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## C&S: Consequence and Sequel

### FOCUS ON THE CONSEQUENCES

**C&S is a crystallisation of the process of looking ahead to see the consequences of some action, plan, decision, rule, invention etc.**

For some people, thinking ahead may always be part of doing a CAF, but it is worth emphasising this process more directly since consequences do not exist until you make an effort to foresee them, whereas factors are always present at the moment. CAF is primarily concerned with factors that are operating at the moment and on which a decision is based, whereas C&S deals with what may happen after the decision has been made. There are immediate consequences as well as short-term (1-5 years), medium-term (5-25 years) and long-term consequences (over 25 years).

C&S is concerned with action of some sort, either the action that one intends to take oneself or the action that others are taking. The intention is to enlarge the view beyond the immediate effect of that action. An action may seem worthwhile if the immediate effect is good but if one makes a deliberate effort to look at longer term consequences, the action may not be worthwhile at all. Conversely, an action that has good long-term consequences may not seem very enticing at the moment.

If CAF is thinking about a situation at the moment, then C&S is thinking ahead. Obviously, consequences also can turn up as part of a PMI, but the important point about a deliberate C&S is that attention is focused directly on the future.

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**C&S = Consequence and Sequel**

The invention of the petrol engine made possible automobiles, aeroplanes, the oil industry and a great deal of pollution. If all the consequences could have been foreseen at the time, electric or steam engines might have been used in cars. A new invention, a plan, a rule or a decision all have consequences that go on for a long time. In thinking about an action, the consequences should always be considered:

Immediate consequences

Short-term consequences - (1 - 5 years)

Medium - term consequences - (5 - 25 year)

Long-term consequences - (over 25 years)

### EXAMPLE

A man introduced rabbits to Australia to provide hunting for his friends. The immediate consequences were good because his friends had plenty to shoot at. The short-term consequences were also good because the rabbit provided an alternative source of meat. The medium-term consequences were bad because the rabbit multiplied so much that it became a pest. The long-term consequences were very bad because the rabbit spread all over Australia and did a great deal of damage to crops.)

## **PRACTICE**

*(See Practice section of student's notes (B))*

Normally practice items 1 2 and 3 are used one after the other. A teacher may however choose to use practice items 4-7 instead of any one of these. The students work in groups, as usual.

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4.\*\* While a boy is away on vacation his best friend goes off with his girl friend. What do you think would happen when the boy got back?

5.\*\* There is a quiet residential district. Offices start opening in the area. Then there are more and more offices. What will change? Do an immediate and short-term C&S on this.

6. Some new medical evidence suggested that people who are slightly overweight are more healthy than people who are underweight. What consequences do you think this would have?

7.\*\* The price of houses and even condominiums rises to the point where young people cannot afford to buy them. What do you think will happen? Do a full C&S on this.)

## **PRACTICE ITEM 1.**

(\* A new electronic robot is invented to replace all human labour in factories. The invention is announced. Do a C&S on this.)

Each group is asked to do a different time scale C&S. One group does immediate consequences, another short-term, another medium-term and another long-term consequences. Where there are more than four groups the process is repeated.

Time allowed is 3 minutes. One group for each time scale is designated to give its output and the others can add further points as usual.

## **Suggestions:**

- Immediate consequences include massive unemployment and miserly opposition to the ideal strikes, etc.
- Short-term consequences include shift into service industries, restraining anal changes in the method of distributing income.
- Medium-term consequences might include the idea of two people for every job (taking turns), hobbies, crafts and boredom.
- Long-term consequences might include people only working for two months a year rather like a reverse vacation

## **PRACTICE ITEM 2.**

(\* A new

law is suggested to allow school children to leave school and start earning a living as soon as they want to after the age of 12. Do a C&S on this from the point of view of someone who leaves early, from the point of view of the schools, and from the point of view of society in general.)

Each group chooses which point of view it is going to explore with a C&S: the point of view of someone who leaves school early, the schools themselves or society in general. At the end of 3 minutes an output is invited from each of the points of view by means of designated groups. If one point of view has not been chosen it can be briefly discussed.

#### **Suggestions:**

- The children who do not like school will leave early and may soon make a lot of money.
- If they are successful they will not regret it but if unsuccessful they might.
- There might be pressure from parents to make children leave school early.
- The schools might benefit since those remaining would really want to be in school rather than being there because they are forced to.
- Society would probably suffer because there would be wide differences in education among its members.
- Those who left early might not find it easy to move to a different job if the one they were doing became obsolete.

#### **PRACTICE ITEM 3.**

(\* A new device makes it possible to tell whenever someone is telling a lie. Do an immediate C&S on this.)

Only 1 minute is allowed for the groups to consider this practice item. At the end of that time the teacher moves from group to group getting one suggestion at a time until no new ideas are forthcoming.

#### **Suggestions:**

- Courts and legal procedures would be greatly simplified.
- Police could round up a lot of suspects and question each one.
- People would quickly learn to tell half-truths.
- Perhaps it would not make much difference because the machine would only be used if you suspected the person was lying.
- On the whole, people would be better behaved.

#### **PROCESS**

(see *Process section of student's notes (A)*) (\*)

##### **Discussion:**

- Do long-term consequences matter?
- If it is not easy to see the consequences, should you bother with them?
- When is it most useful to look at consequences?
- Whose business is it to look at consequences?

Open discussion with the class as a whole, acting as individuals rather than groups.

- Do long-term consequences matter?
- If it is not easy to see the consequences should you bother with them?
- When is it most useful to look at the consequences?
- Whose business is it to look at consequences?

#### **PRINCIPLES**

(see *Principles section of student's notes (A)*)

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- A. Other people may be able to see the consequences of your action more easily than you can yourself.
- B. It is important to know whether the consequences are reversible or not.
- C. The immediate consequences and the long term consequences may be opposite: immediate consequences may be good and long term consequences bad, or the other way round.
- D. You should look at the consequences not only as they affect you but as they affect other people as well.
- E. You should do a full C&S before deciding which consequences you should consider.)

The groups look at the list of principles given in the student workcards. They are asked to pick out the principle they think is most important. The groups can also be asked to criticise any one of the principles or to make up a principle of their own.

## PROJECT

(see *Project section of student's notes (B)*)

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- 1.\*\* The world runs out of oil and gas. What would happen?
- 2. All school examinations are abolished. Do a C&S on this.
- 3. What are the consequences of arguing with your parents?)

When only a single period is allowed for the lessons there will not be time for this section. The project items can be used as essay topics or for students to work on in their own time. In longer lessons the groups can work on a project item chosen by themselves or by the teacher as described in the Standard lesson format section.

