



Teacher Guidance Notes

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.

About the lesson

This lesson plan has been developed for working with children in Key Stage 1 and early Key Stage 2.

The lesson is divided into two parts:

- 1) **Getting to Know 'CLEVER'** and
- 2) **Let's go ... Go Spotting!**

Each is intended to last between 45 and 60 minutes, including an activity session. However, it's flexible. You may decide to break it up into smaller sessions. If you do, please let us know – we'd like to hear how it is being delivered.

The following pages contain a set of lesson notes with references to the corresponding PowerPoint presentation slides. Slides 5 (in part 1) and 11 (in part 2) contain the 'Go Spotting' films for children to practice what they've learnt and to explore the issues.

For more information visit www.clevernevergoes.org

Part 1: Getting to Know 'CLEVER'

Duration: approximately 45 to 60 minutes.

Learning outcome:

Children understand the Clever Never Goes rule, and can say what it means in their own words.

What do we cover:

- Introduce 'CLEVER' the robot and his features.
- Learn the Clever Never Goes rule.
- Make our own 'Go Spotters'.

Powerpoint presentation: slides 1 to 10.

Go Spotting film: slide 5.

Activity (page 8): make your own 'Go Spotter' from a paper plate. You will need:

- Paper plates (one for every two children)
- Card
- Paper fasteners (one for every child), and
- Green, yellow, red and black pens.

PowerPoint slide 1: starting slide



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.

Teachers 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 slide 5



Follow the link on the slide to play the first “Go Spotting” film (“Group of children”).
The password to access the film is “clever”. This film lasts 33 seconds.

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?**

Play the film and while watching it ask the children to stand on the string where they feel SAFE, HMMM? or UNSAFE. As the scene plays out tell them they can change their position until the film stops.

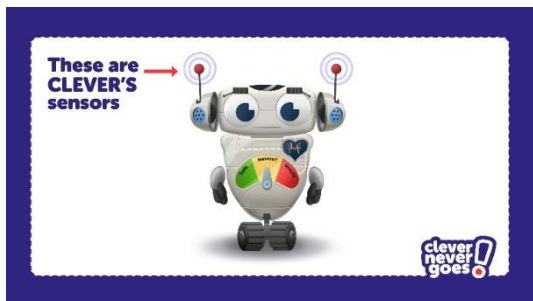
Make a note of how many children ended up where along the string (you can compare this to where they stand when it is played along with the other films in the next part of the lesson).

Then discuss with the children what the man was doing and show them at what point he was asking them to go with him. At the end of the discussion you could play the film again and get the class to shout ‘Clever Never Goes’ at the point the man ask the children to go.

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 6 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 7 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 Hmm. 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 8 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.

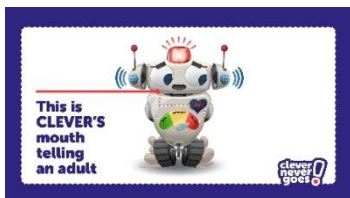
PowerPoint slide 9 showing on screen



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

You can run away too.

PowerPoint slide 10 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!'?

Activity time: make your own 'Go Spotter'

Flick back to PowerPoint slide 7



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.

Part 2: Let's go . . . Go Spotting!

Duration: approximately 45 to 60 minutes.

Learning outcome:

Children can identify when someone is trying to get them to go with them.

What do we cover:

- Re-cap 'CLEVER' the Robot, his features and the rule.
- Practice with 'Go Spotting' films.
- Design our own Clever Never Goes posters.

Powerpoint presentation: slides 3 to 10 (re-cap) and 11 and 12 for part 2.

Go Spotting films: slide 11

Activity (page 14): design a Clever Never Goes poster. You will need:

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

Start with PowerPoint slide 3



Re-cap from Part 1



PowerPoint slide 6



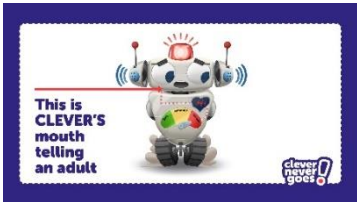
PowerPoint slide 7



PowerPoint slide 8
You can shout for HELP.



PowerPoint slide 9
You can run away too.



PowerPoint slide 10
You should always tell an adult you trust if something has upset you.

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

PowerPoint slide 11 showing on screen



Follow the link on the slide to play the series of 'Go Spotting' films. **The password to access the film is "clever"**. You will need to pause after each scene. Each scenario lasts approximately 30 seconds, and there are 8 scenarios.

We're going to watch a video with different scenes.






Use the string again and ask the children to spot when someone is trying to get a child to go with them. Get them to move along the string and shout out "CLEVER NEVER GOES" as soon as they spot it. At the end of each film, pause and discuss what has happened and how children feel about the scene. What could they do in response? A guide to each scene is given on the next page.

When discussing the scenes, 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 film includes the same scenario that was shown in the earlier section. Count up where the children stand and compare the results with the first time. Did more children get it right?

The 'Go-Spotting' films

Scene	Comments
<p>Scene 1: At the bus stop</p> 	<p>A young boy with his father is engaged in conversation by a man whilst they are all waiting at a bus stop. Safe. Even though it's a stranger.</p>
<p>Scene 2: Man in car</p> 	<p>A man invites a girl into his car, offering sweets. No suggestion the man knows the girl. Unsafe. What would the children do if the man started to get out of the car?</p>
<p>Scene 3: Father of friend</p> 	<p>A young girl is invited into the car of a man who is the father of one of her friends. Unsafe. Why is it unsafe? It hasn't been arranged. Remind about the rule.</p>
<p>Scene 4: Man with dog</p> 	<p>A girl stops to play with a dog. The owner talks to her and gives her a treat to feed the dog. Safe/hmmm. The man hasn't asked the child to go. Hmmm: caution he may yet still ask her to go/caution around dogs.</p>
<p>Scene 5: Woman in car</p> 	<p>A woman orders a girl into her car saying "your Mum sent me to pick you up". 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).</p>

The 'Go-Spotting' films

Scene

Comments

Scene 6: Skateboard



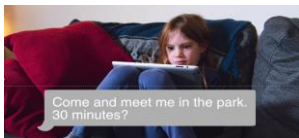
A man invites a boy into his house, after seeing the child carrying a skateboard. Unsafe. Going inside a house, is still 'going'.

Scene 7: Group of children



A man with a dog invites a group of children to go with him to walk the dog. Unsafe. What difference does being in a group make? Still need to use the rule.

Scene 8: Online



Come and meet me in the park.
30 minutes?

A girl exchanging messages online is invited to a nearby park. Unsafe. What difference does it make online?

Activity time: design a Clever Never Goes poster

PowerPoint slide 12



You will need:

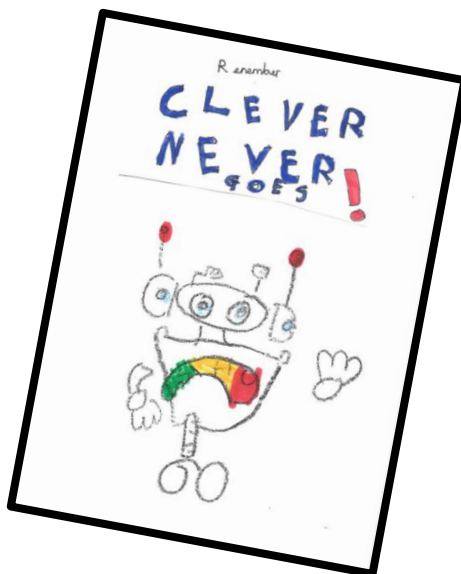
- Paper/card
- Pens/crayons/paint/collage materials
- Glue and scissors (optional)

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' films, 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 or share directly on social media (@clevernevergoes).

Wrap Up

PowerPoint slide 12 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.