



REPORT OF THE 2017 PILOT

BACKGROUND

Clever Never Goes has been developed to give parents and teachers an alternative to talking to children about 'stranger danger'.

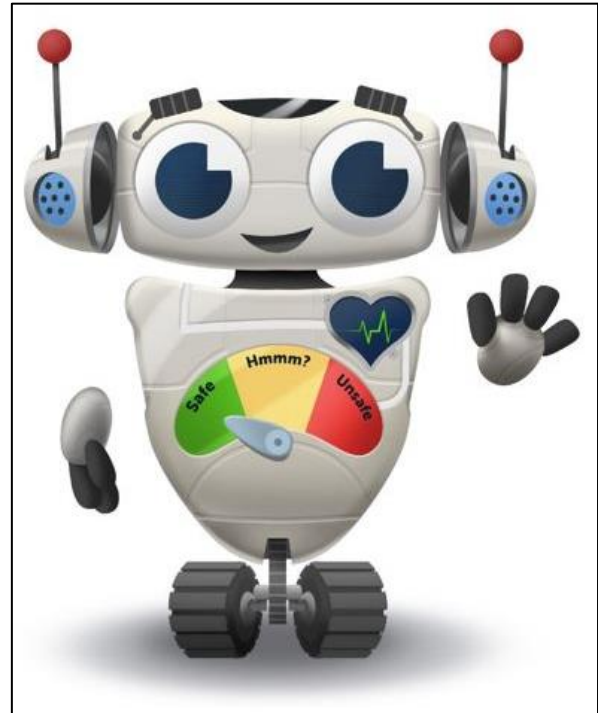
Clever Never Goes teaches children to be cautious about specific situations, rather than to fear the worst of everyone they don't know. Children are taught the key staying safe behaviour: that they must never go - with anyone - unless plans have been made with parents or caregivers beforehand.

The programme was developed by the charity Action Against Abduction, in partnership with Crofton Hammond Infant School (Stubbington, Hampshire) and London-based creative agency Cubo. An early prototype lesson was trialled with a class of Year 2 children at Crofton Hammond Infant School. A second trial lesson was undertaken with a fully designed lesson plan and powerpoint slides, featuring a child-friendly robot – called Clever – with features that are used to teach the critical aspects of the lesson (Clever has a 'Go-spotter', antennae, wheels and a siren – see Figure 1).

In addition, a series of short 'Go-spotting' films were produced showing different interactions between adults and children (some safe and some unsafe- see Figure 5). These were used to test children's understanding of the learning objectives and to allow classroom discussion and exploration of the ideas. Finally, a Home Pack was produced giving information for parents and activities for children to complete at home (a spot-the-difference game, word search, tongue twister and drawing page).

The resources were primarily intended for use with Key Stage 1 children (Years 1 and 2; aged 5 to 7). However, some schools were keen to try the resources with older children (see below). The pilot of Clever Never Goes ran from May to July 2017. This paper gives a summary of the findings.

Figure 1: Clever the robot



Pilot method and data collection

Initially four schools were recruited to participate in the pilot. Two responded to an article in a safeguarding newsletter published by Hampshire Constabulary. Two others were recruited following a presentation on Clever Never Goes at a safeguarding event. None of the schools had any prior knowledge of the programme.

Following data collection with the first four schools a series of changes were made to the lesson plan (these are described below). As a result a second wave of three pilot schools were recruited to test the amended version. These schools had joined the charity's Clever Never Goes mailing list; however, none had been involved in the development of the resources.

Schools were sent the lesson plan and classroom slides, and a draft letter to send to parents with a link to the Home Pack. A pilot instruction form

asked schools to record the following data in order to assess the pilot:

- Number of children, age, sex, and details of any special educational needs.
- How children rated the first ‘Go-spotting’ film: safe, hmmm, or unsafe (this is referred to as the benchmark test, see below).
- How children rated the other eight ‘Go-spotting’ films, at the end of the lesson.
- Teacher and observer (if available) satisfaction ratings of the lesson plan and the classroom resources.
- Free text responses on overall impressions and what could be improved.
- Any feedback collated from parents.

In addition, site visits were undertaken at three schools where lessons were observed and teachers interviewed.

The schools

Table 1 provides details of the schools that participated in the pilot. Six schools delivered classes to Years 1 and 2 children; three to (at least some) older children (schools B, C and G). Some children in the schools had a large variety of special educational needs. School C works exclusively with children with social, emotional and mental health needs – here the lesson was delivered in numerous short sessions, and ‘Go-spotting’ scores were not collected.

The lesson

Schools A, B, C and D delivered the original version of the lesson (see Annex B for details). Following site visits and discussions with teachers, the lesson was amended and piloted in Schools E, F and G. The content and structure of the amended lesson is shown in Figure 2.

Table 1: Details of the pilot schools

School	Age	Details	SEN	Teacher feedback	Observer feedback ¹	Site visit ²	Go-spotting scores ³
Original version	A	Year 1	13 girls/17 boys	1 autistic child 4 global delay	X	✓	✓
		Year 2	11 girls/19 boys	2 global delay	✓	✓	X
	B	Year 3(M)	14 girls/15 boys	2 cognition/learning	X	✓	X
		Year 3(B)	16 girls/14 boys	‘Mixed ability’	✓	X	X
		Year 4(F)	13 girls/15 boys	6 on SEN register		X	✓
		Year 4(S)	17 girls/13 boys	4 SEN, mixed ability	✓	X	X
Amended version		Year 4(R)	16 girls/13 boys			X	X
	C	Years 1 to 6 (mixed)	4 lessons of approx. 6-7 boys	All SEN mainly SEMH/Autism/ ADHD	X	✓	✓
	D	Year 1	Unknown	No details	✓ ⁴	X	X
	Year 2	Unknown	No details	✓ ⁴	X	X	
Amended version	E	Year 1/2 (mixed)	17 girls/13 boys	5 SEN	✓	X	X
	F	Year 1/2 (mixed)	12 girls/12 boys	1 sensory needs 1 speech/language	✓	✓	X
	G	Year 1	11 girls/13 boys	3 EAL; 5 EAL + English; 6 SEN	✓	X	X
	Year 3 (low ability)	8 girls/18 boys	2 EAL; 5 EAL + English; 5 age-related; 8 SEN	✓	X	X	

¹Observers were other teachers present during the class.

²Some lessons were observed in person by the lead researcher.

³‘Go-spotting’ scores refers to the responses of the children to the ‘Go-spotting’ films (see Annex A for full details).

⁴The teacher provided written feedback, but did not give satisfaction ratings.

Figure 2: The Clever Never Goes lesson

	<p>Introduction</p> <ul style="list-style-type: none"> • The children are introduced to Clever the robot, a friendly character who likes to have fun and play outside. • The robot can spot when someone is trying to get him to go with them, meaning he can have fun without worrying. He has clever features on his body that help him to do this.
	<p>The rule</p> <ul style="list-style-type: none"> • The children are shown the simple rule for staying safe: if someone you're not expecting to, or don't know, asks you to go somewhere with them, just remember Clever Never Goes. • The teacher asks the children to explain what this means. The class practices the Clever Never Goes tongue twister.
	<p>Clever's features</p> <ul style="list-style-type: none"> • The children are shown the features on Clever's body that help him to stay safe. He has sensors on his head, and his heart changes colour. • Clever's 'Go-spotter' is introduced, a key device for explaining safe and unsafe situations. The concept of 'hmmm' is introduced – sometimes Clever is unsure.
	<p>Benchmark 'Go-spotting' film</p> <ul style="list-style-type: none"> • Children are shown one 'Go-spotting' film – a man with a dog approaches a group of children and invites them to go with him. • Teachers can use the 'concept line' to get children to stand according to whether they think the situation is safe, hmmm or unsafe. Classroom discussion.
	<p>What to do</p> <ul style="list-style-type: none"> • The class considers what children can do if someone asks them to go with them. • The teacher uses Clever to demonstrate that children can ask or shout for help (Clever has an alarm), they can run away (Clever has wheels) and they must tell a trusted adult (Clever opens his mouth).
	<p>Practice: 'Go-spotting' films</p> <ul style="list-style-type: none"> • The class can watch a series of eight short (20 second) films (the benchmark film is included again) depicting interactions between an adult and a child/children. • The children have to identify the films in which the child is being asked to go with the adult. There is opportunity to discuss what they would do, and how they feel.
	<p>Wrap up</p> <ul style="list-style-type: none"> • The teacher re-caps the main learning points, starting with the Clever Never Goes rule. • Children are asked to recall what they can do if confronted by someone trying to get them to go with them. • Questions and discussion. Extra activities may follow.

FINDINGS FROM 'GO-SPOTTING' SCORES

In class progression

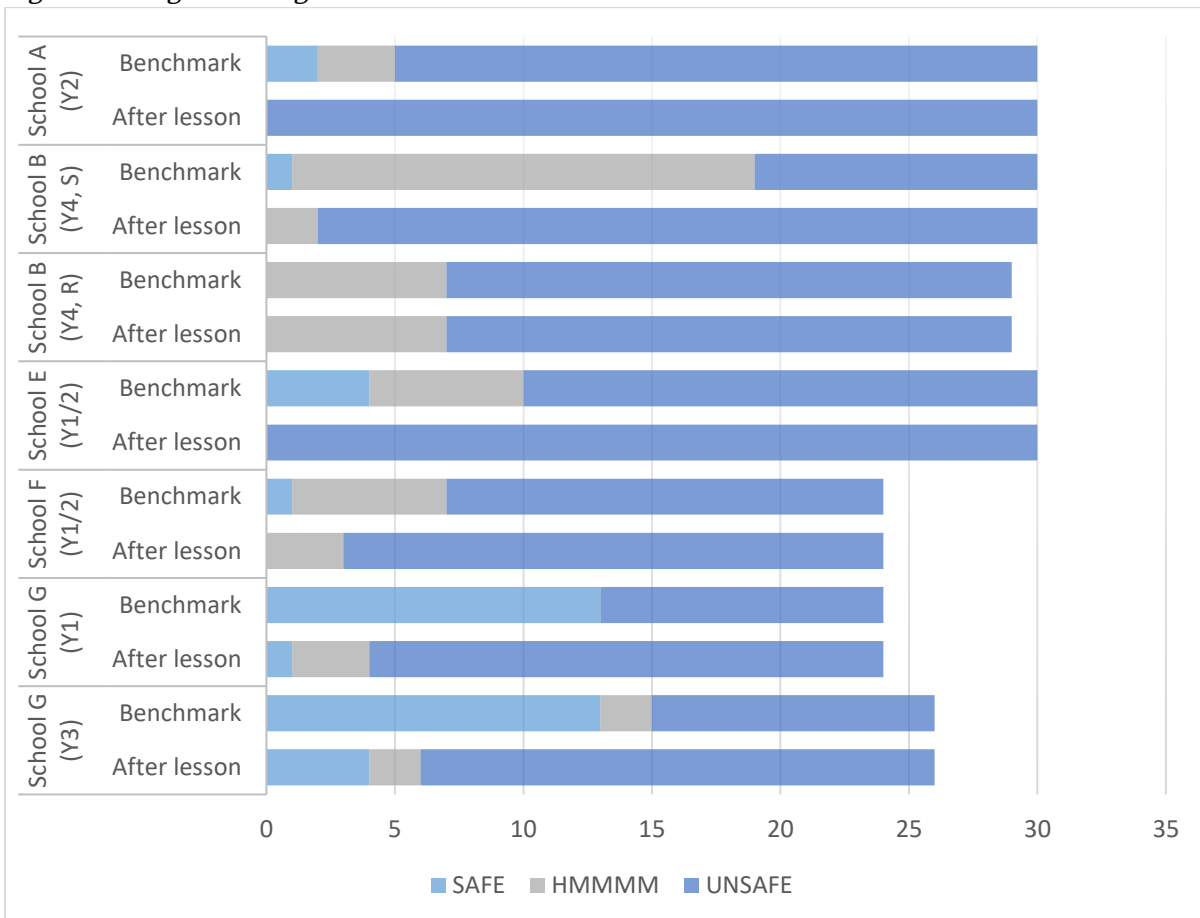
For the purpose of the pilot, schools were asked to play one 'Go-spotting' film to children at the beginning of the lesson (scenario 7 – see Figure 3 – a man with a dog approaches a group of children and invites them to go with him to walk the dog). The children were asked to indicate whether they thought the situation was safe, hmmm, or unsafe, and their responses were recorded.

At the end of the lesson children were shown all eight 'Go-spotting' films in order to practice what they had learnt. Scenario 7 was included again, allowing the children's responses (safe, hmmm or unsafe) at the end of the lesson to be compared to their initial answers. This was intended to give an indication of whether pupils had understood the basic concept of not going with people. Figure 3 shows the results for the

seven classes which completed this benchmark assessment. Children in six of the seven classes showed a marked improvement in recognising the scenario to be unsafe. Taking all classes together, the proportion of children indicating the situation was safe fell from 18 per cent (34 children) at the beginning of the lesson, to 3 per cent (5 children) at the end. Of the five children who still thought the situation was safe, one was a year 1 pupil, and four were from a year 3 (low ability) class.

The proportion of children identifying the scenario as unsafe increased from 61 per cent at the beginning of the lesson to 89 per cent at the end. The proportion of 'hmmm' responses fell from 22 per cent to 9 per cent. Only one year 4 class showed no improvement. However, none of the children identified the situation as safe even at the beginning of the lesson.

Figure 3: Progression against benchmark



Response to all 'Go-spotting' films

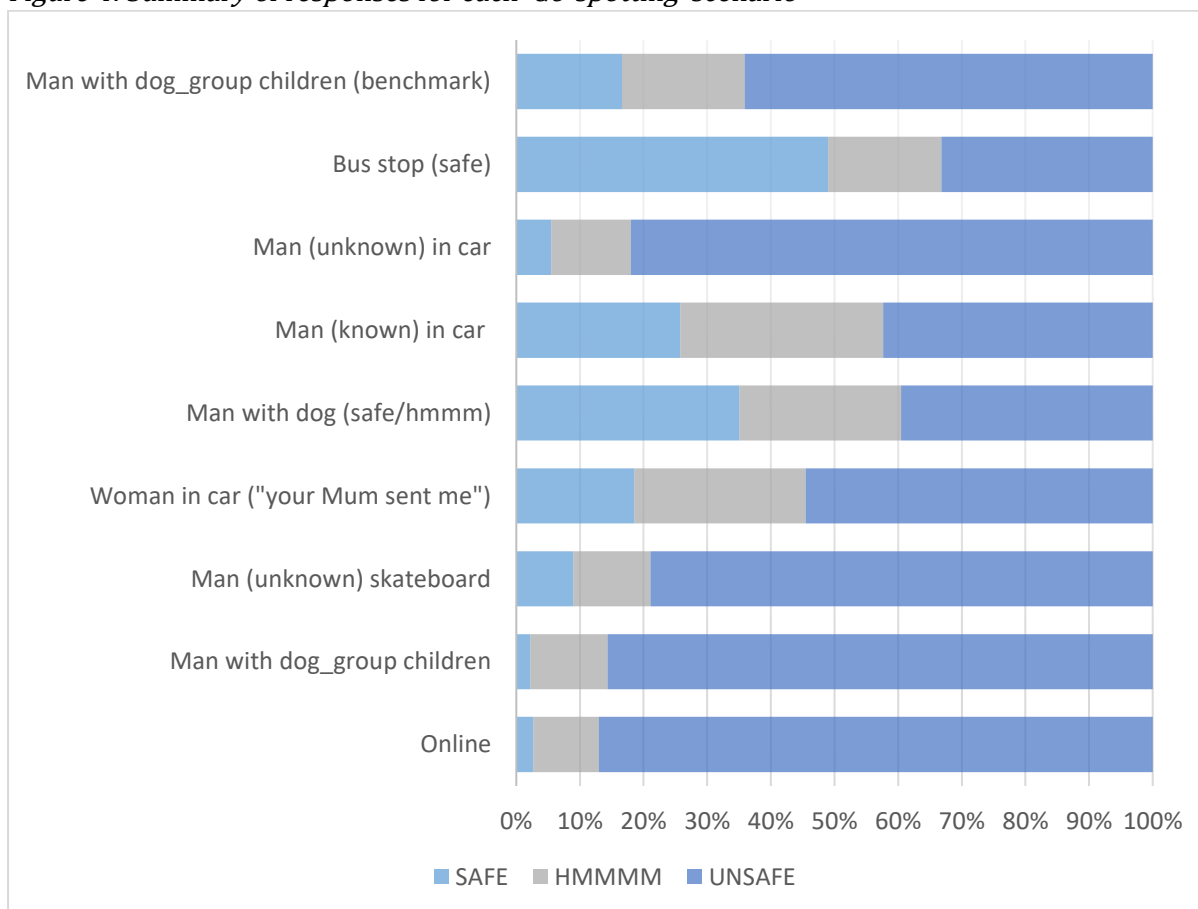
At the end of the lesson children were shown a series of eight short films, showing various interactions between an adult and a child/children. One (the bus stop scenario) was a safe interaction; one was safe/hmmm (the man with the dog scenario) and the remaining six were unsafe (see Figure 5 for a summary of each film scenario). The responses of the children in each class were recorded (see Annex A for full details). The key findings were:

- **'Go spotting' is not easy:** in even the most regularly identified unsafe scenarios, more than 1 in 10 pupils failed to indicate the situation was unsafe. In the online scenario 13% of children went with safe or hmmm; the man with the dog (approaching the group of children) resulted in 14% indicating safe or hmmm; and in the unknown man in the car offering sweets scenario 18% of children

opted for safe or hmmm (see Figure 4). These findings echo previous research which suggests that children are easily susceptible to lures (Holcombe *et al.*, 1995; Moran *et al.*, 1997 – see Newiss, 2014 for a summary).

- **'Go spotting' is easier with strangers than known people:** the four scenarios which portrayed a stranger inviting a child to go with them all scored nearly 80% or more unsafe (online, man with the dog approaching the group of children, man in the car, and the child with the skateboard – see Figures 4 and 5). In contrast, the two scenarios depicting adults known to children (or claiming to be known) proved more challenging for children to recognise as unsafe. 55% of children identified the woman in the car ("your Mum sent me") as unsafe and just 42% identified the father of a school friend inviting the child into a car as unsafe.

Figure 4: Summary of responses for each 'Go-spotting' scenario



- **Age may be a factor:** overall, it is difficult to draw firm conclusions – from this pilot study – about the effect of age on children’s ability to identify unsafe situations. Taking the six unsafe ‘Go-spotting’ scenarios together (see Table 2) roughly the same proportion of Y1 and 2 children (combined) identified them as unsafe (72%) as did Y3 and 4 children (71%). This seems surprising. However, note that the majority of younger children received the amended version of the lesson; the majority of the older children received the original version. This *may* have boosted the performance of the younger children. Even so, it is noticeable that the younger children (Y1 and Y2) were more likely to (incorrectly) identify the unsafe scenarios as safe than the Y3 and Y4 children (13% compared to 9% - see Table 2). This may provide the strongest indication that age is a factor in children’s abilities.
- **Is the amended version better?** The scenario scores suggest only a very slight improvement between the original and amended version (details of the original version of the lesson are given in Annex B). However, the amended version was delivered to mainly younger children (one Y1 class, two Y1/2 mixed classes, and one ‘low ability’ Y3 class), whereas four of the six classes receiving the original version were Y3 or Y4. Despite the age difference the proportion of children identifying the unsafe scenarios as unsafe was 72% for the amended version, compared to 71% for the original version (see Table 2). The proportion identifying the scenarios as safe fell from 11% (original version) to 10% (amended version). The feedback from teachers provides a clearer indication of support for the amended version (see below).
- **‘False positives’:** the findings indicate that children can struggle to correctly identify a safe scenario (what might be called a ‘false positive’ identification). This is difficult to assess fully in this study, in the context where children have received a lesson ostensibly about avoiding danger. The man with the dog scenario is open to interpretation: whilst the man doesn’t ask the child to go with him, children may rightly be concerned about approaching dogs *per se* (hence, it is listed as ‘safe/hmmm’). However, the bus stop scenario was intended to be as benign as possible; yet still one-third of children suggested it was unsafe (Figures 4 and 5). From the site visits it seemed clear that children were still – quite understandably – quick to point to the man being a stranger as an important factor.

Table 2: ‘Go-spotting’ scores (unsafe) by age, and original v amended version

	Combined scores for all six unsafe scenarios			
	Safe	Hmmm	Unsafe	Total
Age				
Y1 and 2 ¹	13% (n=92)	15% (n=105)	72% (n=515)	100% (n=712)
Y3 and 4 ²	9% (n=59)	21% (n=145)	71% (n=490)	100% (n=694)
Original v amended version				
Original version ³	11% (n=92)	17% (n=138)	71% (n=574)	100% (n=804)
Amended version ⁴	10% (n=59)	19% (n=112)	72% (n=431)	100% (n=602)

¹The Y1 and Y2 classes were in: School A (Y1 and Y2), School E (Y1/2), School F (Y1/2) and School G (Y1).

²The Y3 and Y4 classes were in: School B (Y3, 3 x Y4 classes) and School G (Y3).

³Classes receiving the original version were in: School A (Y1 and Y2) and School B (Y3, 3 x Y4).

⁴Classes receiving the amended version were in: School E (Y1/2), School F (Y1/2) and School G (Y1, Y3).

Figure 5: Summary of film scenarios

<p>Bus stop</p> 	<p>A young boy with his father is engaged in conversation by a man whilst all are waiting at a bus stop. Safe.</p>	<p>Average across all classes: 49% safe; 18% hmmm; 33% unsafe. Summary: High variation: one class all responded 'safe' (B, Y3), one class all responded 'unsafe' (E, Y1/2).</p>
<p>Man (unknown) in car</p> 	<p>A man in a car invites a girl into his car, offering sweets. No suggestion the man knows the girl. Unsafe.</p>	<p>Average across all classes: 5% safe; 13% hmmm; 82% unsafe. Summary: Rank 3rd for successful identification as unsafe. Y4 children did best. In one Y1 class 5 identified as safe. Hmmm range: 0 to 33%.</p>
<p>Man (known) in car</p> 	<p>A young girl is invited into the car of a man who is the father of one of her schools friends. Unsafe.</p>	<p>Average across all classes: 26% safe; 32% hmmm; 42% unsafe. Summary: Rank 6th for successful identification as unsafe. High variation: in one Y1 class 28/30 children identified as safe. Hmmm range: 0 to 55%</p>
<p>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.</p>	<p>Average across all classes: 35% safe; 25% hmmm; 40% unsafe. Summary: Very mixed results. All children in two classes (Y1/2 and Y2) identified as unsafe. Hmmm range: 0 to 70%.</p>
<p>Woman in car</p> 	<p>A woman orders a girl into her car saying "your Mum sent me to pick you up". Unsafe.</p>	<p>Average across all classes: 19% safe; 27% hmmm; 55% unsafe. Summary: Rank 5th for successful identification as unsafe. Mixed results across the age groups. Hmmm range: 0 to 67%.</p>
<p>Man (unknown) skateboard</p> 	<p>A man invites a boy into his house, after seeing the child carrying a skateboard. Unsafe.</p>	<p>Average across all classes: 9% safe; 12% hmmm; 79% unsafe. Summary: Rank 4th for successful identification as unsafe. 2 classes (Y1, Y3) gave relatively high 'safe' responses (21 and 33%). Hmmm range: 0 to 33%.</p>
<p>Man with dog - group</p> 	<p>A man with a dog invites a group of children to go with him to walk the dog. Unsafe.</p>	<p>Average across all classes: 2% safe; 12% hmmm; 86% unsafe. Summary: Rank 2nd for successful identification as unsafe. In one Y3 class four children (15%) identified as safe. Hmmm range: 0 to 33%.</p>
<p>Online</p>  <p>Come and meet me in the park. 30 minutes?</p>	<p>A girl exchanging messages online is invited to a nearby park. Unsafe.</p>	<p>Average across all classes: 3% safe; 10% hmmm; 87% unsafe. Summary: Rank 1st for successful identification as unsafe. The two classes in which children responded safe were Y1 and Y1/2. Hmmm range: 0 to 29%.</p>

The full list of scores for each school are shown in Annex A.

FEEDBACK FROM SCHOOLS

Satisfaction ratings

12 out of 13 teachers or observers indicated they were very satisfied (n=6) or satisfied (n=6) with the lesson plan (see Table 3). One teacher was dissatisfied. This teacher delivered the original version of the lesson plan and the rating reflected her concerns about the guidance not giving sufficient direction to teachers to steer children away from focusing on strangers. The lesson was amended as a result, and follow-up discussions with teachers indicated strong support for the changes made (see Annex B).

The classroom resources (the powerpoint slides, films and suggested activities) received even better ratings. 10 of the 13 teachers or observers said they were very satisfied, and three said they were satisfied.

The following sections summarise the written feedback received from teachers and observers. NB: in the interests of transparency, every point of criticism or reservation about the programme has been included below; no negative feedback has been withheld.

Overall support for the concept

Several respondents gave enthusiastic endorsements for the broad concept of replacing 'stranger danger' with Clever Never Goes:

"Great resource. Made me as a teacher consider stranger danger message as being outdated."

"This is a super, well-needed resource for children and gives an ideal opportunity to

reinforce how children can be 'clever' and keep safe, especially as they move up to junior school and start to become more independent."

"Overall, we felt the concept is strong. Children appear to confidently acknowledge the danger regarding complete strangers but [are] less clear about situations where [they] perceive they 'know' the person because they see them regularly, or a stranger is friendly or is a teenager, which highlighted children's vulnerability. This enabled us to make clear teaching points with children and parents. We have raised this at our parents' meetings and in assemblies."

Clever the Robot

Respondents liked the robot and his features and suggested their pupils had responded well to him:

"The children loved the cardboard cut-out." [During the site visits a charity representative took along a 1 metre tall cardboard cut-out of Clever the Robot.]

"I love the idea of the robot and his features. The children like him because he is cute. They really got the idea of the go-spotter."

"Clever is a fun character who the children instantly liked and wanted to know more. His 'go-spotter' was something the children could relate to and was easy to refer to when exploring the different situations."

Table 3: Satisfaction ratings

	Lesson plan		Classroom resources	
	Teachers	Observers	Teachers	Observers
Very satisfied	5	1	7	3
Satisfied	4	2	3	0
Dissatisfied	1	0	0	0
Very dissatisfied	0	0	0	0
Total	10	3	10	3

The slogan

Two teachers explicitly commented on the Clever Never Goes slogan:

“When the children were struggling with the concept of going with someone they knew, as opposed to a stranger, some of them remembered the slogan and said ‘but Clever Never Goes’ and that made it much clearer for them to decide.”

Classroom discussion and participation

Several respondents highlighted the amount of classroom discussion generated by the lesson. Two said the Go-spotting films provided a good opportunity for children to reflect on their own experiences and a broader range of scenarios.

Two teachers endorsed the use of the concept line:

“[the concept line] added some variety to the lesson and participation from the pupils...and provided really good opportunities for discussion leading the ideas to be more relevant to the situations that particular class are more likely to face”.

“Getting the children up and moving along the line was good – we used coloured spots (red, amber, green) in a line instead of string”.

However, several respondents thought even more could be done to increase children’s participation:

“Separate the videos out to allow more discussion between each one.”

“Some of the activities could be integrated within the lesson to break it up a bit as there is a lot of time where the children have to listen and respond.”

Responding quickly to dangerous situations

The three site visits (at schools using the original version of the lesson plan) resulted in important observations of children describing how they would react in a potentially dangerous situation (i.e. one in which they were being asked to go). Conversations with teachers raised a concern that children were not disengaging quickly from situations.

One example is scenario 2 (see Figure 5) in which a girl is first seen looking at her mobile phone and is then approached by the man in the car. Many children responded by saying they would use the phone to call their Mum or Dad.

In scenario 5 with the woman in the car (“your Mum’s sent me, come on, jump in....”) there was quite a lot of discussion about using a phone to check whether this arrangement was real or not. Alternatively, some children suggested they would ask to see the woman’s phone to check if she had their parent’s number. Responding to scenario 6 (the skateboard scenario) one pupil said he would ask the man to go and fetch the skateboard he claimed to have.

The common factor in each of these examples is children unnecessarily engaging with a would-be perpetrator. Following discussions, teachers suggested the guidance needs to be clearer that if someone is asking a child to go with them, then they should disengage quickly. This may require a simple ‘no thank you’ and moving away, or it may require shouting for help and running away. But children need to be clear that they must not engage in conversation once an attempt has been made to get them to go.

A number of changes were made to the amended version of the lesson plan (piloted by schools E, F and G) to incorporate these findings.

Adapting the lesson

The site visits demonstrated the potential for the lesson to be adapted to fit particular classes and children.

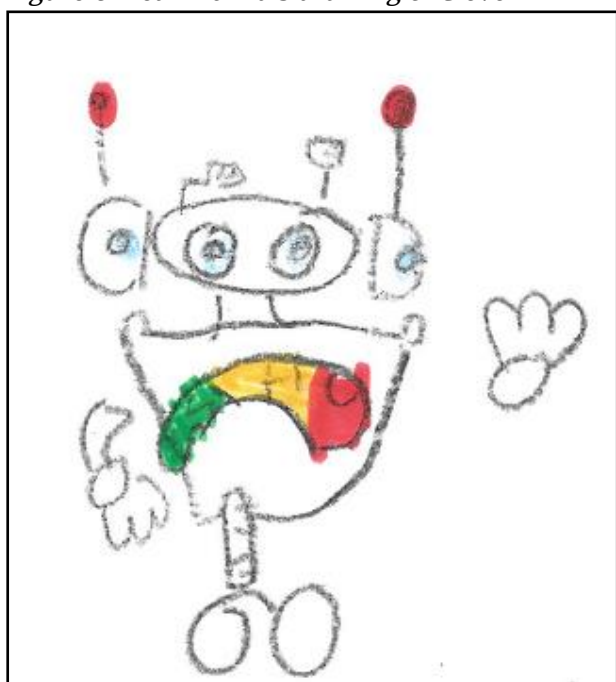
Two schools had helped children to make their own Go-spotters out of paper plates. In one school children had made models out of modelling clay, lego or crafting materials. Other children had drawn pictures of Clever (see Figure 6). These activities have since been incorporated into the guidance for teachers.

One year 4 teacher introduced new scenarios into the preliminary discussion about situations in which children might feel safe or otherwise. She asked children how they feel when walking

to school on their own or playing in the park without an adult. These scenarios made the lesson more relevant to older children.

Several teachers believed the lesson was suitable for delivery to Key Stage 2 children as well as Key Stage 1. However, one teacher added “*If rolled out to lower KS2 as well, the robot may need updating to be a bit ‘cooler’ but otherwise a great resource*”.

Figure 6: Year 1 child’s drawing of Clever



Length of the lesson

Several teachers indicated that the lesson was too long to be delivered in one session. Even respondents who piloted the amended version – which was shorter – made this point.

Teachers suggested that the lesson might best be split into shorter sessions:

“The length of the lesson made them [the children] lose focus. I think it could be spread across a few days.”

“It should definitely be broken down into more than one lesson”.

“It would be really good to introduce the character of Clever and his feelings and then

explore the concept of Clever Never Goes and what that means in one session, before moving onto the scenarios in further lessons”.

The charity will review the lesson plan and guidance accordingly before launch.

Problems playing the films

Several teachers reported problems playing the ‘Go-spotting’ films. The film was embedded into the powerpoint slides, made accessible to the pilot schools via google link. During one site visit the class experienced a time lag between the picture and the sound.

One teacher suggested making the film available on CD. Others proposed putting the film on online video sharing platforms. The charity will review how best to make the film available before launch.

Finally, one teacher suggested that the guidance offer more clarification about each ‘Go-spotting’ film, particularly to newer teachers. Again, this can be incorporated in the final Schools Pack before launch.

Additional resources

Respondents offered a variety of suggestions for additional resources that might – in due course – be produced and made available to support the Clever Never Goes programme, for example:

- Large cardboard Clever the Robot cut-outs (to keep in school),
- Clever the Robot models that children can construct,
- Clever the Robot soft toys,
- Individual ‘Go-spotters’ for the children (although getting children to make their own may be an alternative that offers greater engagement for the children),
- Games, books and puzzles, and
- Some kind of online, interact game or app – which could be used at home to involve parents.

FEEDBACK FROM PARENTS

Parents of children participating in the Clever Never Goes pilot were given a letter by their school encouraging them to download a Home Pack with information and activities to complete at home. The letter included a tear-off slip inviting parents to rate Clever Never Goes and leave any comments (see Figure 7).

Only ten responses from parents were received. However, all ten gave a positive rating for the programme (they were able to select a happy, neutral or sad face). Feedback was entirely positive, for example:

"Provoked lots of conversation at home."

"The earlier this is taught the better, once in Infants and again in Primary."

"This is great! I would have liked to have watched the clip the children watched in class too."

"I would agree that this is a very good idea. Children 'need' to know how to be safe at all times."

"Makes sense and any revision of this concept is welcome".

"Very useful, the parent information and suggestions are really good and informative. Thanks."

"I love this idea. I teach that not all adults are dangerous and most adults wouldn't ask children for help! Although it concerns me that if they had animals both my girls said they would go with the adult."

"I joyfully welcome this initiative as it backs up what I discuss with my children all the time."

"Very important subject - do what it takes to educate children."

Figure 7: Example feedback from parents

The image shows two examples of feedback forms for 'Clever Never Goes'. Each form has a header 'Overall impression of 'Clever Never Goes'' and a sub-header 'Please tick one of the following:'. Below this are three smiley faces: a happy face with a checkmark, a neutral face, and a sad face. To the right is the 'clever never goes!' logo. Below the smiley faces is the text 'Please add any comment you would like to make:'. The first form has the handwritten comment: 'I would agree that this is a very good idea. Children 'need' to know how to be safe at all times.' The second form has the handwritten comment: 'MAKES SENSE + ANY REVISION OF THIS CONCEPT IS WELCOMED.'

SUMMARY

This paper reports the findings from a pilot study of Clever Never Goes – an initiative designed to give parents and teachers an alternative to talking to children about ‘stranger danger’. The Clever Never Goes schools pack was primarily designed for Key Stage 1 children (aged 5 to 7) though it has been delivered to early Key Stage 2 children (aged 8 to 11) with encouraging results.

The pilot involved over 335 children of different ages and abilities, in 14 classes, at 7 schools. The first four schools received the original version of the lesson plan. Following site visits and conversations with teachers changes were made to the lesson plan and an amended version was piloted in three further schools.

The key findings of the pilot are:

- Indicators of children acquiring the basic concepts – spotting when someone is asking you to go with them, and not going – as the lesson progresses are encouraging. The proportion of children identifying the benchmark scenario as unsafe increased from 61 per cent at the beginning of the lesson to 89 per cent at the end.
- More than 90 per cent of teachers and observers said they were satisfied with the lesson plan. All were satisfied (three-quarters were very satisfied) with the classroom resources. The concerns of one teacher who was dissatisfied with the lesson plan were addressed in the amended version.
- ‘Go-spotting’ is not easy. Even in the scenarios that appeared to be very clearly unsafe 1 in 10 children struggled to identify them as such. Age may be a factor. Children performed less well when the adult inviting a child to go with them appeared to know them. This illustrates the need for this programme.
- There was considerable support for the basic premise of the programme – that ‘stranger danger’ needs replacing.
- Clever the Robot received widespread support and praise from teachers and children alike.

- The lesson gives plenty of opportunity for class participation and discussion, though further changes to the lesson plan could most likely improve this even more.
- The amended version of the lesson plan is better than the original: it is shorter, and offers clearer direction to teachers to establish a clear focus on ‘go-spotting’ and not going.
- Parents appeared to welcome the Clever Never Goes programme.

Next steps

- Further minor revisions to the lesson plan should be made prior to launch (e.g. to clarify the number of sessions recommended).
- Problems with playing the ‘Go-spotting’ films need to be resolved prior to launch.
- When possible, make further resources (e.g. games, puzzles, toys etc.) available to support the programme.
- After launch, where possible continue to monitor schools use of the programme and, in particular, children’s ‘Go-spotting’ scores: this will provide more data to validate the findings reported in this paper.
- This has been a preliminary pilot study. In due course, a full evaluation is required, examining the effect Clever Never Goes on children’s behaviour when confronted with dangerous situations.

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Annex A: ALL 'GO-SPOTTING' SCORES

Row percentages (each scenario separately)

	Man with dog benchmark			Bus stop			Man in car		
	Safe	Hmmm	Unsafe	Safe	Hmmm	Unsafe	Safe	Hmmm	Unsafe
School A (Y1)	3	1	26	28	0	2	5	5	20
School A (Y2)	2	3	25	6	7	17	1	1	28
School B (Y3)				30	0	0	0	10	20
School B (Y4, F)									
School B (Y4, S)	1	18	11	8	15	7	0	0	30
School B (Y4, R)	0	7	22	7	4	18	1	0	28
School E (Y1/2)	4	6	20	0	0	30	2	4	24
School F (Y1/2)	1	6	17	4	13	7	1	2	21
School G (Y1)	13	0	11	20	4	0	2	5	19
School G (Y3)	13	2	11	21	2	3	2	5	19
All schools	37	43	143	124	45	84	14	32	209
Row %	17	19	64	49	18	33	5	13	82

	Known man in car			Man with dog (safe)			Woman in car		
	Safe	Hmmm	Unsafe	Safe	Hmmm	Unsafe	Safe	Hmmm	Unsafe
School A (Y1)	28	0	2						
School A (Y2)	4	3	23	0	0	30	3	0	27
School B (Y3)	15	15	0	10	12	8	20	10	0
School B (Y4, F)				12	11	2	2	8	20
School B (Y4, S)	0	12	18	4	21	5	3	18	9
School B (Y4, R)	0	16	13	21	4	4	0	5	24
School E (Y1/2)	2	4	26	0	0	30	6	5	19
School F (Y1/2)	2	11	11	12	8	4	6	16	2
School G (Y1)	8	12	4	10	2	12	7	3	14
School G (Y3)				18	5	3	0	3	23
All schools	59	73	97	87	63	98	47	68	138
%	26	32	42	35	25	40	19	27	55

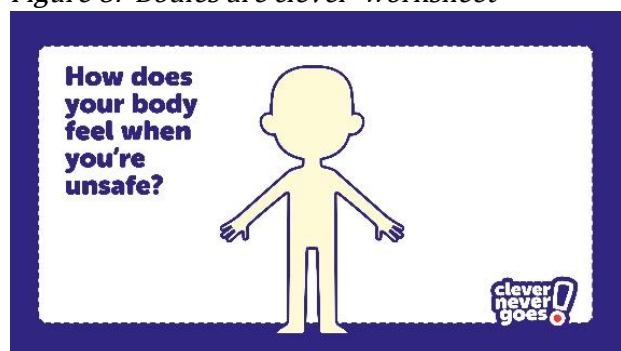
	Skateboard			Man with dog group			Online		
	Safe	Hmmm	Unsafe	Safe	Hmmm	Unsafe	Safe	Hmmm	Unsafe
School A (Y1)									
School A (Y2)	0	0	30	0	0	30	0	0	30
School B (Y3)	10	10	10	0	10	20	0	0	30
School B (Y4, F)									
School B (Y4, S)	0	4	26	0	2	28	0	2	28
School B (Y4, R)	0	0	29	0	7	22	0	0	29
School E (Y1/2)	2	0	28	0	0	30	0	6	24
School F (Y1/2)	1	8	15	0	3	21	1	7	16
School G (Y1)	5	2	17	1	3	20	5	5	14
School G (Y3)	2	3	21	4	2	20	0	3	23
All schools	20	27	176	5	27	191	6	23	194
%	9	12	79	2	12	86	3	10	87

Annex B: CHANGES TO THE LESSON PLAN

The original version of the Clever Never Goes lesson plan that was piloted in Schools A, B, C and D had a number of differences from the final amended version:

- After introducing Clever the Robot the lesson had a section entitled 'Understanding safe and unsafe'. Using the 'Go-spotter' as a device, children were asked to think about situations in which they might feel safe or unsafe.
- This was followed by a section called 'Bodies are clever'. Children were encouraged to think about how their bodies respond when they feel unsafe, for example, they might get butterflies, feel anxious etc.. Children could draw their responses on the 'bodies are clever' worksheets (Figure 8).

Figure 8: 'Bodies are clever' worksheet



Thereafter, the lesson introduced the Clever Never Goes rule, how to respond and the 'Go-spotting' practice films – as per the amended version (see Figure 2).

Following site visits and conversations with the teachers involved, two problems were identified:

- The 'understanding safe and unsafe' and 'bodies are clever' sections alone were taking up to 45 minutes to complete; this was before the main theme of 'not going' was introduced;
- Whilst the children enjoyed these early sections and the 'bodies are clever' worksheets ensured pupil participation, it was felt that they rested on a fundamental conceptual flaw. This is, that some children who fall victim to lures, simply will not recognise the danger presented: they won't

necessarily understand the situation to be unsafe, nor necessarily will their bodies be giving them warning signals that they choose to ignore. They may simply interpret the situation to be safe and desirable.

Site visits to the schools piloting the original version revealed one further concern: that too much of the discussion in class was still centred around strangers. When asked to talk about their reactions to the 'Go-spotting' films many children still began by considering whether the adult was a stranger or not. Furthermore, some teachers were consolidating this focus on whether the adult was a stranger, rather than steering conversation towards whether the child was being asked to go with the adult or not.

These observations suggested that teachers required clearer guidance (than the original version provided) on the importance of the central theme of 'not going' rather than strangers. In retrospect, this is not surprising. Most teachers have been brought up hearing about 'stranger danger'. The guidance needs to make this change in focus absolutely clear (the amended version attempts to do just this).

Written feedback from the teachers involved in these discussions reflected this theme:

"The lesson generated good conversations but the guidance didn't make the key message clear: never goes!"

"Lots of 'stranger danger' talk – but still didn't really get the 'never go'."

To address each of these concerns a number of changes were made to the amended version of the lesson plan that was piloted in Schools E, F and G:

- The sections 'understanding safe and unsafe' and 'bodies are clever' were removed,
- The Clever Never Goes rule was brought to the beginning of the lesson, to emphasise the theme of not going from the outset,
- A new section at the beginning of the guidance for teachers was introduced reading:

“IMPORTANT

Clever Never Goes has been developed to replace the out-dated ‘stranger danger’ approach.

Whilst strangers are part of the discussion, the key focus of Clever Never Goes is not about determining whether a person is a stranger or not, but **recognising when someone – anyone – is trying to get them to go with them.**” [emphasis in the guidance].

- A second reminder to focus on ‘not going’ rather than strangers was introduced into the guidance accompanying the ‘Go-spotting’ films sections, reading:

“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 been asked to do: are they been asked to go?” [emphasis in the guidance].

The revised guidance and lesson plan was sent to the teachers that delivered the original version. One teacher, who gave her rating of the lesson plan as ‘satisfied’, commented “*once the focus was further outlined [the lesson plan] was even better.*”

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