



## **Guidance Notes for School Sessions delivered by police**

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



**Clever Never Goes** has been developed to replace the out-dated 'stranger danger' approach. The programme aims to give children practical safety skills which they can use as they get older and become more independent.

Whilst child abduction is relatively uncommon, it's important that children can recognise the potential signs of danger. Teaching children simply to avoid strangers doesn't work. Most strangers will help rather than harm children. Conversely, it is often people known to children that pose the greatest threat.

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. We call this '**Go Spotting**'.

'Stranger danger' has been around in the UK since the 1970s and is in many respects ingrained in the way we think about keeping children safe. It is natural for both children, parents and teachers to think and talk about strangers when considering staying safe. However, Clever Never Goes requires teachers to steer children towards seeing the danger in the situation (being asked to go) rather than the person (whether they are a stranger or not). This lesson plan includes suggestions for how to stick to this message, and challenge pupil's thinking and responses.

Remember, a Clever Never Goes lesson should be fun, not scary! It's about building confidence, not creating fear!

For more information visit [www.clevernevergoes.org](http://www.clevernevergoes.org)

## About the lesson

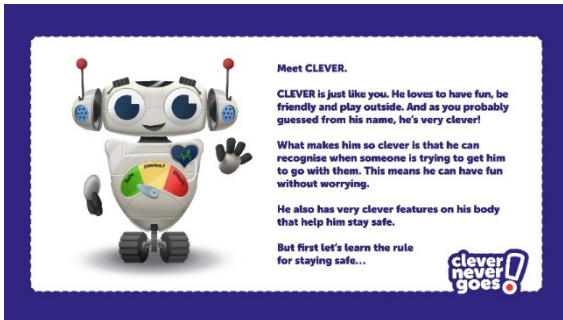
This lesson plan has been developed for working with children in Key Stage 1 and early Key Stage 2. It should last approximately 45 minutes, but can be tailored accordingly. The lesson aims to deliver the following learning outcomes

1. Children understand the Clever Never Goes rule, and can say what it means in their own words.
2. Children can identify when someone is trying to get them to go with them.
3. Children understand what to do if someone asks them to go with them.

The following pages contain a set of lesson notes with references to the corresponding PowerPoint presentation slides. Slides 5 and 11 contain the 'Go Spotting' films for children to practice what they've learnt and to explore the issues.

## Meet 'CLEVER'

PowerPoint slide 2 showing on screen



First of all let's meet 'CLEVER' the robot.

'CLEVER' the robot is the embodiment of the Clever Never Goes lesson and puts a playful and engaging face onto the campaign.

His built-in features help him to recognise when someone is asking him to go somewhere with them, and just like your body 'CLEVER's' body gives him signals that help him to recognise when he doesn't feel safe.

We'll be using 'CLEVER' throughout the lesson to help the children understand that CLEVER NEVER GOES.

## The rule for staying safe

PowerPoint slide 3 showing on screen



'CLEVER' uses a simple rule to help keep himself safe when he's outside without his Mum, Dad or another grown-up looking after him:

"If someone you're not expecting to, or don't know, asks you to go somewhere with them, just remember:

**CLEVER NEVER GOES!"**

- Ask the children what they think this means.
- What does 'someone you're not expecting to' mean?
- What does it mean when something has been arranged?
- Older children might want to think about occasions when they are outside on their own, e.g. walking to school, playing in the park.

Instructors need to look out for discussion about 'strangers' (which is very likely to be mentioned by children).

Ask children if they think all strangers are dangerous (and answer that most people will help children).

'CLEVER's' rule isn't about strangers. It's about not going with anyone when it hasn't been arranged. Who could that be? (neighbour, family friend, parent of a school friend etc. etc.).

PowerPoint slide 4 showing on screen



Get the children to take it in turns to say the tongue twister...can they say it five times really quickly?

## Let's practice

PowerPoint slides 5 and 6



Show the class the first 'Go Spotting' scenario ("Group of children") on slides 5 and 6.

First of all tape a long piece of string onto the floor. On one end add a **SAFE** sign, and the other end put **UNSAFE**, and in the middle place a **HMMM?**

Show slides 5 and 6 and ask the children to stand on the string where they feel **SAFE**, **HMMM?** or **UNSAFE**. Give them a few seconds to change their mind if they wish.

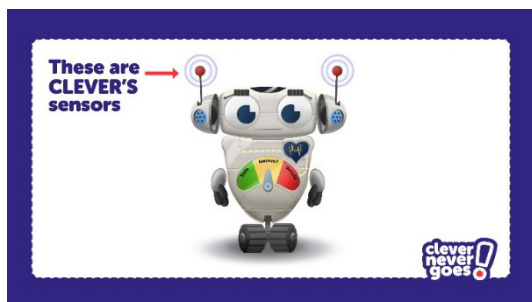
Then discuss with the children what the man was doing. Was he asking the children to go with him? A man with a dog invites a group of children to go with him to walk the dog. It's an **unsafe** scenario.

You might ask the class what difference does being in a group make? They still need to use the **Clever Never Goes** rule.

NB: Pick up on any conversation about whether the man is a stranger or not. It's not whether the person is a stranger or not that is important, it is whether he or she is asking them to go that matters.

## Let's think about how 'CLEVER' stays safe

PowerPoint slide 7 showing on screen



'CLEVER' has sensors in his head that recognise when someone is asking him to go with them.

They alert him if the person is someone he's never met before or even if it's someone he knows but who he isn't expecting to collect him.

PowerPoint slide 8 showing on screen



'CLEVER' also has a really cool 'Go-Spotter' that helps him.

The green part is Safe - this is when 'CLEVER' feels safe, either by himself or with his family or friends.

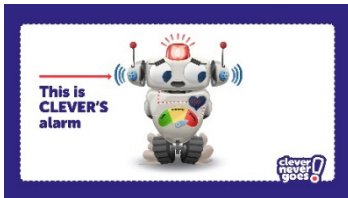
The red part is Unsafe. 'CLEVER's' go-spotter immediately points to red when anyone asks him to go with them.

The yellow part is Hmmm. This is for when 'CLEVER' is unsure about something. It tells him to be alert in case anyone asks him to go with them.

## What you and 'CLEVER' can do?

There are a number of things 'CLEVER' does to stay safe if someone asks him to go with them.

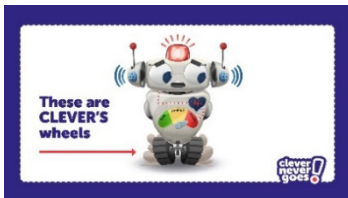
PowerPoint slide 9 showing on screen



He can get people's attention with his flashing red light and his really loud alarm that makes quite a noise.

You can shout for HELP.

PowerPoint slide 10 showing on screen



'CLEVER' has super speedy wheels so that he can run away.

You can run away too.

PowerPoint slide 11 showing on screen



'CLEVER' has a mouth so that he can tell someone what has happened. Like 'CLEVER' **you should always tell an adult you trust if something has upset you.**

Get the children to give examples of adults they trust and could tell.

It's important to emphasise to them that their strongest asset is most likely to be their voice.

### Let's practice!

How loud can the class shout 'help!'?

## Let's do some more 'Go-Spotting'?

PowerPoint slide 12 showing on screen



We're going to look at a series of eight more scenarios, some safe, some unsafe and some 'hmmm'. Each one comes in two parts.

Use the string again, see page 5.

After the second slide in each scenario ask the children to stand on the string where they feel SAFE, HMMM? or UNSAFE. Give them a few seconds to change their mind if they wish.

At the end of each scenario, pause and discuss what has happened and how children feel about the scene. What could they do in response? A guide to each scenario is given on the next page.

### When discussing the scenarios, remember:

- It's not unusual for children to think first about **who** the person in the film might be: Mum's friend, a stranger etc. That's fine, and is part of the discussion (e.g. are all strangers dangerous?). However, **steer children towards what they're being asked to do; are they been asked to go?**
- If someone is asking a child to go with them then the child needs to act fast. A polite but firm "no" and keep walking may be fine. It may be necessary to shout for help or run away. They should NOT get into a discussion with them. Children can over-think this: "I'd call my Mum" or "I'd ask the man to show me my Mum's number in his phone" etc. They need to disengage quickly.



## The 'Go-Spotting' scenarios

### Scenario

### Comments

#### Scenario 1: Group of children



Slides 5 and 6. Ella, Freya and Pearl are in the playground. A man they don't know invites them to come with him to take the dog for a walk. **Unsafe**. What difference does being in a group make? Still need to use the rule.

#### Scenario 2: At the bus stop



Slides 12 and 13. Josh is waiting at the bus stop with his Dad, when a man they don't know starts talking to them. **Safe**, even though the man is a stranger. The man doesn't ask him to go.

#### Scenario 3: Man in car



Slides 14 and 15. Claire is walking home from school when a man invites her into his car, offering sweets. **Unsafe**. What would the children do if the man started to get out of the car?

## The 'Go-Spotting' scenarios

### Scenario

### Comments

#### Scenario 4: Woman in car



Slides 16 and 17. Olivia is on her way home after visiting her grandmother nearby. A woman she recognises, but doesn't know well, asks if she wants a lift home. **Unsafe.** Why is it unsafe? It hasn't been arranged. Remind about the rule.

#### Scenario 5: Man with dog



Slides 18 and 19. Lily and Oliver are talking to a man in the park who has a dog. They don't know the man. **Safe.** The man hasn't asked the children to go. (Children may also think this is 'Hmmm': the man may yet still ask them to go/caution around dogs.)

#### Scenario 6: Friend of Mum's



Slides 20 and 21. Aisha is waiting for her Mum to collect her after Brownies. She doesn't recognise the woman who claims to have been sent to collect her. **Unsafe.** What difference does it make being a woman? Remind about the rule. What could the girl do? (don't engage with woman; seek help; go back into the building).

## The 'Go-Spotting' scenarios

### Scenario

### Comments

#### Scenario 7: Skateboard



Slides 22 and 23. Joe is going to the skatepark to meet his friends. A man he doesn't know invites him to come into his house. **Unsafe**. Going inside a house, is still 'going'.

#### Scenario 8: In the Supermarket



#### Scenario 9: Online



Slides 26 and 27. Grace is playing a game online. She's swapping messages with another player, who invites her to meet in a park. **Unsafe**. What difference does it make online?

## Wrap Up

PowerPoint slide 28 showing on screen



What have we learnt today?

Know the rule:

**CLEVER NEVER GOES!**

What to do:

- Be firm, say "No!"
- Shout for "HELP"
- Run away
- Always tell an adult you trust if someone or something has upset you.

## Optional follow up sessions (schools or police)

The following pages contain optional follow up activities to:

- Make your own “Go Spotter”.
- Design a Clever Never Goes poster

These can be delivered by police officers, or alternatively officers might invite school staff to organise these activities separately.

Police can maintain engagement with schools by re-visiting to see the children’s activity work. Another option is for police to judge which Clever Never Goes poster is the best (make sure you have a prize!).

### Re-cap the lesson

If the activities are delivered separately from the main lesson it is a good idea to re-cap the main themes before you start on an activity. Quickly run through slides 2 to 10 to remind children about:

- The Clever Never Goes rule
- Clever the robot, and his features
- What Clever does in response to an unsafe situation.

If schools deliver these activities without the police then please direct teachers to the Clever Never Goes schools page ([www.clevernevergoes.org/schools](http://www.clevernevergoes.org/schools)) where they can download the same slides to re cap the lesson.

## Activity: make your own 'Go Spotter'

Flick back to PowerPoint slide 8



### You will need:

- Paper plates: cut these in half, so you need one plate for every two children.
- Card to make pointers.
- A paper fastener for each child - to attach the pointer to the plate.
- Green, yellow and red pens to colour the plate, and a black pen to label 'safe', 'hmmm' and 'unsafe'.

### Alternatively:

If you don't want to make 'Go Spotters' you could get the children to draw or paint 'CLEVER' the Robot, and label his features.

## Activity: design a Clever Never Goes poster

PowerPoint slide 28



### You will need:

- Paper/card
- Pens/crayons/paint/collage materials
- Glue and scissors (optional)

### Task:

Can you design a poster that can be displayed on the wall to tell your schools friends about Clever Never Goes?

Posters need to have a simple message: what will you use?

For a picture you could draw a scene from the 'Go Spotting' scenarios, or draw or make a picture of 'CLEVER', or even just a part of 'CLEVER', e.g. his go-spotter.



### We would love to see your children's work!

Please email any images of your children's posters to [support@clevernevergoes.org](mailto:support@clevernevergoes.org) or share directly on social media (@clevernevergoes).