



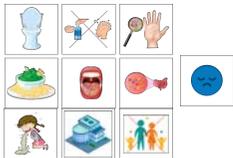
L12



15-20 minutes



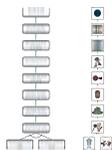
- ❖ Picture cards of actions and consequences



- ❖ A 'washing hands well' card



- ❖ A Visual Guide Sheet – the consequence branch in words and pictures



- ❖ A sheet of A2 paper or card, (light-coloured) cut in half longways and taped together to make it long
- ❖ A pencil, some Blu Tack and a large Post-it note

CONSEQUENCE BRANCH



To develop understanding of consequences in personal and social contexts
 To know that some choices are likely to have negative consequences
 To use a visual model to think through a chain of events logically
 To distinguish between positive and negative emotions, and positive and negative consequences



Why Do We Wash Our Hands After Using the Toilet?

Explain to your child that, as they probably remember, when we go to the toilet we get harmful bacteria on our hands. Ask them what we do to remove the bacteria (we wash our hands well with soap and water).

Then tell your child this short story:

Anastasia was a careful girl, but she sometimes got a bit carried away when she was around her friends and feeling excited. One day, she was playing at a friend's house and she went to the toilet. Her friend kept calling her from the playroom, asking her to hurry up so they could carry on playing, so Anastasia was distracted. As soon as she had finished, she rushed back to be with her friend as fast as she could. She didn't want to miss the game! As her mum wasn't there to remind her, Anastasia forgot all about washing her hands, and even flushing the chain.

A little while later, her friend's mum offered them a snack. Anastasia ate the food with her fingers, forgetting that she hadn't washed her hands after touching things around the toilet earlier on.

Ask your child: *What do you think happened next? And then? And then? What could have happened as a result of that?* Listen to their ideas and encourage them to provide more details. Continue questioning until the chain of events reaches an end point which is a 'negative consequence' from your child's point of view.

CONTINUED ON THE NEXT PAGE



Your child can say what might or will happen next in a given scenario.
 Your child can help create a consequence branch using pictures.
 Your child can acknowledge when a chain of events leads to a positive or negative outcome.
 Your child can say at which point in a consequence branch a different choice earlier on would have led to a better outcome.



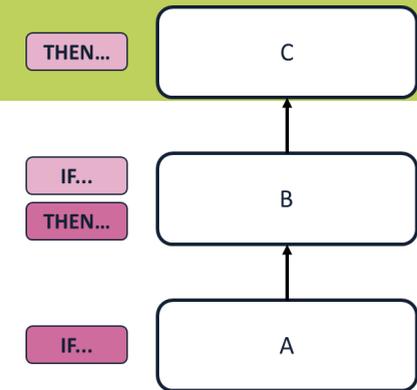
CONSEQUENCE BRANCH – continued



The Consequence Branch:

We read these 'cause and effect' diagrams from bottom up, like the picture here to the right:

So we would say: If A then B. If B then C. If C then D, and so on.



Use the following oral guide in conjunction with the Visual Guide Sheet to 'read' the consequence branch to your child. Use your child's own wording from the previous predictions that they made wherever possible, instead of the wording here. Stop at each step and discuss as appropriate, but then reiterate with IF...THEN... before moving on to the next pair of boxes. As you say what is in each box, or your child's version of it, put out the matching picture card in the correct position on your long sheet of paper, starting at the bottom. Blu Tack each picture card in place, but don't put any arrows on yet.

Start by saying: *IF Anastasia goes to the toilet AND she doesn't wash her hands, THEN she'll have harmful bacteria on her hands.*



Then say: *IF she has harmful bacteria on her hands, THEN she might/will get harmful bacteria on her food.*



Then say: *IF she gets harmful bacteria on her food, THEN she will get harmful bacteria in her body.*



Continue like this until you get to the top of the branch. For some boxes, it will make the most sense to say 'might' or 'could' happen instead of the concrete 'will' happen. This is fine as, at this point in the learning process of cause and effect logic, you just want your child to consider what could happen or is likely to happen.

Then say to your child: *Do you see how one thing leads to another, and then another and then another? We call these 'consequences'. Consequences are simply what happens as a result of doing something else. Give your child a few examples of simple consequences relevant to them, for example: If you shout at your sister, they will most likely be upset. So your sister being upset is the consequence. Say: It's the thing that happens afterwards because of what you did. So with the story of Anastasia, here we have made a 'consequence branch' that shows what might have happened to Anastasia, step by step.*

CONSEQUENCE BRANCH – continued



Ask your child if they can check each step of the branch, and add an arrow between each pair of pictures if they think the logic makes sense. Do the first step yourself to show them what you mean (as the first step requires two arrows). Then continue re-reading the whole branch to your child, one pair of boxes at a time, and encourage them to think over what you said and if they agree, to draw an arrow between each pair of pictures going upwards, as on your Visual Guide Sheet.

Take the opportunity to constantly model the cause and effect wording as they do it – IF... THEN... – to encourage them to check if each logical step makes sense. They might, for example, make a comment like, ‘If Anastasia had washed her hands before eating, then she wouldn’t have got bacteria on her food.’ In these cases, praise them for thinking about it logically and then say that they are right but in this case, we are imagining that she didn’t.

Finding a solution:

Once they have a completed version of the branch in pictures on your large sheet of paper, as on your guide sheet, ask them: *Is this branch showing something that we want to happen? How do we know?* (No, because Anastasia is sad at the end.) *So these are something we call ‘negative consequences’ – something negative means something we are not happy about and that we don’t want to happen.*

Ask your child: *So where do you think the problem actually started?* If necessary, focus their attention on the bottom of the branch and re-read it slowly to them from the pictures. Ask them if each picture is something good, something negative, or something neither good nor bad. Establish that when Anastasia didn’t wash her hands, the problems started.

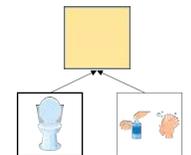
Now ask your child: *So what could Anastasia do instead to make sure that these negative consequences don’t actually happen to her? What different choice could Anastasia have made?* Support them as necessary to realise that washing hands well with soap and water will mean that the rest of the branch won’t happen. (If you feel it’s necessary, point out that this doesn’t mean that they will never get ill or have to go to hospital, for example, but that it most likely won’t happen to them or Anastasia from bacteria from the toilet.)

Take the ‘washing hands well’ picture card, and ask your child where they should put it on the branch. Have them cover up the picture card of someone not washing their hands with this one:



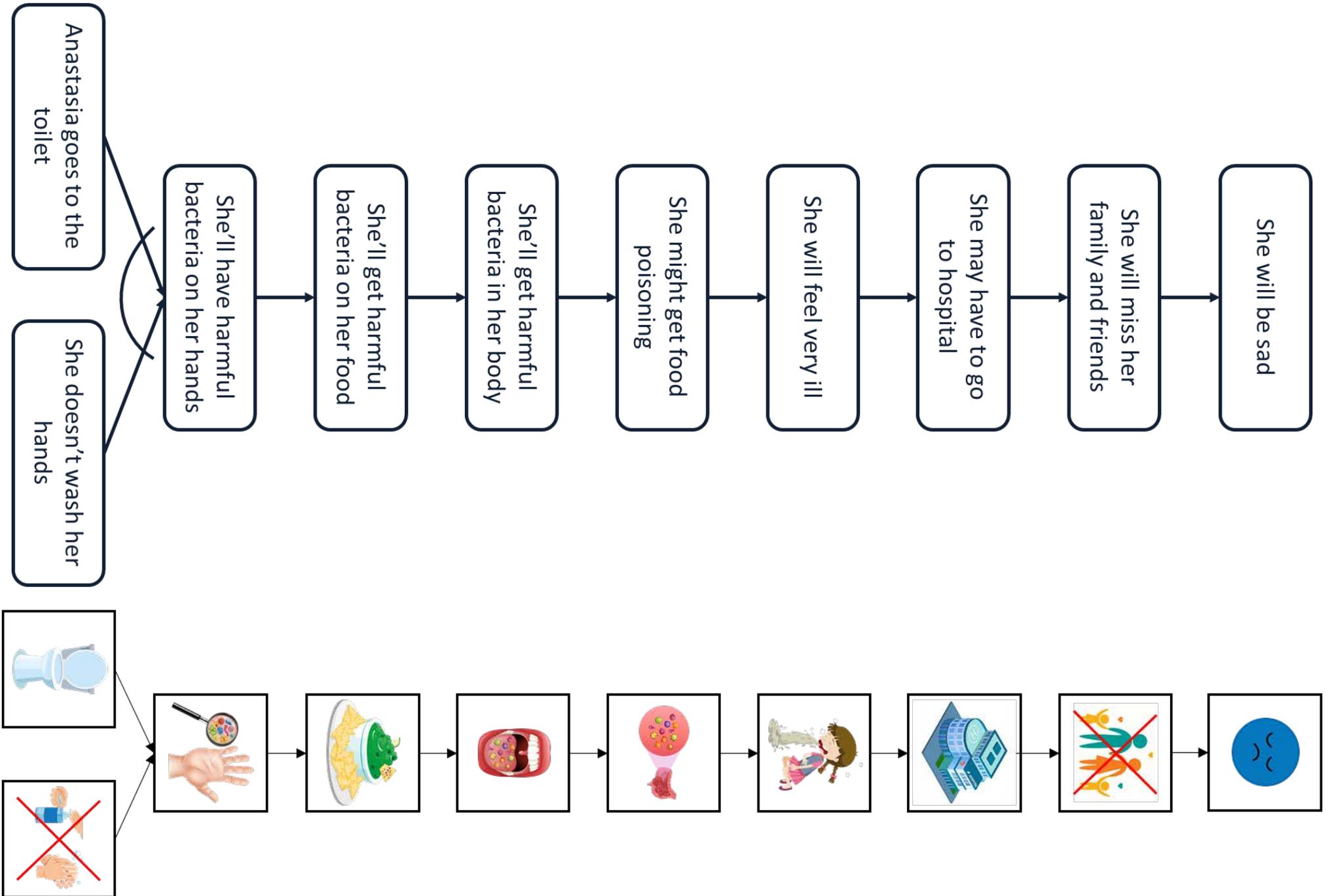
Then check the new logic together, by asking: *So IF Anastasia goes to the toilet AND she DOES wash her hands well, THEN will she have bacteria on her hands? No, that’s right!* (Take the picture card of bacteria on the hands off as you say this.) *And so will she get bacteria on her food? No!* (Take this card off too.) Continue like this up the branch, getting your child to take off each picture card as you go.

Put a Post-it note where the ‘bacteria on the hands’ card was before like this, and ask your child to draw something to show the new ‘positive consequence’ (a happy and healthy Anastasia, for example):

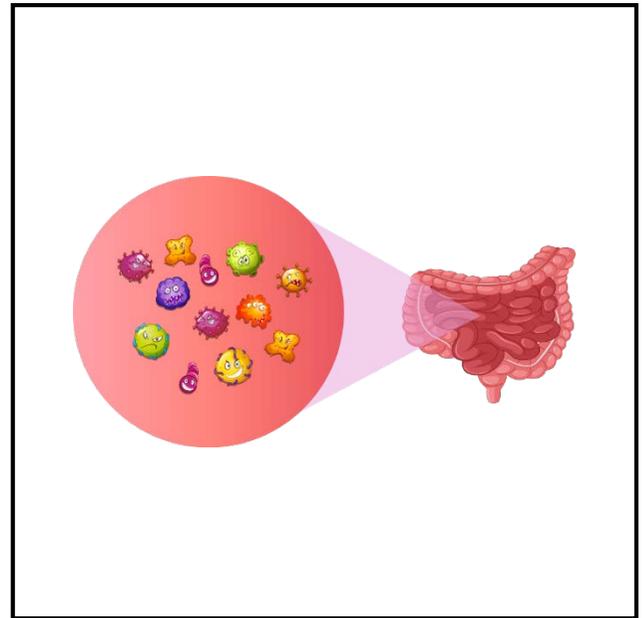
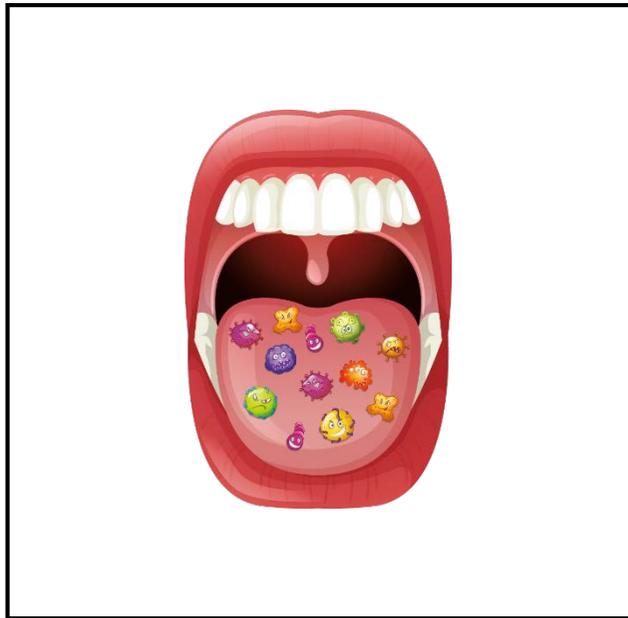


To end the actual story of Anastasia, say: *Luckily, this time, Anastasia only had a bad tummy for a day or two and didn’t get really sick. But she learned not to get distracted in the toilet in the future as she knows it could have been much worse!*

Finally, ask your child: *So what can you do to make sure the ‘negative consequence branch’ you made for Anastasia doesn’t happen to you?*



Cut out each of the picture cards separately.



Cut out each of the picture cards separately.

