



# Consequences

## Step by step guide

**“Consequences” is a decision making game. Children will be faced with a tricky situation and will be given a choice as to what they might do.**

**Each decision they take will lead them to another picture showing them what might happen. The children may then need to make another decision... and so on!**

It provides a purposeful opportunity for children to learn important lessons whilst utilising their skills and knowledge of PSHE, literacy and ICT, together with their creative and critical thinking skills. They not only create their own stories, complete with choices, decisions and consequences, but can also photograph the scenes they need and upload these to the Go-Givers website using the ‘Consequences’ tool.

**Go-Givers team have put together an easy to follow step by step guide to support teachers in their delivery of this exciting, new, cross-curricular tool.**

## **20 easy steps to using the Consequences tool.**

### **PSHE stages**

1. Introduce the words 'decision' and 'consequence' and discuss their meaning.
2. Show the children the Mr Humus consequence story  
[www.gogivers.org/consequences/](http://www.gogivers.org/consequences/)
3. Involve the children in voting for the choice they will make and predict the possible consequences each time.
4. After you have reached the end of the story once, go back and try out some of the alternative decision routes.
5. Have a discussion about the times when the children feel they have to make decisions in their lives -see list of possible scenarios below:

### **Possible scenarios:**

Bullying

Peer group pressure

Environmental issues/dropping litter

Stealing/shoplifting

Cheating

Road Safety

Gang Crime

Bunking off school

Cycle safety

Breaking up friendships

'Boundary' disputes with parents

6. Choose one of the scenarios and plan a decision tree with choices and consequences on the whiteboard with the whole class. It is important = to remind the children that their story should have a positive message that other children could learn from

## PSHE and Literacy stages – Creating a paper decision tree



7. Children pair up or form teams of 3 or 4 and choose one of the scenarios

8. Using post-it notes, they roughly plan their story- this allows them to move their decisions and consequences around and to see the potential decision tree.

9. Once they have planned their story, they draw their decision tree out as a cartoon on A3 paper, they add in the boxes complete with choices, to aid the pupils when completing the story online. The pupils have two choices for their characters and locations: they can either be played by the children and the school back drop using digital photos, or they can use the pre-existing Go-Givers characters and 6 animated scenes from the consequences library.



10. If you decide to act out the story, the next step is to take the photos, being sure to remind the children to 'act' in each photo to match the possible decisions. It is also a good idea to only take **landscape style photos**, as portrait photos appear squashed when they are uploaded.

11. Once photos have been up-loaded into a shared folder, which the children can access, they can start the ICT stages of the process

## ICT stages – Creating an active ICT decision tree

12. The children will need to use an adult's e-mail address when they register on the site – this is to ensure an adult is monitoring the process.



13. The children create a user name and password which will allow them access to the site once their login has been verified by an adult (class teacher)

14. At this stage it is recommended that the class re-groups and watches the user guide to Mr Humus, so that they know what the tools do and how to upload photos from the class shared folder



15. Once logged in it is advisable that in order to become familiar with the site, they 'play' with the Go-Giver characters, objects and location backdrops already loaded in the consequences library.

16. When the children have successfully created a short decision tree and understand the function of the different buttons, they can start to upload their photos and, using their drawn decision tree on the A3 paper, follow their story. Thus they turn their paper copy of a story with consequences into an inter-active ICT version



17. When they have finished and checked their work, it is a good idea for the children to think about not only their cross-curricular learning, but the social/moral/emotional lessons they have taught others in their story

18. The final stage of the process is to submit the stories to the Go-Givers team for approval.

(If pupils are using photos for their stories, prior parental approval may be required)

19. Once the stories have been submitted and uploaded on the live website they can be viewed by everyone

20. The stories could then be used as a fun, inter-active peer teaching tool!

This inter-active web tool was piloted in a primary school and was a great success that even made the local press the following week!

Here are a few comments from one of the children, class teacher and Headteacher who trialled the pilot project.

**One year 5 pupil said: 'The whole experience was so cool, it was like a game. It has taught me to be careful and think my decisions through.'**



**The Class Teacher said 'It was a different way of thinking about their actions.'**

**The Head teacher added she was 'delighted with the high level of thinking and ICT skills demonstrated by the Years 5 and 6 children.'**

Sevenoaks Chronicle  
Friday, June 18, 2010

## **Pupils learn to think for themselves at workshop**

Sundridge and Brasted Primary School pupils used computer technology to teach themselves and others about the consequences of their actions.

The children were the first primary school pupils in the country to take part in a Government project designed to improve children's citizenship, social skills and ICT ability.

During a two-day workshop, children created their own stories based around a social or moral dilemma, such as whether or not to wear a crash helmet when cycling.

They put these into an internet computer programme and created a picture sequence where viewers could choose what happens in the story by selecting different options.

**Should you require any further information, please do not hesitate to contact the Go-Givers team.**



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