

## Using the blinds

**Scenario B:** Your YES! Team has had a history of hosting an educational workshop with fifth-graders, but this year, your team wants to try out a behavior change activity over time with them instead. After visiting the school and doing an inventory of all the possible behaviors of which fifth-graders could be champions, your team chooses trying to get them to use the blinds to reduce building energy use. The teachers are excited about this activity because their classrooms always feel so cold in winter mornings and the amount of light entering the classroom on late spring and early fall days interferes with the projector image (for this exercise, assume blinds are already installed).

**Audience:** Elementary School Students

**Setting/Location:** Elementary school classrooms

**Behavior:** Use blinds to reduce building energy use

<b>Barriers</b>	<b>Benefits</b>
<ul style="list-style-type: none"><li>• Manual activity</li><li>• Do it often to make a difference</li><li>• May not have blinds in place</li></ul>	<ul style="list-style-type: none"><li>• Room more comfortable temperature</li><li>• Less glare on projector/computer screens</li></ul>

### Explore Key Strategies

Overall, this scenario has **LOW** barriers and **LOW** benefits.

Who could your team recruit to **social model** the behavior of adjusting the blinds that the elementary students would find fun and someone they would mimic his or her behavior? Is there a school mascot or other character who is important to them.

- *An upper classman that they respect, and will model how to reduce energy*
- *Somebody dressed up as batman should be the social model*
- *Put poster above light switch saving turn off light switch and open the blinds*
- *Teacher could assign students a job-like open the blinds*
- *Every time someone shuts the shades they will receive a "candy lottery" ticket*

Most elementary students look up to fifth-graders. How can your team use this natural tendency to create **social norming**? What could the fifth-graders do that would make it "cool" for other classes to follow their lead?

- *All of the fifth graders would do something that the students would look up to, and would make reusable energy ideas seem "cool"*
- *Musical about blinds*
- *Documentary/drama*
- *Fifth graders should make a video saying its cool to recycle*
- *Fifth graders can help each class make their own individual recycling boxes*
- *Make the person look "cool" when they do it*
- *Make "it's cool to shut the shades"*

### **Stacking Strategies**

Using **social diffusion**, how could the elementary students encourage one another to use the blinds? How can the fifth-graders spur many other students to adjust the blinds in other grad levels' classrooms?

- *Make it a competition or make it a special honor to do each job. It will be something the students can look forward to.*
- *Start a trend*
- *Have audio directions on morning announcements*
- *They start doing it and showing them how to*
- *Classroom with most "shade-shutting" points at the end of the year gets a pizza party*

What other strategies will lower the barriers to using the blinds to reduce building energy? Refer to the **Stacking Strategies** section on the blue reference sheet attached to the table or watch the slide deck to think about other strategies that might be useful to get elementary students to use the blinds.

- *Using eye-catching things to draw the students over. Getting an incentive after you tally so many times.*
- *Goal setting*
- *Communication*
- *Follow-up*
- *Social diffusion*

### **Prepare to Report to the Group**

Pick from the above strategies just ONE that your team is most excited about trying and practice explaining it in 1 minute or less.