating the two systems of thinking will be used.	Scenario-based learning Image analysis	[From mechanism to virtue: Evaluating Nudge theory](#) [What Is Nudge Theory? Does It Apply to Change Management?](#) [System 1 and System 2 Thinking](#) [An Overview of the Various Types of Nudges](#)

						A scenario-based activity in which learners recognise how nudges influence their automatic responses: For example, *Your school hallway is always cluttered with scrap paper and candy wrappers. One day, bright green footprints are painted on the floor, leading directly to the nearest trash bin.* *What do you do?* *A) Follow the footprints and throw away your trash.* *B) Ignore the footprints and walk past the bin.* *Revealing the Nudge:* - *If you picked A, you were nudged by visual cues — the footprints made it easier to do the right thing.* - *If you picked B, what if the footprints were in your favourite colour? Would that make a difference?* **Let's practice:** A photo-analysis exercise wherein learners observe images of different environments (classroom, playground, cafeteria) and identify potential nudges for certain scenarios in these images.		
		The Code of COM-B	Identify how Capability, Opportunity, and Motivation	15	This section introduces learners to the COM-B Model of	**Hook:** There is a desirable behaviour that every child in the school should eat healthy food.	Scenario-based Learning Video	[The COM-B Model for Behavior Change](#)

| | | | | behaviour change. | Sam doesn't know which foods are healthy and keeps choosing junk food. Olivia wants to eat healthily, but her school canteen only offers unhealthy options. Jake's parents pack healthy lunches, but he always trades them for chips and soda. Emma understands healthy eating, has access to nutritious food, and is motivated to make good choices. Who is most likely to eat healthy?

Give the options (Sam, Olivia, Jake, Emma) to choose with only one correct option.

Why a certain kid is most likely to eat healthy? The answer lies in understanding the COM-B Model.

Explanation: The COM-B model identifies three essential components for any behaviour: Capability, Opportunity, and Motivation; explain each component with an example and an interactive.

Now, assess the hook again and identify why Emma was most likely to change her behaviour.

How it works: The COM-B Model can be used in real life to change behaviours by following two steps:

  a) Identifying the presence or absence of the key three components
  b) Addressing (Increase, decrease or any other change) the key components

==(Do we also teach them tools/ways to identify and address these components?)== | Learning | A brief introduction to the COM-B Model of behaviour and the PRIME Theory of motivation |

influence behaviour change using real-life examples.

Design simple behaviour change solutions by identifying missing components and suggesting ways to improve them.

							1-2 short videos that show the use of the COM-B Model, followed by simple explanations/ questions.		
							Let's Practice:		
							A) _Identify_ the missing component:		
							Mia wants to wake up early for school but keeps failing. What are the missing COM-B components in Mia's struggle each day?		
							Day 1: She forgets to set her alarm and wakes up late.		
							Day 2: She sets the alarm but doesn't know how to create a bedtime routine.		
							Day 3: She sets the alarm and plans a routine, but she feels unmotivated to follow it.		
							B _Address_ the needed component:		
							Drag & Drop Exercise: Learners see three 'problem cards' (lack of Capability, Opportunity, or Motivation) and three 'solution cards.' They drag the right solution to each problem.		
		The Transtheoretical Model	Describe the five stages of the Transtheoretical Model. Use the Transtheoretical Model to	15	This section introduces learners to the Transtheoretical Model of behaviour change.	**Hook:** What if we fed a baby spicy curry and an adult only mashed bananas? Sounds weird, right? Babies need soft, simple food, while adults need more variety and nutrition. If we don't eat the right food at the right stage, we might get sick or weak. Just like our food changes as we grow, our approach to changing habits also needs to match where we are	Case Study Mapping	Stages of Change Theory The Transtheoretical Model (TTM)

				map out a habit change journey.			in the process. **Explanation:** The Transtheoretical Model (TTM) is like a step-by-step guide for changing habits. It is a framework that describes the stages individuals go through to change behaviour. **How it works:** It facilitates behaviour change by identifying an individual's readiness to change and providing tailored interventions that support their progression through the stages. It has five stages (not linear): ● **Precontemplation**: Not yet acknowledging a need for change. ● **Contemplation**: Recognising the need but not ready to act. ● **Preparation**: Getting ready to change. ● **Action**: Actively making changes. ● **Maintenance**: Sustaining the new behaviour over time. These stages will be explained using a character's/community's journey of behavioural change. **Let's Practice:** Learners create a progress map where each stop represents a stage of change. Learners help a character move through the stages by completing mini-tasks like quizzes, drag-and-drop actions, or puzzles at each stage.		

3	Wrap Up	Key Takeaways			2	This section summarises the key learnings.	- Small, consistent actions can create big impacts on environmental sustainability. - Human behaviour drives positive change, and simple design tweaks can influence choices. - Behaviour change models like Nudge Theory, COM-B, and TTM provide step-by-step ways to encourage better decisions. - Creating lasting habits requires understanding where people are in their journey and offering the right support at the right time.		
		Certification			1		To be inserted		