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| **Section: Cause and effect match** | | | |
| **Objective:** | | Children are provided with different causes and have students brainstorm the effects. Students then develop appropriate and realistic effects to consequences.  To build students ability to identify cause and effect and recognize possible effects to various problems.  SEL Competency: Social Awareness  Developmental level: Advanced  Key message: I can imagine the effects of my actions  Time: 9 mins 30 seconds  Can include more scenarios to extend the activity, content on lifeskills, health and hygiene etc. can be included with the input of specialists from these sectors. | |
|  | **Character name** | | **Content:** *Format*  (TONE OF ADDRESS)/‘Lines from script’/song/sound clip no. |
| **1.** | FX (sound FX) | | *STANDARD INTRODUCTORY JINGLE NO.xx* |
| **2.** | Host | | Today we are going to learn about cause and effect.  A cause is something that happens that leads to something else happening. This something else is called the effect.  For example, If you break a rule, this is the cause, you will get in trouble, this is the effect.  If you eat 12 pieces of cake, the cause, you will probably get a stomach ache, this is the effect.  Sometimes, our actions can cause unexpected effects on other people.  For example, When we snap at our friends, this is the cause, they can get upset, this is the effect.  When we say kind things or give complements to our friends, this is the cause, they feel good, this is the effect.  Does this makes sense? |
| **3.** | All | | Yes |
| **4.** | Host | | Very good!  I am going to call out a list of actions, or causes, and I want you to think about what the effects might be. I will say each action or cause twice and then there will be a pause for you to say your answer out loud at home.  Then we’ll hear from the children here what they think! Ready? |
| **5.** | All | | Yes |
| **6.** | FX (Sound FX) | | Sound to begin activity |
| **7.** | Host | | Ok, the first action or casue is: Smiling at your father.  What effect do you think this will have? (pause)  Again, the first action or casue is: Smiling at your father. |
| **8.** | FX (Sound FX) | | 30 seconds sound to let children think and reflect |
| **9.** | Host | | Well, what effect do you think this will have? |
| **10.** | Child A | | He will feel really, really good |
| **11.** | Host | | Very well done! he would feel good!  The next action or cause is: Hitting your sister or brother  What effect do you think this will have? (pause)  Again, the next action or cause is: Hitting your sister or brother |
| **12.** | FX (Sound FX) | | 30 seconds sound to let children think and reflect |
| **13.** | Host | | Well, what effect do you think this will have? |
| **14.** | Child B | | They will be really sad and hurt. And you will get into trouble for hitting them. |
| **15.** | Host | | Well done. Hitting your brother or sster would have a negative effect for them, they would feel very, very bad. And it would also have a negative effect for you. You would get in trouble.  The next action or cause is: Sending a nice letter to your aunt  What effect do you think this will have? (pause)  Again, the next action or cause is Sending a nice letter to your aunt |
|  | FX (Sound FX) | | 30 seconds sound to let children think and reflect |
|  | Host | | Well, what effect do you think this will have? |
|  | Child C | | It would make her so happy to know that I was thinking about her! |
|  | Host | | Very good! The next action or cause is: Helping a friend with their homework  What effect do you think this will have? (pause)  Again, the next action or cause is Helping a friend with their homework |
|  | FX (Sound FX) | | 30 seconds sound to let children think and reflect |
|  | Host | | Well, what effect do you think this will have? |
|  | Child D | | It would make them really happy! And it would help them get better marks in school! |
|  | Host | | Exactly! There are two positive effects here! Your friend would be so happy that you were willing to help them, and with your help, they might get better marks! You might get better marks too! Working together helps both people!  The next action or cause is: Telling someone that they are stupid  What effect do you think this will have? (pause)  Again, the next action or cause is Telling someone that they are stupid |
|  | FX (Sound FX) | | 30 seconds sound to let children think and reflect |
|  | Host | | Well, what effect do you think this will have? |
|  | Child A | | They would be upset. And maybe angry or embarrassed. And you would get in trouble. |
|  | Host | | Very good! Again two effects although this time they are negative effects.  The next action or cause is: Chopping vegetables to help your mother make dinner  What effect do you think this will have? (pause)  Again, the next action or cause is Chopping vegetables to help your mother make dinner |
|  | FX (Sound FX) | | 30 seconds sound to let children think and reflect |
|  | Host | | Well, what effect do you think this will have? |
|  | Child B | | Umm.. she would be happy for the help. And the whole family would beacsue if you were helping her chopping then dinner might be ready faster! |
|  | Host | | (LAUGHING) very good! Everyone would be happy if you helped mother make dinner!  The next action or cause is: Tripping someone up on the way out of the classroom  What effect do you think this will have? (pause)  Again, the next action or cause is Tripping someone up on the way out of the classroom |
|  | FX (Sound FX) | | 30 seconds sound to let children think and reflect |
|  | Host | | Well, what effect do you think this will have? |
|  | Child C | | They could get injured if they fell. And they would be really sad and embarrassed and maybe even angry. And you would get into lots of trouble at school. |
|  | Host | | Very good! You could physically hurt someone by tripping them up and when you do mean things like that, you hurt people’s feelings.  The next action or cause is: Refusing to let someone play with you  What effect do you think this will have? (pause)  Again, the next action or cause is Refusing to let someone play with you |
|  | FX (Sound FX) | | 30 seconds sound to let children think and reflect |
|  | Host | | Well, what effect do you think this will have? |
|  | Child D | | They would feel really bad and really lonely. |
|  | Host | | Exactly, they would feel so bad.  Do you know what the effect might be if you asked them to play with you? |
|  | Child D | | They’d be happy and excited to join in! |
|  | Host | | Well done!  The next action or cause is: Writing all over someone’s textbook  What effect do you think this will have? (pause)  Again, the next action or cause is Writing all over someone’s textbook |
|  | FX (Sound FX) | | 30 seconds sound to let children think and reflect |
|  | Host | | Well, what effect do you think this will have? |
|  | Child A | | They would be so angry and even their parents would be angry. Textbooks cost money! Their parents might tell your parents and you might have to pay to replace the textbook. You would get in so much trouble. |
|  | Host | | You would get in so much trouble! And how do you think the child who’s textbook you drew on would feel?  What do you think at home? Call out your answers out loud at home! |
|  | FX (Sound FX) | | 30 seconds sound to let children think and reflect |
|  | Host | | Well, what effect do you think this will have? |
|  | Child A | | Angry, and maybe sad. And maybe scared that the teacher would think they did it. They might be afraid to get into trouble too. |
|  | Host | | Very good! Often when bad things happen to us, like someone drawing all over our textbooks, we feel lots of different things at once. This can be really overwhelming and scary. Its important to take some deep breaths when you feel like this. Like we do at the start of this show!  Ok, ready for one more scenario? |
|  | All | | Yes! |
|  | Host | | The last action or cause is: Help someone who is being bullied  What effect do you think this will have? (pause)  Again, the last action or cause is Help someone who is being bullied |
|  | FX (Sound FX) | | 30 seconds sound to let children think and reflect |
|  | Host | | Well, what effect do you think this will have? |
|  | Child B | | It might be scary to do that but the person being bullied would be so thankful that you helped them! and if the bullies saw that there was someone trying to protect the person they were bullying they might even stop. |
|  | Host | | Very good.  You all did so well today thinking about casuses and effects! Do you think this will help you to pay more attention to your actions from now on? |
|  | All | | Yes! |
|  | Host | | (KINDLY) I’m so glad to hear that! Can anyone tell me how they are going to do this? Take some time at home to think about how you are going to pay more attention to your actions! |
|  | FX (Sound FX) | | 30 seconds sound to let children think |
|  | Host | | So! Who wants to share what they learnt today? Who wants to tell us how they are going to pay attention to their actions from now on! |
|  | Child C | | Me! Me! I’m going to think about the causes and the effects before I do things! |
|  | Host | | (KINDLY) Very good! You don’t need to do it all the time, but whenever you can, try to make an effort to think through the possible consequences of your actions.  This will help you in lots and lots of ways, when you are more aware of the effects or consequences of your behaviours, you will be able to make better choices for you and the people around you! |