



# **JUNIOR VERSION** **GUIDANCE NOTES FOR** **POLICE**

Please use these guidance notes in conjunction  
with the accompanying PowerPoint presentation.



**Clever Never Goes** is the new, child-friendly lesson that teaches children how to stay safe from abduction. It gives children practical safety skills – for when they are both outside and online - which they can use as they get older, and become more independent.

Teaching children to avoid (or fear) strangers doesn't work as most strangers will help rather than harm children. Conversely, it's often people known to children that pose the greatest threat.

### Lesson content

This lesson plan is for children aged 7 – 11 and is split into 3 parts:

1. The Clever Never Goes rule and applying it with our interactive 'Emoji Go!' game
2. Further 'Emoji Go' scenarios
3. Fun activities to help embed the key messages

#### A few notes before you start

Tests suggest class engagement levels are improved if you split the lessons into separate sessions, as parts 1. and 2. last approx. 30 - 45 minutes each. However, the pack is flexible however and you can use it in a way that best suits you and your pupils.

In total there are 13 Emoji Go! scenarios. Don't feel you need to discuss all of them, you may choose the relevant number for your class that sufficiently embeds the learnings. We do suggest however that you use a mixture of outside and online scenarios.

Part 3 of this guidance contains three suggested activities that can be given to pupils after the

Clever Never Goes moves the focus away from strangers and instead teaches children to recognise when someone - anyone - is asking them to go with them.

This method stops children fearing strangers and instead equips them to deal with situations they may find themselves in.

lesson(s). As police, you may wish to run these yourself, or alternatively suggest that the school deliver the activities in a follow-up session.

To make the lesson as simple as possible we advise using these guidance notes in conjunction with the accompanying PowerPoint presentation, they provide each slide's key message and discussion prompts. If you wish to avoid printing this document they also appear in the notes section of the PowerPoint.

**Learning intention:** ensure children understand the Clever Never Goes rule; can say what it means in their own words; and can apply it to a scenario to correctly determine what they should do.

**Note:** the lesson has been written as a follow up to the original Clever Never Goes lesson plan for children aged 4 – 7 (Infant Edition). If you've already delivered the Infant Edition in a school, this provides a worthwhile follow up, re-engaging them in a more age appropriate way.

If your pupils have not come into contact with the Infant version, don't worry it's not a requirement. This lesson plan provides everything you need to teach Clever Never Goes to 7 – 11 year olds.

For more information and/or to get a copy of the Infant Edition go to [www.clevernevergoes.org/police](http://www.clevernevergoes.org/police)

# PART 1A: THE CLEVER NEVER GOES RULE



PowerPoint slide 1 showing on screen

Let's start!



PowerPoint slide 2 showing on screen

## Notes/Talking Points:

As you get older you will gradually be allowed to go to more places on your own or with friends, without an adult.

For example: the swimming pool, the skate park, or just walking to and from school.

This means you'll be becoming more independent...Hooray!

Get the children to call out other places they might go without an adult. (Prompt: shopping centres, the cinema, the park and leisure centres.)

And, by the time you go off to secondary school you may even have taken bus, train or tube journeys by yourselves.

Where's the one other place you already spend time?...some probably too much time!... ONLINE.  
On social media, apps, websites and computer games.

All of these outdoor and online places have rules, don't they? What are some of the rules?

- Outside: No littering, road safety rules, no cycling
- Transport: No feet on seats, no hot food, buy a ticket
- Inside: No smoking, no skateboarding
- Online: Don't share personal info, don't buy things without permission

But, there's one very important rule you must learn so you can safely enjoy your independence in all of these places.



### PowerPoint slide 3 showing on screen

Notes/Talking Points:

The **Clever Never Goes** rule:

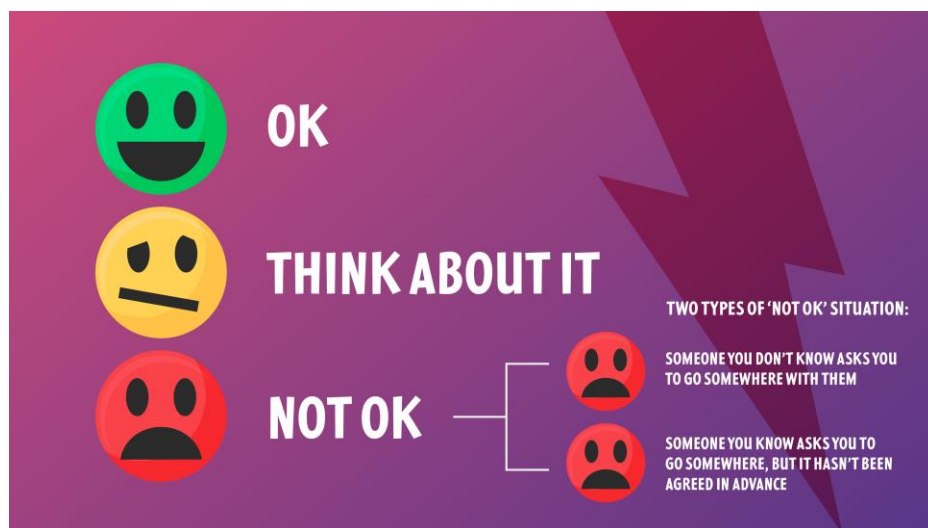
If anyone asks you to go  
Even someone that you know  
If it hasn't been agreed, remember:  
**CLEVER NEVER GOES**

Whether you're out and about or playing online the same rule applies.

- Ask the children what they think this rule means
- What does 'hasn't been agreed' mean?
- Can they give examples of when someone/anyone might ask them to go somewhere with them?

Look out for discussion about 'strangers' (likely to be mentioned by children). Ask if they think all strangers are dangerous (and answer that most people will help children).

This rule isn't just about strangers. It's about not going with anyone when it hasn't been agreed in advance. Who could that be? (Prompt: neighbour, family friend, school friend etc.)



### PowerPoint slide 4 showing on screen

Notes/Talking Points:

In this lesson we talk about OK and NOT OK situations, and we use our little emoji guys to show which is which.

Most of the time – when you're outside or online – the situation is OK; no-one asks you to go anywhere with them. We show this as a green emoji.

Later on, when we go through some scenarios you'll be asked if a situation is OK or NOT OK and you'll need to think about it – here we use a yellow emoji.

But, if anyone tries to get you to break the Clever Never Goes rule, this situation is NOT OK. And we show a red emoji.

Remember the rule? If anyone asks you to go – even someone you know – if it hasn't been agreed with a parent or carer first, then it's NOT OK. And...**Clever Never Goes!**

Ask the children if they can think of a reason why it's NOT OK to go with someone even that they know (when it hasn't been agreed beforehand). Prompts:

- It could be unsafe – they might want to harm you
- Your parents/carers will want to know where you are – they'll worry if you go somewhere without telling them. (For example, you're walking home with your best friend when they suddenly invite you home to see their new cat. It's not unsafe but you should always agree it with your parents/cares first.)

Right, let's put what we've learnt into practise...

# PART 1B: LET'S PLAY EMOJI GO!

---



## PowerPoint slide 5 showing on screen

The aim of the game is to get you to recognise when anyone is asking you to go somewhere, and whether you can determine if a situation is OK or NOT OK – and what you can do.

*First, print out a set of emojis (found on pages 25 – 27) and place them in individual spaces at the front of the classroom.*

### How to play:

1. First read out scene A (and show the illustration on screen). Explain why this is a green/OK situation – so far no one has been asked to break the Clever Never Goes rule.
2. Click to the next slide and read scene B. Ask the children to have a think to themselves is this OK or NOT OK? (Or you could get them to talk it through with a partner.)
3. Next, ask them to walk to the emoji they think is correct: is it green (OK), or red (NOT OK), or if they are unsure and need to keep thinking choose yellow... “GO!”
4. Now, they have one final chance to make up their mind and change emojis if they want... “GO!”

### Remember:

- **Green = OK – no one has been asked to break the rule**
- **Yellow = Not sure OR thinking about it**
- **Red = NOT OK – someone has asked them to go somewhere when it hasn't been agreed in advance**

If the answer is NOT OK, use these notes to discuss what has just happened and what action they could take if they find themselves in that situation.

Let's play a practice round first.

**ALTERNATIVELY**, instead of asking the children to walk to the emoji, you could give each child a set of emojis (see slide 28), cut them into individual faces, and ask them to hold up the one they think is correct.

---

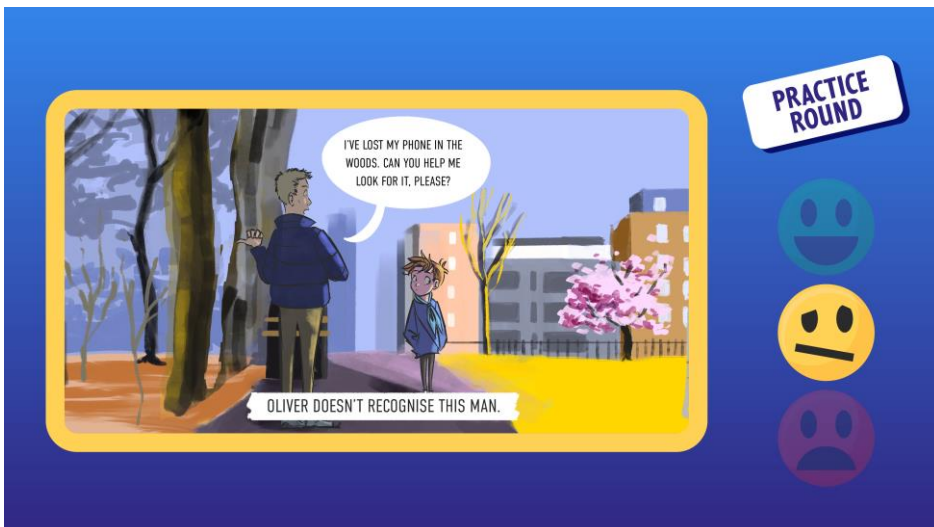




PowerPoint slide 6 showing on screen

Scene A:

Oliver is walking through a park when a man emerges from a nearby wooded area.



PowerPoint slide 7 showing on screen

Scene B:

The man approaches him and says: "I've lost my phone in the woods, could you help me look for it please?" and gestures towards the wood. Oliver doesn't recognise this man.

Ask the children to think to themselves (or discuss with a partner) is this situation OK or NOT OK?

Then, get them to walk to the emoji they think is correct... "GO!"

Now, give them a final chance to switch emojis if they want..."GO!"

Before revealing the answer on the next slide this is an opportunity to discuss the children's choices.



PowerPoint slide 8 showing on screen

**ANSWER: NOT OK**

A person not known to Oliver asked him to go somewhere.



PowerPoint slide 9 showing on screen

### WHAT TO DO AND SAY, WHEN IT'S NOT OK

Before revealing the response, ask the children what they'd do in that situation.

Response: Say "No" firmly and keep moving away from the person. Shout for help if you need to attract attention. Report the incident to a trusted adult.

Open up discussion around 'disengaging strategies', such as: "No, I need to be going" or "No, my Dad's just around the corner."



PowerPoint slide 10 showing on screen

### Notes/Talking Points:

It's really important that you think about what you can do or say if you ever find yourselves in a NOT OK situation.

Here are some basic responses:

- A firm, verbal response (NB different situations will require different verbal responses. The set of scenarios that follow provide lots of ideas about how children can disengage from a conversation.)
- Attract attention if you need to – shout, call for help or make a loud noise
- If in direct danger – run away
- If invited by a friend but it hasn't been arranged – ask your parent/carer first
- If something worrying ever happens then report it to a trusted adult - never feel silly, ashamed or embarrassed as being in a NOT OK or an unsafe situation is NEVER your fault

Go through with the children what is meant by a 'trusted adult' - get them to give you examples of who they might be.

Flight not fight - children often bring up (or act out) fighting as a response. It's important to point out that this is very much the last resort, and they should try using the other methods to disengage or get away before a situation gets to this point.

Let's move onto the next scenario...

# SCENARIO 1:

PowerPoint slide 11



Harry and Chloe are going to the shops by themselves to buy some bread and milk for their Mum.

PowerPoint slide 12



On the path the children pass their neighbour who's putting his bins out. He asks them where they're going.

THINK/TALK WITH PARTNER  
WALK TO EMOJI...GO!  
SWITCH IF YOU WANT...GO!  
DISCUSS CHILDREN'S CHOICES

PowerPoint slide 13

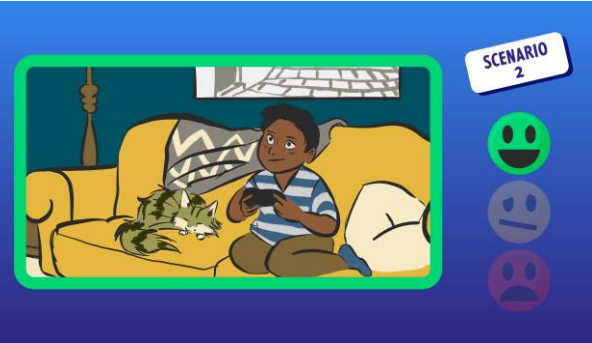


**ANSWER: OK**  
He's not asking them to go anywhere. He is having a neighbourly conversation with them in the presence of their Mum.



# SCENARIO 2:

PowerPoint slide 14



Mo is playing a game on his Xbox connected to the TV.

PowerPoint slide 15



He's playing and exchanging messages with his best friend Sam: "What U doing this afternoon?", "Nothing much, U?", "Jamie's coming over. We're going to the park @ 4. U coming?"

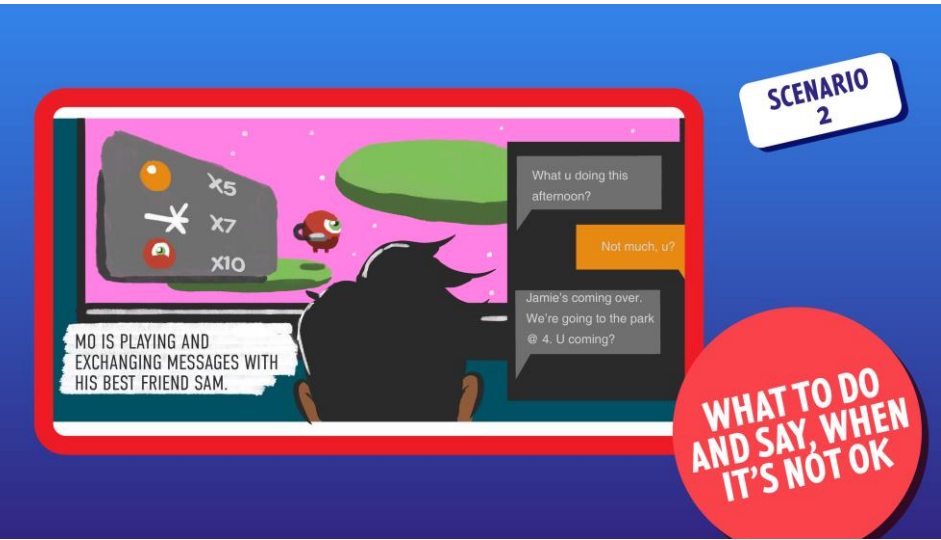
THINK/TALK WITH PARTNER  
WALK TO EMOJI...GO!  
SWITCH IF YOU WANT...GO!  
DISCUSS CHILDREN'S CHOICES

PowerPoint slide 16



**ANSWER: NOT OK**

Although Mo knows it's Sam, it hasn't been agreed in advance by his parents.



PowerPoint slide 17

**WHAT TO DO AND SAY, WHEN IT'S NOT OK**

DISCUSS CHILDREN'S RESPONSES

Response: Whilst this is not an unsafe situation you should always check with your parents/carer before going somewhere, even if to meet trusted friends.

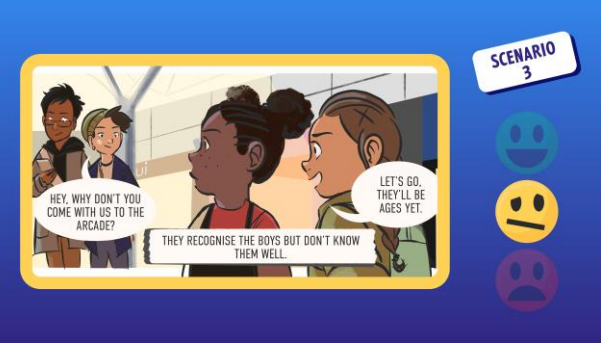
# SCENARIO 3:

PowerPoint slide 18



Jo and Lily are waiting for their Mums who've gone into a shoe shop. Two boys approach them.

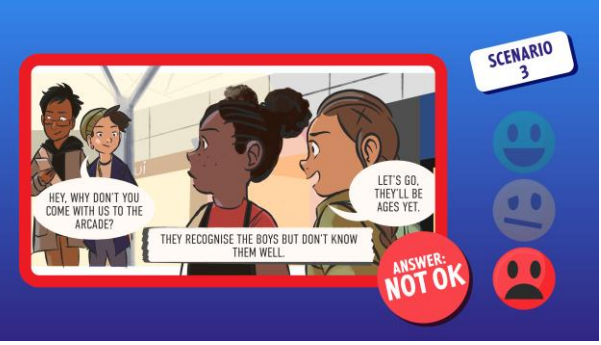
PowerPoint slide 19



One boy asks: "Hey, why don't you come with us to the arcade?" One girl says to the other: "Let's go, they'll be ages yet." They recognise the boys but don't know them well.

THINK/TALK WITH PARTNER  
WALK TO EMOJI...GO!  
SWITCH IF YOU WANT...GO!  
DISCUSS CHILDREN'S CHOICES

PowerPoint slide 20



**ANSWER: NOT OK**  
They don't know the boys well and they've asked them to go with them when it hasn't been agreed in advance.



PowerPoint slide 21

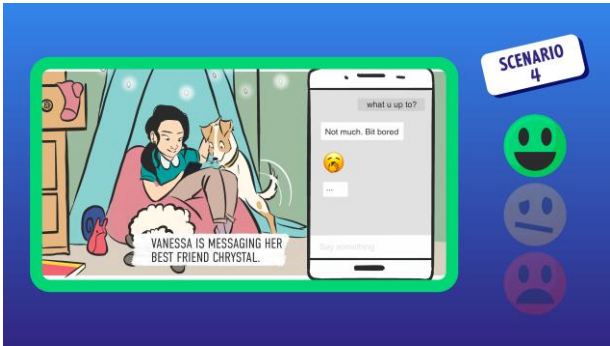
**WHAT TO DO AND SAY, WHEN IT'S NOT OK**

DISCUSS CHILDREN'S RESPONSES

Response: Stay where they are and just say: "No" or go into the shop and meet back up with their parents. Opportunity to open up the discussion around peer pressure.

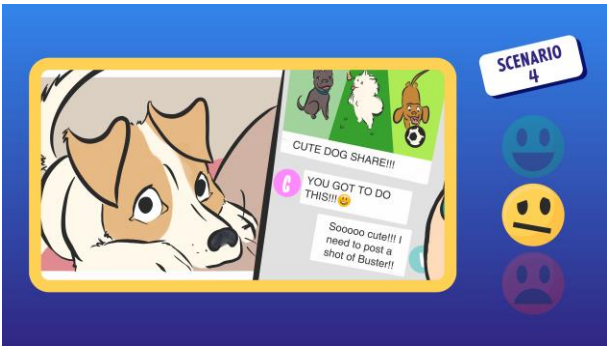
# SCENARIO 4:

PowerPoint slide 22



Vanessa is in her bedroom messaging her best friend, Chrystal, on social media.

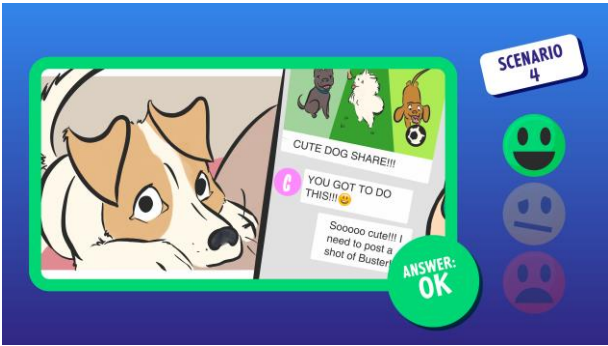
PowerPoint slide 23



Chrystal sends Vanessa a link to a site where owners post photos of their pets, and encourages her to share pictures of her own dog.

THINK/TALK WITH PARTNER  
WALK TO EMOJI...GO!  
SWITCH IF YOU WANT...GO!  
DISCUSS CHILDREN'S CHOICES

PowerPoint slide 24



**ANSWER: OK**

Vanessa is not being asked to go anywhere.

Need to remind children not to share personal information without asking a trusted adult first.

## WHAT WE LEARNT TODAY

The Clever Never Goes rule

What does OK and NOT OK mean?

If you want to go and meet someone get permission from your parent/guardian first AND speak to them if you have any worries or questions

If something has happened to you – outside or online – report it to a trusted adult

What to do and say, when it's NOT OK!

Always remember: if something doesn't feel right or if someone hurts you or makes you feel upset, IT'S NOT YOUR FAULT.

PowerPoint slide 25 showing on screen

### Notes/Talking Points:

*If you are finishing the session here then use this slide to recap what you've learnt. But, if you are continuing with more scenarios then skip this slide for now.*

Who can remember the rule?  
If anyone asks you to go  
Even someone that you know  
If it hasn't been agreed, remember  
CLEVER NEVER GOES

What does OK and NOT OK mean?

- OK! - no one has asked you to break the CLEVER NEVER GOES rule
- NOT OK! – someone (anyone) has asked you to break the rule

If you want to go and meet someone get permission from your parent/carer first AND speak to them if you have any worries or questions.

If something has happened to you – outside or online – report it to a trusted adult.

Disengaging strategies – what to do and say when it's NOT OK

Always remember: if something doesn't feel right or if someone hurts you or makes you feel upset,  
**IT'S NOT YOUR FAULT**

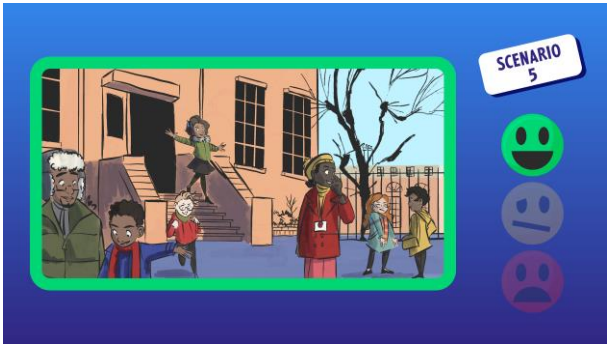


# PART 2: MORE EMOJI GO! SCENARIOS

Here are some additional outside and online scenarios. You may wish to run through these as a continuation of Part 1 of the lesson, or you could return to these in a separate session.

## SCENARIO 5:

PowerPoint slide 26



It's after school, children are leaving through the gates, with lots of teachers, pupils and parents around.

PowerPoint slide 27



One schoolgirl is approached by two others of the same age. One girl says: "Hey Mia, we're going to Zoe's house, you coming?"

Mia is friends with Zoe and Katie, but hasn't arranged with her parents to go back to Zoe's today.

THINK/TALK WITH PARTNER  
WALK TO EMOJI...GO!  
SWITCH IF YOU WANT...GO!  
DISCUSS CHILDREN'S CHOICES

PowerPoint slide 28



**ANSWER: NOT OK**

Even though Mia knows the girls well, it hasn't been agreed in advance by her parents.



PowerPoint slide 29

**WHAT TO DO AND SAY, WHEN IT'S NOT OK**

DISCUSS CHILDREN'S RESPONSES

Response: Whilst this is not an unsafe situation, Mia should still tell them that she needs to ask her parents first - she could phone them up or perhaps go home first to check.



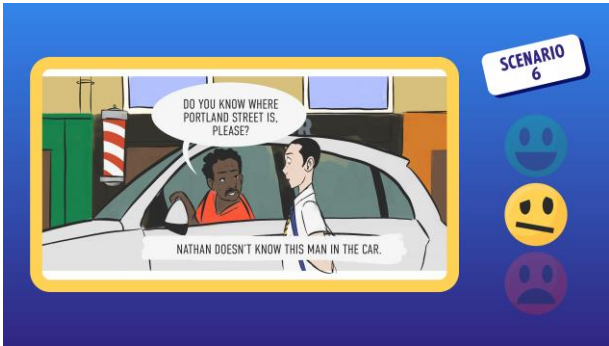
# SCENARIO 6:

PowerPoint slide 30



A boy is walking along a busy street and a car approaches.

PowerPoint slide 31



A man in the car leans out of the window and asks: “Do you know where Portland Street is please?” Nathan doesn’t know this man in the car.

THINK/TALK WITH PARTNER  
WALK TO EMOJI...GO!  
SWITCH IF YOU WANT...GO!  
DISCUSS CHILDREN’S CHOICES

PowerPoint slide 32

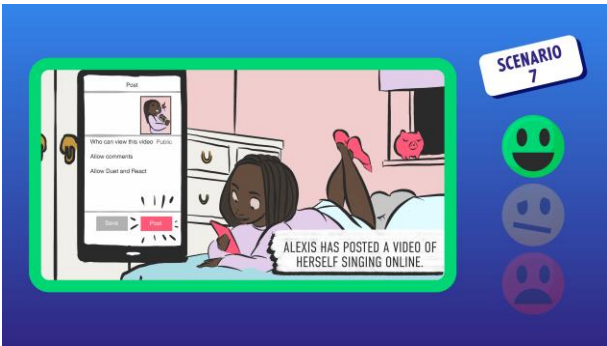


**ANSWER: OK**  
He’s not asked the boy to go with him.

BUT, advice is to be cautious - don’t get too close to the car or engage in an ongoing conversation, make sure there are other people around who could help if needed.

# SCENARIO 7:

PowerPoint slide 33



Alexis is in her room on social media. Alexis has posted a video of herself singing online.

PowerPoint slide 34



Alexis receives a message from one young guy who really likes her singing. It reads: "That's amazing. Great voice. Do you want to meet up and we can record you properly?"

THINK/TALK WITH PARTNER  
WALK TO EMOJI...GO!  
SWITCH IF YOU WANT...GO!  
DISCUSS CHILDREN'S CHOICES

PowerPoint slide 35



**ANSWER: NOT OK**

Someone she doesn't know (or even spoken to before) has asked her to meet up.



PowerPoint slide 36

**WHAT TO DO AND SAY, WHEN IT'S NOT OK**

DISCUSS CHILDREN'S RESPONSES

Response: The same CLEVER NEVER GOES rule applies online as it does outside. Never go with anyone you don't know and report it to a trusted adult.

Opportunity to discuss online safety.

# SCENARIO 8:

PowerPoint slide 37



A man and woman are talking to a girl on a bus. The girl says: “Hello Mrs Mitchell”. The woman replies: “Hi Aisha, we haven’t seen you in ages. Sarah would love to catch up with you.” Aisha has bumped into Mr & Mrs Mitchell on the bus home from school. She used to go to school with their daughter Sarah.

PowerPoint slide 38



The woman asks: “Why don’t you come home with us? I’ll call your Mum and she can pick you up later.”

THINK/TALK WITH PARTNER  
WALK TO EMOJI...GO!  
SWITCH IF YOU WANT...GO!  
DISCUSS CHILDREN’S CHOICES

PowerPoint slide 39



**ANSWER: NOT OK**

Although the man and woman are known to the girl they asked her to go with them when a play date hasn’t been arranged.



PowerPoint slide 40

## WHAT TO DO AND SAY, WHEN IT’S NOT OK

### DISCUSS CHILDREN’S RESPONSES

Response: Aisha should call her parents and check first - if she has a phone - or politely decline and arrange another time to visit.

Opportunity to revisit disengaging strategy, based on knowing people.

# SCENARIO 9:

PowerPoint slide 41



A girl and a boy are patting a dog in a park when its owner approaches.

PowerPoint slide 42



The boy asks: "What's his name?"  
The girl says: "He's so cute".  
The man replies: "He's called Terry.  
Would you like to throw a ball  
for him?"  
Noel and Jessica don't know  
this man.

THINK/TALK WITH PARTNER  
WALK TO EMOJI...GO!  
SWITCH IF YOU WANT...GO!  
DISCUSS CHILDREN'S CHOICES

PowerPoint slide 43



**ANSWER: OK**  
He's not asking them to go with him.  
  
BUT, advice is to stay alert in case he  
does ask you to go with him.



# SCENARIO 10:

PowerPoint slide 44



Jayden, is walking along a street full of shops and people when a car approaches.

PowerPoint slide 45



A woman gets out of the car and tells him: "You need to come with me. Your Dad sent me to pick you up and take you home." Jayden doesn't recognise this woman.

THINK/TALK WITH PARTNER  
WALK TO EMOJI...GO!  
SWITCH IF YOU WANT...GO!  
DISCUSS CHILDREN'S CHOICES

PowerPoint slide 46



**ANSWER: NOT OK**  
A person unknown to the boy, came towards him and asked him to go somewhere.



PowerPoint slide 47

**WHAT TO DO AND SAY, WHEN IT'S NOT OK**

DISCUSS CHILDREN'S RESPONSES

Response: Move away quickly and firmly say: "No." And report the incident to a trusted adult.

Open up discussion about what else he could do, e.g. if he has a phone and it's safe he could call his Dad. Or, go into a shop and ask for help.

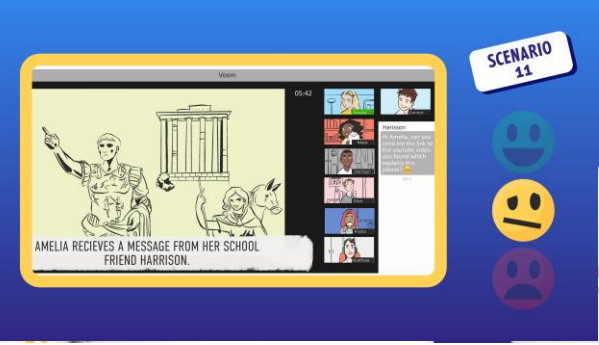
# SCENARIO 11:

PowerPoint slide 48



Amelia is on a live video meeting for her school work. Lots of her friends are also on the meeting, learning about the Roman Empire.

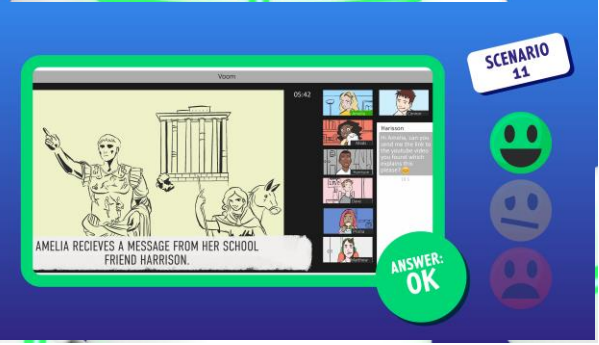
PowerPoint slide 49



Amelia receives a message from her school friend Harrison which says, “Hi Amelia can you send me the link to the YouTube video you found which explains this please?”.

THINK/TALK WITH PARTNER  
WALK TO EMOJI...GO!  
SWITCH IF YOU WANT...GO!  
DISCUSS CHILDREN’S CHOICES

PowerPoint slide 50



**ANSWER: OK**

Amelia has not been asked to go anywhere, nor has she been asked to reveal any personal data.

# SCENARIO 12:

PowerPoint slide 51



Jodie is waiting at a bus stop when an 18 year old man approaches and says: “Hey, you’re Nick’s little sister aren’t you?”

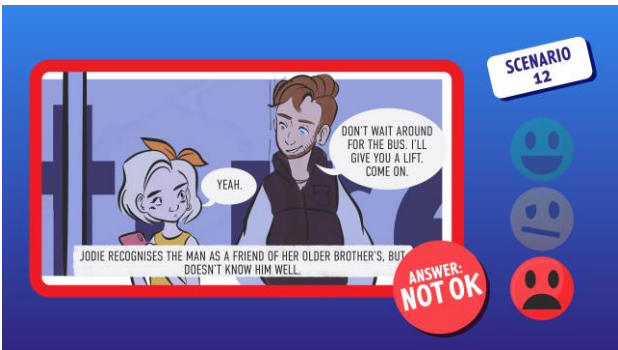
PowerPoint slide 52



She replies: “Yeah.” The man says: “Don’t wait around for the bus. I’ll give you a lift. Come on.” Jodie recognises the man as a friend of her older brother but doesn’t know him well.

THINK/TALK WITH PARTNER  
WALK TO EMOJI...GO!  
SWITCH IF YOU WANT...GO!  
DISCUSS CHILDREN’S CHOICES

PowerPoint slide 53



**ANSWER: NOT OK**  
The man is only slightly known to Jodie and he’s asked her to go with him when this hasn’t been agreed.



PowerPoint slide 54

## WHAT TO DO AND SAY, WHEN IT’S NOT OK

### DISCUSS CHILDREN’S RESPONSES

Response: Just say “No” or other disengaging strategies, e.g. “It’s OK I’m meeting my friend/Mum/Dad on the bus.”

Also check to see if there are other people who could help if needed.



## PowerPoint slide 55 showing on screen

### ***Notes/Talking Points:***

Finish off the lesson with a recap on all the key messages and learnings.

The rule:

If anyone asks you to go

Even someone that you know

If it hasn't been agreed, remember

CLEVER NEVER GOES

What does OK and NOT OK mean?

- OK! - no one has asked you to break the CLEVER NEVER GOES rule
- NOT OK! – someone (anyone) has asked you to break the rule

If you want to go and meet someone get permission from your parent/guardian first AND speak to them if you have any worries or questions.

If something has happened to you – outside or online – report it to a trusted adult.

Disengaging strategies – what to do and say when it's NOT OK

Always remember: if something doesn't feel right or if someone hurts you or makes you feel upset,  
**IT'S NOT YOUR FAULT.**



# PART 3: ACTIVITIES

---

Get creative - work through these activities to help embed the key points to keeping children safe.

## 1. CREATE YOUR OWN STORIES

Use the storyboard sheets – in THE MATERIALS section at the back of these notes - to make up your own CLEVER NEVER GOES scenarios.

Think of the characters in your story, who are they, what do they do and say. Draw a scene in each screen, using speech bubbles and captions, then reveal whether the situation is OK or NOT OK.

## 2. WHAT TO SAY WHEN IT'S NOT OK

Think up your own responses to someone asking you to go with them when it hasn't been agreed in advance.

Using the speech bubble sheets – in the MATERIALS section at the back of these notes - write a short scene where someone asks you to go with them – include things like: where it happened, who they were, what did they say, who were you with. Then write in the speech bubble the words you would use to decline the offer and stay safe.

Think of some of the examples you've talked through in class. What reason did you give? What effect do you want your response to have?

---

3. CLEVER ACTORS

Get the children to put into practise what they’ve learnt by acting out the four additional written scenarios provided below.

Organise the class into groups and allocate a scenario to each. You could make it more interesting by giving them scope to develop their characters, add scenes or dialogue, or change what happens at the end.

Whatever you do make sure it’s simple for everyone to understand and they come to the right conclusion.

SCENARIO 1

CHARACTERS	SETTING	ACTION	THINGS TO THINK ABOUT
2 (or more) children 2 adults	The children are walking along the street on a scorching hot day. They pass a house with a middle-aged couple sitting in the front garden.	As the children pass the house one of the adults recognises one of the children and asks what they are doing. The adults invite the children into the house for a refreshing cold drink.	What are the names of the characters? How do the adults know the child?  Think about what they might say, and how it would sound.  What is the response of the children? What would they say or do?

SCENARIO 2

CHARACTERS	SETTING	ACTION	THINGS TO THINK ABOUT
1 child 2 adults in a car Other adults nearby	A child is walking home from school. Nearby there are other adults.	Two adults in a car pull up, and wind down the window.  One of the adults asks the child to get in the car.  The adults are unknown to the child.	What might someone say to try and get you into a car? They might offer you something, ask you something, or pretend that their parents have sent them.  What would tempt you to get into a car with someone you don’t know?  What should the child do (bear in mind there are other adults nearby)?

SCENARIO 3			
CHARACTERS	SETTING	ACTION	THINGS TO THINK ABOUT
4 children	Several children are all playing an online game, each in their own homes. They all know each other from school.	The children are sending messages to each other (you can read them). At least one child asks another to meet them.	What's your gamer name? What game are you playing?  Think of some messages that you might send to a friend? Are they safe? What makes them safe?  Think of some messages that are not OK. What makes them not OK?
SCENARIO 4			
CHARACTERS	SETTING	ACTION	THINGS TO THINK ABOUT
1 child 1 child with parent 1 teacher and other parents at the school gate	School's over and it's time to meet your parents and go home.	You leave school and head down the road to where you usually meet your parent. But they're not there.  After waiting for 30 seconds a friend of yours comes by with their Dad. You explain to them what has happened and the Dad says you can come back with them.	What are the names of the different characters?  Do you go?  What else could you do?  Do you have a phone?



**LESSON PLAN**  
**MATERIALS**





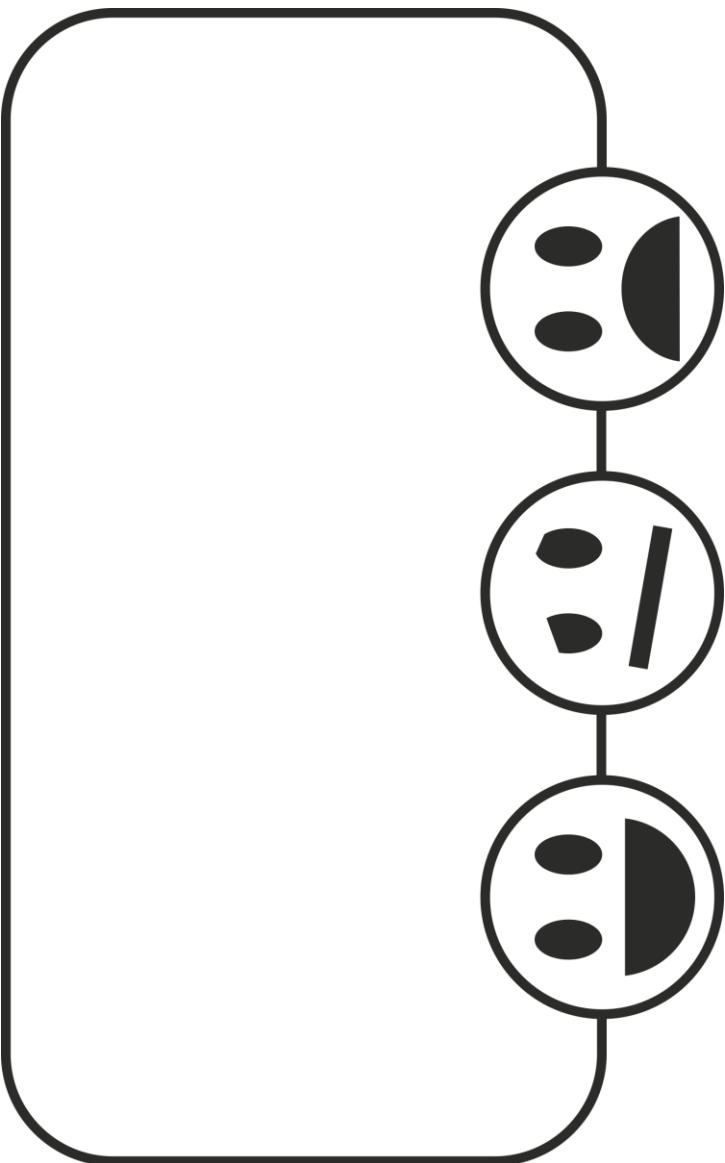
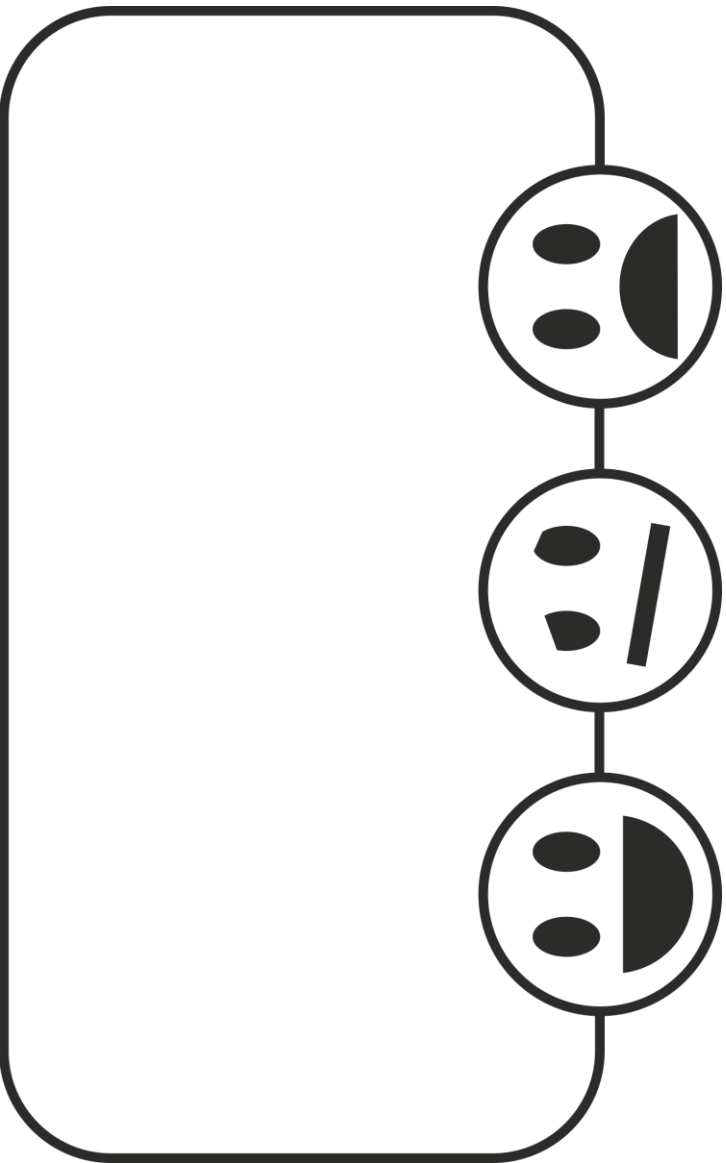
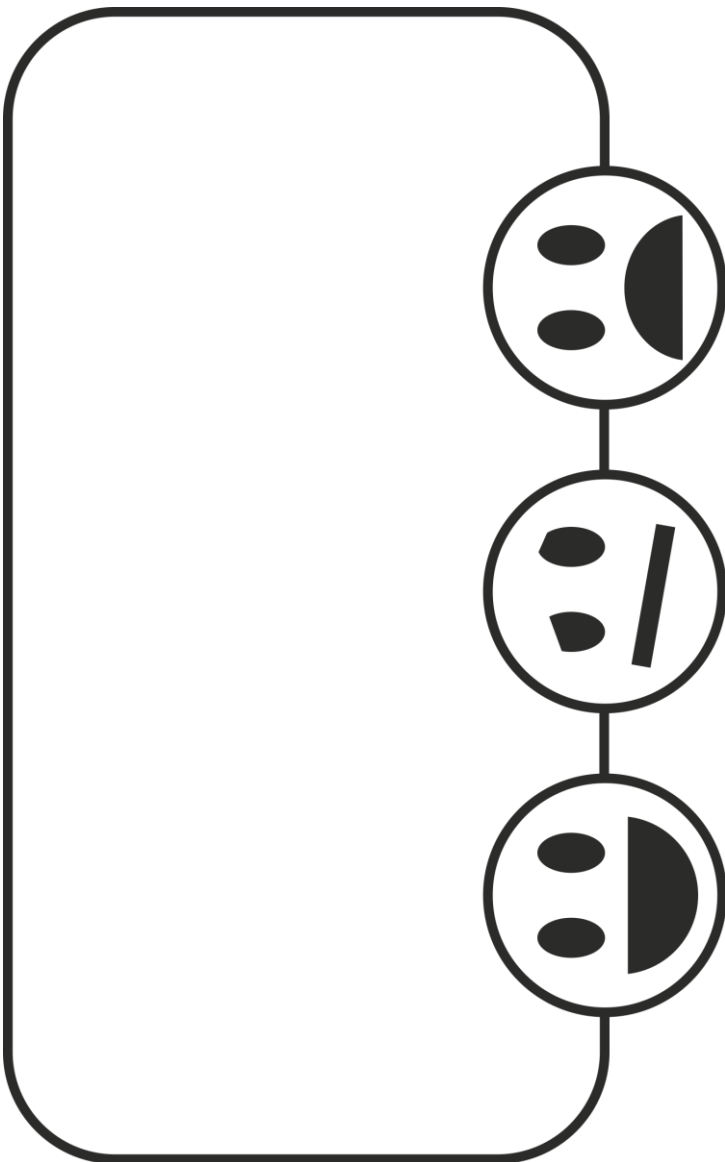
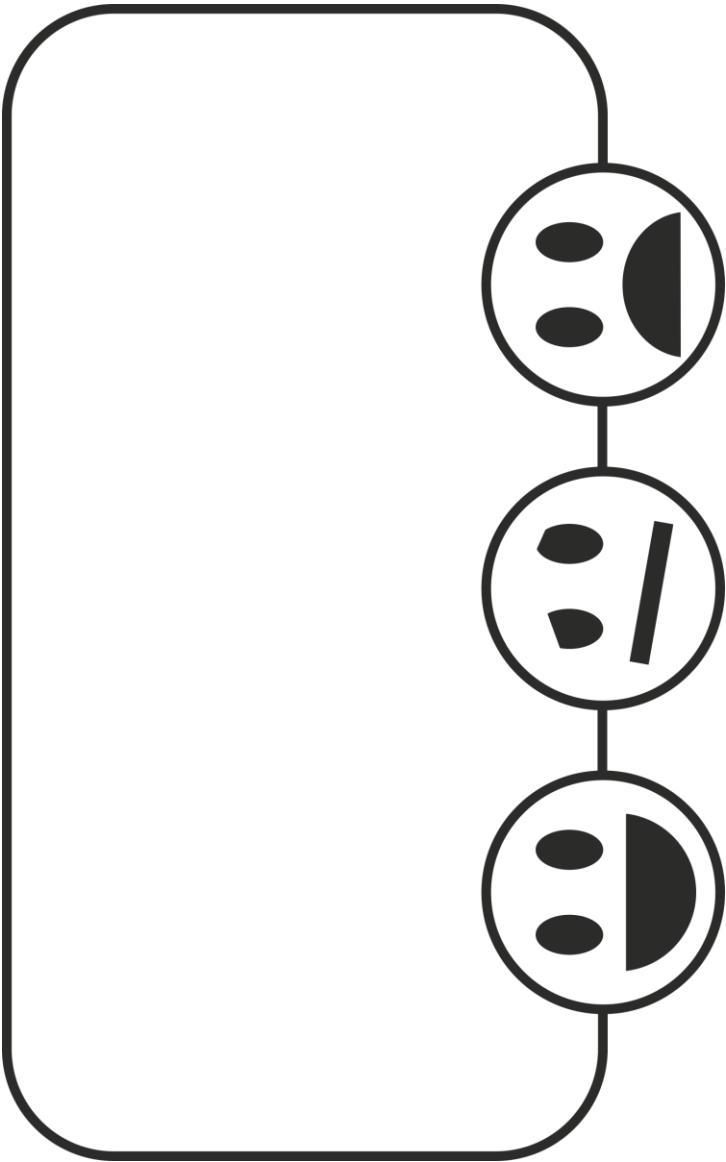








STORYBOARD SHEETS



# SPEECH BUBBLE SHEETS

DESCRIBE THE SCENARIO:

