# Roadmap

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

## PURPOSE

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

- link and classify causes and consequences.
- expose unintended consequences.
- recognise that cause-effect chains are not linear.

## BEFORE YOU START

Explore the example of a roadmap for the event 'Jan drinks a pack of fruit juice'.

Choose a sustainability issue, the consequences of which you want to investigate.

To draw a roadmap, you need background knowledge about the issue of sustainability. Work through in the classroom beforehand.

## MATERIAL
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## STEP 1:

Let the class become familiar with the roadmap during the lesson. To do this, select a starting event from events in the life of the class.

*E.g. From now on we will put on slippers in the classroom, etc.*

Fill in the roadmap in class, using the following questions:

- What happens if ...?
- If ... happens, then ....

## STEP 2:

The children work in pairs to think up further consequences for the roadmap - drawn on the board.

Go through the resulting consequences in class and complete the road map on the board.

**STEP 3**

Indicate the first consequence on the roadmap and discuss:

- Do you think this is a positive or a negative consequence? Why?

Mark the result green if it is experienced positively, red if the result is experienced negatively.

Choose the most remote consequence in the chain, identify it and discuss it:

- Was this consequence an intended consequence? Why yes/no?

**STEP 4**

Start a new roadmap in class – on the chosen sustainability issue.

Let the children, working in pairs or small groups, think of more consequences for the roadmap.

Go over the newly thought-out consequences in class and complete the map on the board.

Indicate the positive and negative consequences in green and red.

Discuss:

- Are all consequences intended? Which are? Which are not?

**STEP 5**

Discuss the sustainability issue:

- What do you think about it? Is it a problem that needs to be tackled, or not? Why yes/no?

- Suppose you want to tackle or solve the issue. Do you see a place on the roadmap where you, personally, can change something? What action or situation could you personally impact?

Draw an arrow pointing to that place and discuss how this will affect the further consequences.

**REFLECTION**

Reflect on the investigation of causes and consequences using the following questions:

About the investigation of causes and consequences:

- We investigated the consequences of a sustainability issue. In your opinion, did we investigate all the possible consequences? Tell us about it.
- Do you think it's important to investigate the consequences of something? Why yes/no?
- Did you find it difficult to do? Why yes/no? If the answer is yes, what could make it more difficult/easier?
- We assessed the consequences as positive or negative. Can an effect be positive or negative at the same time? Tell us about it.
- Can a consequence be positive for one person and negative for another person? Give an example.
- Have you ever been in a situation where it would have been better to investigate the consequences first? Tell us about it.
- In what other situation would you also like to do this?
- Are there any consequences that surprised you? Which? Why?
- Can you always assess/predict all consequences in advance? Why yes/no?
- Is it possible that a positive action could have negative consequences? If yes, give an example.

About the roadmap as a work form:

- What did the roadmap teach you?
- Does the roadmap help you to investigate consequences? Why yes/no?
- In which other lessons could you use the roadmap?

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