



Chain story

PRESCHOOL EDUCATION

Work form with a focus on the thinking tool 'investigating causes and consequences'.

PURPOSE

Children understand complexity by gaining insight into its causes and consequences:

- the insight that if something changes in a chain of events, it affects the rest of the events.
- Imagine the possible consequences if an event falls away or is exchanged with another.

BEFORE YOU START

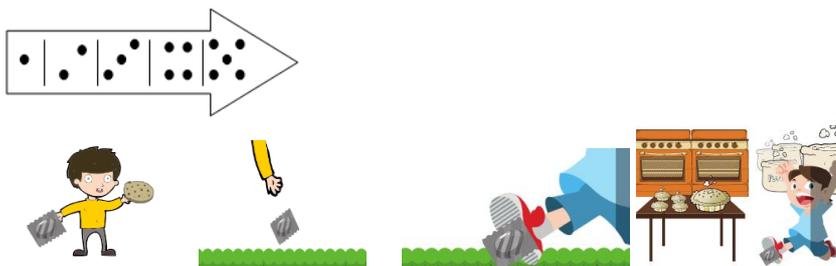
Choose a story in which causal links can be made. Signal words and phrases that can indicate such links are: as a result of which, for this reason, so that, whereby.

E.g. I throw a plastic bag away in a natural environment, as a result of which it ends up on the ground, whereby it sticks to the shoe of the baker's boy.

Split this story into different parts, look for images that go with it, print and number them. *E.g. eating biscuit, throwing away paper, paper sticks to shoe, baker's boy enters the bakery with paper on shoe.*

Draw an arrow from left to right on a large sheet, with the same number of partitions in it as the number of parts in your story. Provide each part with an image that represents that part of the story.

Number the prints as per the arrow. E.g.





MATERIAL

- sheet with arrow
- images of the different parts of the story, numbered on the back as per the arrow

STEP 1

Tell the story. Use the images to support the story.
The children repeat the story, using the images. They put each print on the arrow.
Turn the drawings over to check that they are in the right order.

STEP 2

The children close their eyes. Now remove one of the images.

The children open their eyes. Together they reconstruct the story.

Discuss:

- Has a print disappeared? Which one?
- Is the story still the same? Why yes/no?

Encourage children to think in terms of 'causes' and 'consequences' by:

- ✓ using words in your own speech that highlight the causal links, such as
If ..., then ..., hereby, thereby, so that, etc.
- ✓ asking questions formulated 'why is it that ...?' *E.g. Why is it that there's a piece of paper sticking to the shoe of the baker's son?*
- ✓ asking 'What happens if...?'

STEP 3

Repeat step 2. Vary as desired: remove an image, swap positions of 2 images, add an image.

The thinking tool used in this work form ('investigating causes and consequences') promotes system thinking.