



Look at the resource below, where some children share an experience of consequences.

"I was playing football in the playground. I kicked the ball, which didn't go where I planned. It hit someone. They were shocked and cried. I felt really upset that I had hurt someone. The teacher came and told me I needed to be much more careful."

Hannah



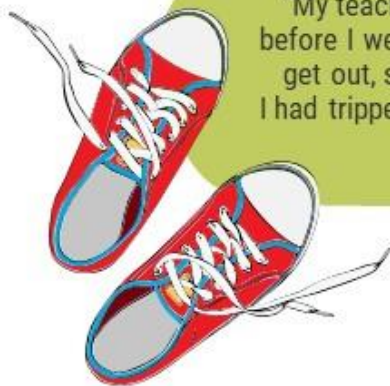
"I had an argument with my sister. I called her a nasty name and pushed her. My dad sent me to my room and told me to think about what I had done."

Davinia



"My teacher told me to tie my shoelace before I went out to play. I was in a rush to get out, so I didn't. Within two minutes, I had tripped over my lace and fallen over."

Franciszek



"I organised a cake sale to raise money for charity. Lots of people came and we raised a huge amount. I felt really proud. A week later, I received a thank you card and certificate from the charity."

Albert



For each child, can you recognise the action and the consequence of their action?



Look at the resource below, which shares some places where we may come across rules.



Supermarkets and shops have rules. These may include: no dogs in the shop, a charge for carrier bags, no running, rules for using a trolley.



When we use public swimming pools, there are rules to follow such as: no diving, no food or drink, showering before entering the pool.

Many of the rules we follow, when using the road, are the law. These laws may include: speed limits, where we need to stop and where we must not stop, not using mobile phones whilst driving.



In a 200m sprint race, everyone must start at the same time. There may be rules about who can enter the race and what the competitors are to wear. Many sports we play have rules.



**Why do you think we have these rules? How do you think these rules were decided?
Who do you think enforces them?**

Picture News



If we do something wrong, who should decide the consequences?

All Lidl chocolate bunnies are to be melted after chocolate maker, Lindt, said they looked too similar to their own bunny shaped chocolate treat. The Federal Supreme Court of Switzerland said that regardless of whether Lidl's packaging was golden or a different colour, they had too much similarity. The ruling banned the supermarket from selling the bunnies and ordered ones already made to be destroyed.



- Look at this week's poster image. Does anyone recognise the rabbit? Has anyone ever tried a Lindt chocolate bunny? Were you aware that Lidl made one too? Explain Lidl have been ordered to melt their bunnies as they are too similar to the Lindt version.
- Why do you think that Lidl chose to make a very similar looking bunny to Lindt? Why may Lindt have decided to take such serious action as going to court against Lidl? Are you surprised by the outcome?
- Watch this week's useful video, which explains what is happening to Lidl's bunnies and read through the information found on the assembly resource. Do you agree with the decision for Lidl's bunnies to be melted down? What else do you suggest could have happened in this situation?
- Do you think this will send out a message to other companies? What do you think they might learn from this outcome?
- Share a time when you have done something wrong, this could be breaking a rule or not following an instruction – what happened, and was it a fair outcome in your opinion?

Reflection

Every action we take has a consequence. It's important that we think about how our actions affect those around us.

Picture News



KS1 focus

What is a consequence?



- Write the words 'action' and 'consequence' on the board. What do you think these words mean? How do you think they might be linked?
- Explain that our actions (the things we do) often have consequences (a result or effect).
- Look at resource 1, where some children share an experience of consequences. For each, can you recognise the action and the consequence of their action?
- Focus on Hannah's comment. Explain that our actions often have more than one consequence. In this case the consequences were: Hannah feeling sad, another child being hurt and Hannah being told to be more careful. Can you think about other possible consequences for Davinia, Albert and Franciszek too?
- Can you describe a time your action had a consequence? How did you feel? How do you think others involved felt?
- Think about your school or class rules. Rules help keep us safe. If the rules are broken, there is often a consequence. Do you already know the consequence for when a school/class rule is broken? Do you think having a consequence helps you?
- A consequence is usually a result or effect that is unwelcome, unpleasant or negative but not always. If you treat others with love, care and respect and you are a good friend, what might the consequence be?

Reflection

A consequence is a result or effect caused by our actions. We can learn to think about the consequences of our actions and how they will affect others and ourselves.

Picture News



KS2 focus

How do you think rules should be decided?



- Think about the rules you have at school or in your classroom. If possible, have a look at these rules. Do you agree with them? How were they decided? Did you write them together or were they already in place?
- For each rule, discuss why you have it and what might happen if it is broken. Who do you think is responsible for ensuring the rules are followed?
- Look at resource 2, which shares some places where we may come across rules. Why do you think we have these rules? How do you think these rules were decided? Who do you think enforces them?
- Focus on the rules/laws we find on the road. These are decided by the government. Members of the public can suggest changes or new laws. There are examples of communities successfully reducing speed limits outside schools to 20mph and introducing no parking road markings. Have you ever wanted a rule to change? Why? What did you do about it?
- Often public places, like swimming pools and shops, have rules we are expected to follow. Can you think of any other public places with rules e.g., playparks, buses? Do you think these rules keep people safe? Do you think the rules are fair? What happens if they are broken?
- Sometimes people, who do not follow the rules, may be asked to leave or be fined. Can you think of any other consequences for breaking rules or laws in public places?

Reflection

We can all take responsibility for rules and laws, which are in place to help keep us safe. If we do not agree with a rule, we can use our voices to challenge it.



KS2 follow-up ideas

Option 1

Use this opportunity to take a look at your class rules and if you don't have any, perhaps create some. Think about:

- What rules might we need in our classroom to help keep us safe e.g., tuck in our chairs, no running?
- What rules might we need to help us learn?
- Are there any rules that will help us feel more confident or help us work with others as a team?
- If you already have class rules, are there any you wish to challenge?
- Who else do you think should help decide your class rules? Your headteacher, adults at home?

Once you have decided your class rules, create a poster or leaflet to share them.

Option 2

Design and make a maths board game! Think about the following:

- What will your maths board game help you practise? Times tables, multiplying/dividing by 10, fractions of amounts, mental maths?
- Is there a start/end?
- How do you win the game?
- Will you have question cards?
- Will you provide a list of rules?

Create your board games and try them out.

- How did you make sure the rules were followed?
- What happened if they were broken?
- Did any rules need to change or be adapted as you played? Why?



KS1 follow-up ideas

Option 1

Either using the pictures of chocolate bunnies below or some real chocolate bunnies/animals, answer the following:

- Which bunny is the biggest?
- Which bunny is smallest?
- Can you order them from the smallest to the biggest?
- How could you find out how tall each bunny is? Could you measure the height in multilink, in paperclips, using a ruler?



Option 2

Look at the chocolate bunnies found on this week's poster. Discuss the following:

- Have you ever had a chocolate bunny?
- Was it wrapped in foil?
- What was the bunny design like? Think about the shape, size, colour.
- Did you eat the chocolate bunny? Can you describe the taste, smell, texture of the chocolate?

Use your discussion to help you design your own chocolate bunny or other chocolate animal. Draw and label your design. Perhaps you could send them to Lidl or Lidl to see if they might make your design become a reality!



This week's useful websites

This week's news story

<https://bit.ly/3SD0hX6>

This week's useful video

Lidl's court case against Lidl
www.youtube.com/watch?v=JvNt8cQSlxs

This week's Virtual Picture News

www.picture-news.co.uk/discuss

This week's vocabulary

Banned

Something officially or legally prevented. The ruling **banned** the supermarket from selling the bunnies and ordered them to be destroyed.

Consequence

A result or effect, often unwelcome, unpleasant. Every action we take has a **consequence**.

Court

A place where legal matters are decided by a judge and jury or by a magistrate. Why may Lidl have decided to take such serious action as going to **court** against Lidl?

Destroyed

Ended the existence of something. The ruling **banned** the supermarket from selling the bunnies and ordered them to be **destroyed**.

Regardless

Not been affected by something. The Federal Supreme Court of Switzerland said that **regardless** of whether Lidl's packaging was golden or a different colour, they had too much similarity.

Version

A particular form of something that is slightly different from other forms of the same thing. Lidl have been ordered to melt their bunnies as they are too similar to the Lidl **version**.