

Before the prompt.



Play, trust and agency in early childhood

PRINT GUIDE

PAGE	WHAT	PRINT
2	Facilitator run sheet	1
3	Door chart (mood)	1 · A3
4	Draw your space	1 per person · A3
5	Tech stickers to cut out	1 per table
6	From hunt to tech plan	1 per table
7–8	Beebot challenge + arrow cards	1 per table
9–14	Rosie's Walk tiles	1 set · print at 100%
15–16	Capture & share cards	1 per table
17	Playhouse mat	1 per table · A3
18	Character card	1 per person
19–20	Audit template	1 per person
21–23	Plan template	1 per person
24–25	Strand seed cards	1 set per table
26	Feedback + promise cards	1 per table
27	Family note + parent guide	as needed

PER TABLE (4–6 PEOPLE)

- Coloured pens or crayons
- A Beebot (charged) and the six farm tiles
- One phone or iPad to film the Beebot run
- Three printed classroom photos, no faces
- Playhouse mat (A3) and seed cards
- Sticky notes in two colours

FOR THE ROOM

- The Dilon plush by the door
- Door chart (A3) and dot stickers
- QR code to the companion site on the first slide

Print in colour. Tiles must print at actual size (100%) so one Beebot step equals one 15 cm tile. No children's faces or names on any card.

Start with you. Then make it yours.

MIN	STOP	YOU DO AND SAY	THEY DO
0–2	1 · Say hello	Dilon greets at the door. “How do you feel about AI in early childhood today?”	Wave; dot on the chart
2–3	2 · Join the site	QR on screen. “Keep the tab open: notes, drawings and two PDFs.”	Open the site
3–8	3 · Tech hunt	“Draw a space you know. What technology lives there?”	Draw; add stickers
8–11	4 · Hunt → tech plan	Five questions: where it lives, who uses it, does it listen or watch, what children and families need.	Share a find and a plan line
11–15	5 · The latest episode	Values family → Lesson 1 in Nest and Reception → 58-second clip → carpet quotes → plush.	Watch, listen
15–18	6 · Nest to Year 2	The four bands and the AI thread in each.	Spot their age group
18–20	7 · Capture & share	Children document with iPads, print, talk back and share with families.	Photo talk-back, if time
20–24	8 · Beebots & play	From screen to Beebot. Rosie’s Walk.	Program, film, debug
24–31	9 · The playhouse	“Choose your learners. Walk the rooms. Pick moments that fit where they are.”	Playhouse mat or site
31–35	10 · Make Dilon yours	Seven steps; the DCB values card.	Character card
35–42	11 · Check & build	Choose one priority and one step. Full audit, plan and feedback can follow later.	Audit and plan templates
42–45	12 · Families	Home prompts, guidance, a family session. Move your dot.	Family note

SHORT ON TIME?

Leave with one idea, one priority and one step. Finish the detailed card, audit and plan later.

A BEEBOT FAILS?

One person plays the robot; the others give arrow-card instructions.

BOUNDARIES

Check faces, names, voices and context. Offer non-camera roles. No live chatbot with children.



How do you feel about AI in early childhood today?

今天，您对幼儿教育中的人工智能有什么感受？

Say hello to Dilon, then pop a dot in a column. At the end, move it.



Worried

担心



Wary

谨慎



Unsure

不确定



Curious

好奇



Excited

兴奋

Empty column for 'Worried' (担心).

Empty column for 'Wary' (谨慎).

Empty column for 'Unsure' (不确定).

Empty column for 'Curious' (好奇).

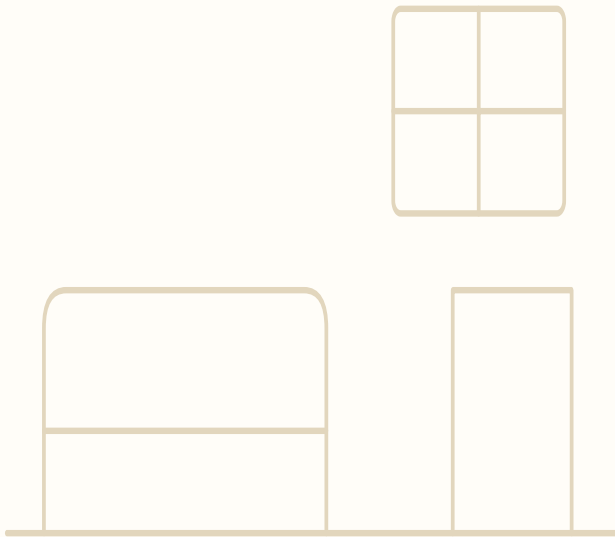
Empty column for 'Excited' (兴奋).

What technology lives in your space?

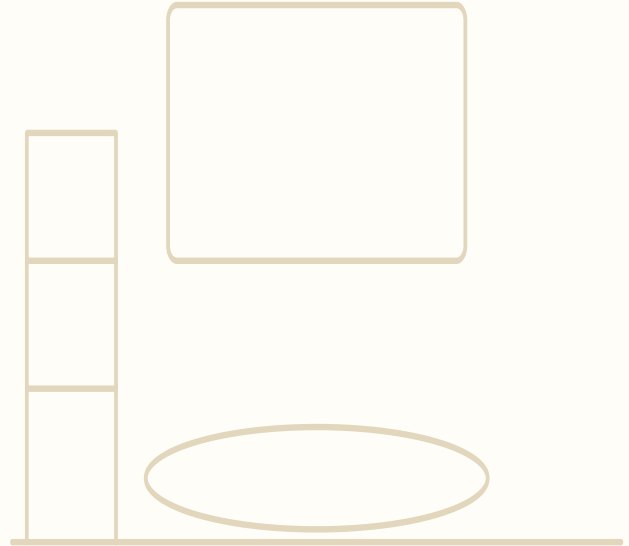
Choose one space, or more. Draw the technology you'd find there, or stick on the stickers from page 5.



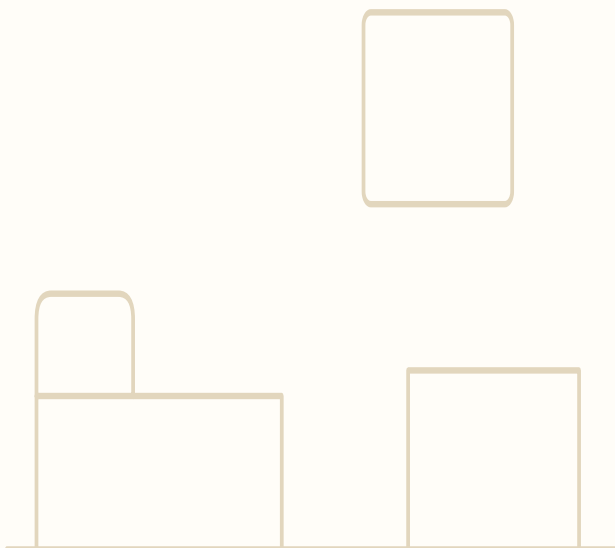
My home



My classroom



A friend's house



Somewhere else



Then tag it: circle anything that **listens**, box anything that **watches**, star anything that **connects** to the internet, and tick anything that **suggests** things.



Tablet



Phone



Smart speaker



TV



Laptop



Game console



Smartwatch



Camera



Doorbell camera



Talking toy



Robot vacuum



Beebot



Walkie-talkie



Remote



Not sure!



Not sure!



Not sure!



Not sure!



Not sure!



Not sure!

What we find shapes what we plan

A tech hunt informs part of our tech plan and our safeguarding policy. For each question, read the sample plan line, then write your own underneath.

Where does it live?	PLAN LINE Every device has a labelled home and a routine for going back, with a station children can see.
Who uses it, and with whom?	PLAN LINE Children use devices with an adult nearby; a safe grip, stand or adapted access; “not sure? grab a grown-up”.
Does it listen, watch or connect?	PLAN LINE Adults check what each device collects and where it sends it, before it reaches children. Photos follow media consent.
What do children need to know?	PLAN LINE Age-specific lessons from Nest to Year 2, carried by a character and repeated through play.
What do families need to know?	PLAN LINE Bilingual family notes, and short sessions on things like AI toys and what never to share.

CHILDREN NOTICE

Finding, sorting and naming the technology around them is the lesson.

ADULTS DECIDE

Which devices come in, what they collect and how they are supervised.

FAMILIES JOIN IN

The same questions go home, in home languages.

Rosie's Walk, with a Beebot



In Pat Hutchins' picture book, Rosie the hen takes a walk around the farmyard, never noticing the fox behind her. Our children first met robots through this story, then programmed Beebots to retrace Rosie's walk.

SET UP · 30 SECONDS

1. Lay the six tiles edge to edge: a line, an L-shape or a loop.
2. The hen house is START (and home again).
3. One Beebot step = one tile (15 cm). A turn is a quarter turn.
4. Press CLEAR before every new program.

THE BUTTONS



Forward one tile



Back one tile



Turn left, a quarter turn



Turn right, a quarter turn



Run the program



CLEAR the memory

NEST & NURSERY

Move a pretend bee by hand, or program one step. Count the presses together.

RECEPTION

Retell Rosie's walk in story order with arrow cards, then program it in one go.

YEAR 1-2

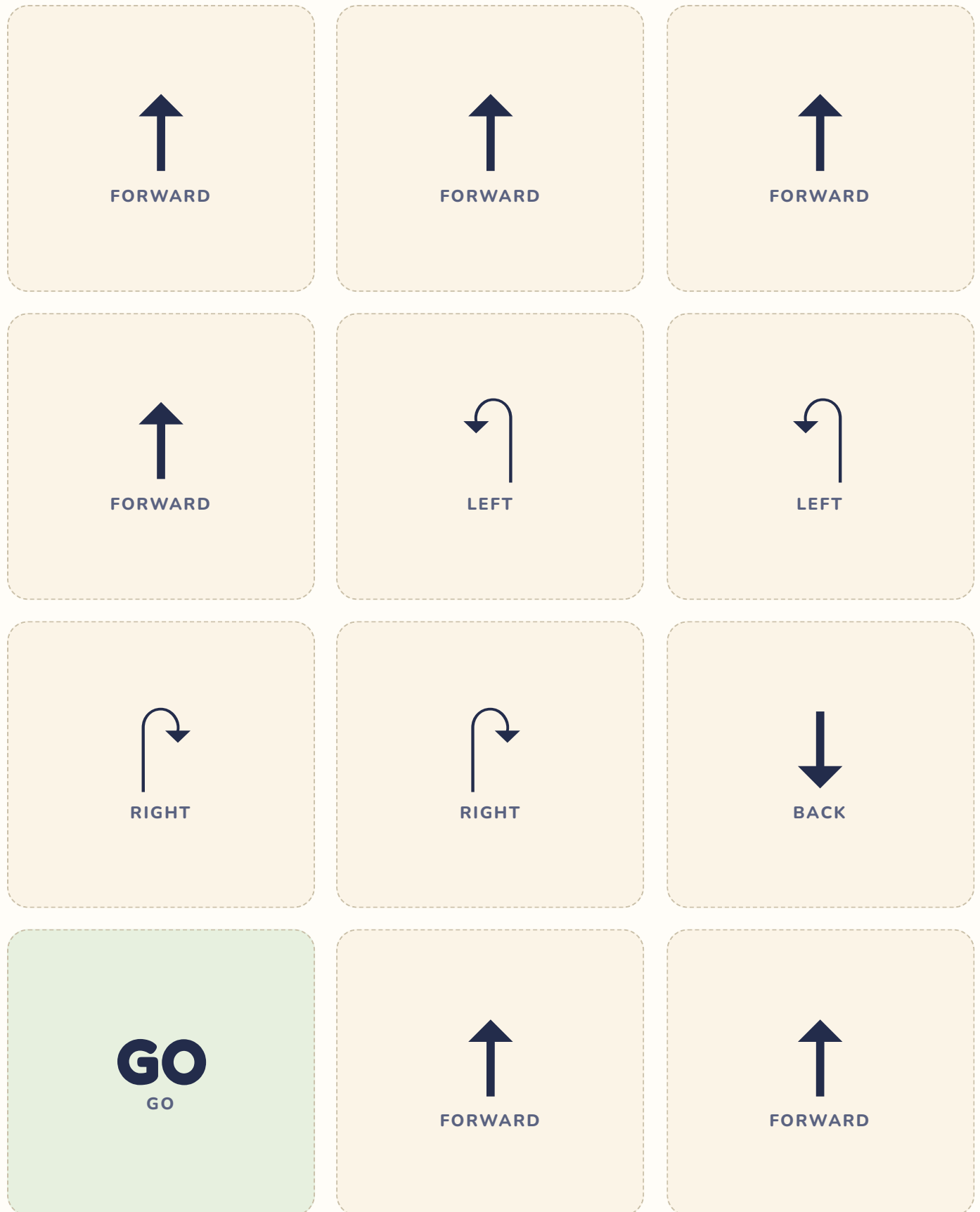
Move one tile to make a new farm. Write a program for a partner. Can they fix your bug?

FILM IT · TWO GENTLE HANDS

An adult-supported volunteer may film, with permission. Offer a drawing or story role instead. Which moment would you share?

TALK ABOUT IT

"How did it know where to go? **Who told it?**"
People programmed it: the seed of "people made it".



START · AND HOME AGAIN

1

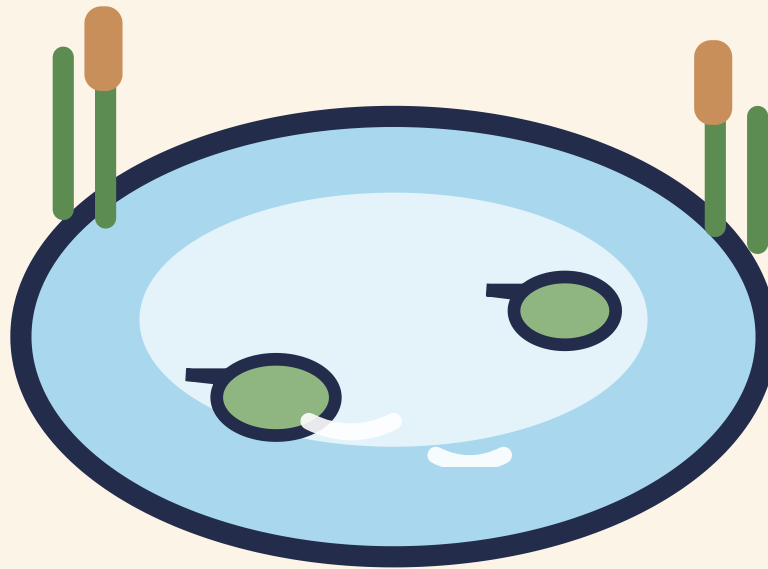


Hen house

鸡舍

✂ 15 cm × 15 cm · one Beebot step

2



Pond
池塘

✂ 15 cm × 15 cm · one Beebot step

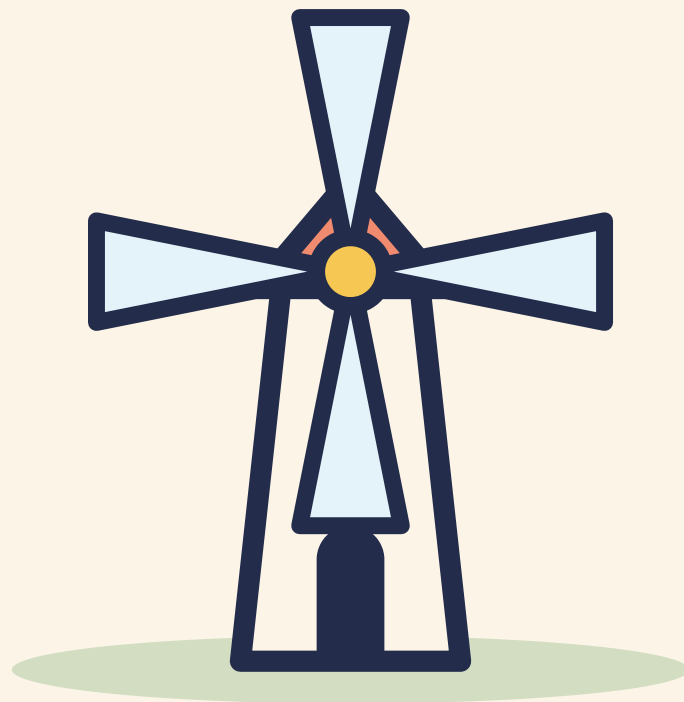
3



Haystack
干草堆

≈ 15 cm × 15 cm · one Beebot step

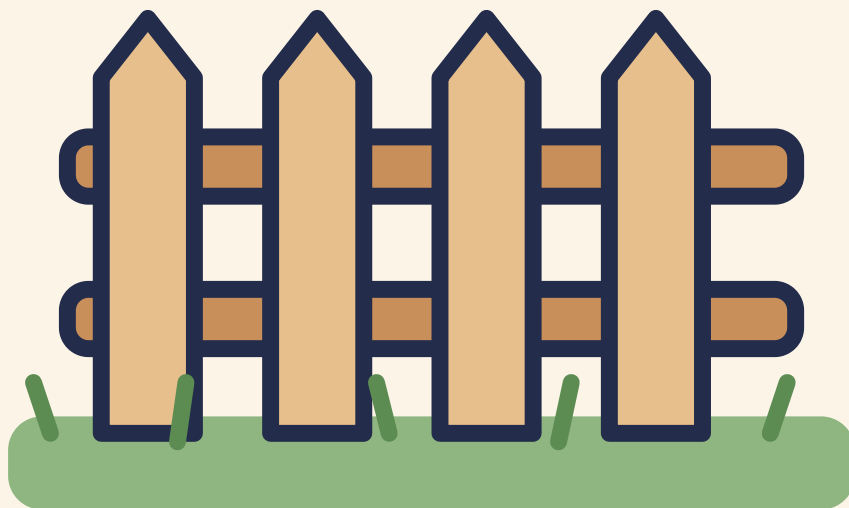
4



Mill
磨坊

≈ 15 cm × 15 cm · one Beebot step

5



Fence

栅栏

≈ 15 cm × 15 cm · one Beebot step

6



Beehives

蜂箱

≈ 15 cm × 15 cm · one Beebot step

Children document. Families see it.

Children use an iPad to capture their own learning. The photos go offline: printed, held, sequenced and explained, and then shared with families. The device captures the moment; the thinking happens with people. *Inspired by Dr Nair Cordoso's Beyond the Screen workshop.*

FOR THE CHILD · ASK, THEN WAIT

- 1. What were you doing here?**
- 2. What happened next?**
- 3. What would you change?**
- 4. Who would you like to show?**
- 5. Is this picture okay to share?**

FOR THE ADULT

- Wait at least five seconds. Silence is thinking.
- Pointing, gesture and acting it out are complete answers.
- Write the child's words exactly, in any language.
- Let children choose which photos are printed and shared.
- Follow your media consent; faces stay off anything that leaves the room.

PRACTISE IN PAIRS

One of you plays the child, one the adult. Pick a photo card, use the prompts, then swap.

Nest & Nursery

The adult holds the iPad; the child points. One printed photo on the carpet.

Reception

Children choose a photo or drawing, using an adapted grip or adult help. Sequence three images.

Year 1–2

A short clip; ask friends first. Photo plus their words go home.

Stick or print a classroom photo here
(no faces)

IN MY WORDS

I WANT TO SHOW

OKAY TO SHARE?

YES

NOT YET

Stick or print a classroom photo here
(no faces)

IN MY WORDS

I WANT TO SHOW

OKAY TO SHARE?

YES

NOT YET

Our playhouse

OUR LEARNERS

Story carpet circle time and books

Home corner role play

Art studio drawing and making

Build & move blocks and Beebots

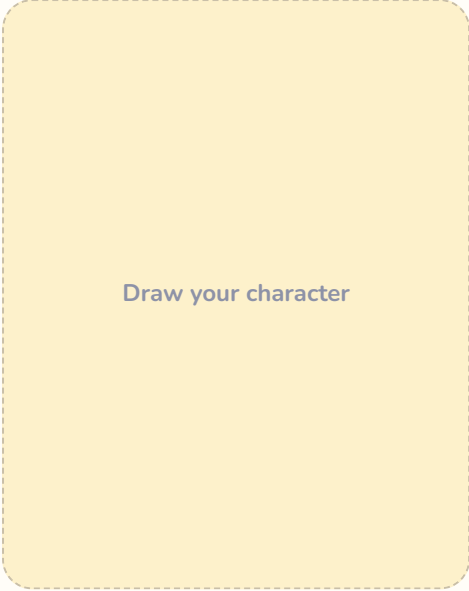
Tech station where devices live

Garden outdoors

In each room, write one technology moment that fits **where your learners are** and **what they can do**. Keep the play first. Circle the one you'll start with, and mark where a child could change it.

Our values friend

The same card DCB uses for every DUCKS values friend. Draw your character, then fill in the card.

 Draw your character	NAME
	ANIMAL OR CREATURE
	THE VALUE OR GAP IT BELONGS TO
	THE ONE BIG QUESTION IT ASKS
I CAN... (WHAT CHILDREN CAN SAY AND DO)	QUESTIONS ADULTS ASK
BOOKS, SONGS AND WORDS THAT MEAN THE SAME	WHERE IT LIVES IN THE ROOM HOW IT SAYS GOODBYE (BECAUSE IT'S PRETEND) FRIENDS IT PARTNERS WITH

Keep it openly pretend: teacher-voiced and scripted, it can't answer back, remember children or follow them home, and it always says goodbye.



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Where are we now?

Reflect on adult provision. This is not an assessment of children or staff. Choose relevant areas; N/A is excluded.

STOP 11 · CHECK

SETTING AND AGE GROUP

HOW I FELT AT THE START



HOW I FEEL NOW



OUR LOWEST AREA

HUNT STICKERS · SUGGESTED TAGS

Verify device model/settings; drawings not counted.

LISTEN

WATCH

CONNECT

SUGGEST

MOVE

♥ Our first paw-step

BY WHEN

WITH WHOM (A ROLE, NOT A NAME)

ONE THING WE ALREADY DO WELL

ONE THING WE WANT TO GROW

Our six areas

Tick adult provision this term. Write N/A beside areas that do not apply or lack evidence; these are excluded from suggestions.

STOP 11 · CHECK

0 · NOT YET

1 · NOTICING

2 · INVITING

3 · EMBEDDED

1. Shared values & stories

Adults connect technology routines to familiar values, stories or another effective approach.

No shared approach to technology values yet.

Adults sometimes connect a routine to a familiar value or story.

Adults plan a shared approach and offer different ways to join.

Adults review and adapt the approach with colleagues, children and families.

2. Tech has a home

Adults provide visible device homes and support safe routines.

No agreed device homes or routines yet.

Adults return devices and sometimes model the routine.

Adults provide labelled homes and support children to join safely.

Adults consistently adapt and review routines for each child's access needs.

3. Play before screens

Adults provide varied play opportunities and consider what a screen adds or displaces.

Technology opportunities rely mainly on screens.

Adults sometimes offer low-tech or pretend alternatives.

Adults plan hands-on alternatives and genuine choices.

Adults review children's participation and adjust the balance of play and media.

4. Capture & share

Adults support children to revisit and share learning within permissions.

Documentation is mainly for adult records.

Adults sometimes revisit documentation with children.

Adults offer photos, drawings or objects and respect sharing choices.

Adults review access and permissions and offer meaningful family sharing routes.

5. Honest, precise language

Adults model pretend framing, uncertainty and checking.

Adults have not agreed how to explain devices or pretend characters.

Some adults model precise language sometimes.

Adults agree phrases and model checking with multiple ways to respond.

Adults review their language and adapt it to children's questions and home languages.

6. Families in the loop

Adults offer accessible two-way communication and respect different family choices.

Communication about technology is mainly reactive.

Adults sometimes share ideas with families.

Adults offer translated or accessible prompts and several ways to respond.

Adults use feedback to adapt practice; attendance or disclosure is never required.





Before the Prompt

Play, trust, and agency in early childhood

Where can we go?

One need, carried by a story, met through play, living in our routines. No children's names or photos.

STOP 11 · BUILD

OUR STRAND

AGE GROUP

THE NEED · WHAT ARE OUR CHILDREN ALREADY MEETING?

A CHILD CAN CHANGE THE PLAN HERE

A CHILD CAN JOIN WITHOUT WORDS BY

 Our first paw-step

BY WHEN

WITH WHOM (A ROLE, NOT A NAME)

Paw-print 1 · This will work because...

Paw-print 2 · One next paw-step could be...

The six steps

Walk the strand through the six steps on the Dilon Lesson 1 adventure map.

STOP 11 · BUILD



1 · Hello

The friend or story that carries it



2 · Hunt

What will children notice in the room?



3 · Watch

The short screen moment, if any



4 · Talk

Your adult prompt, then wait



5 · Home

Where it lives in your routines



6 · Heart

The family echo and the promise



How we'll know it's working

One or two things we'll look and listen for, before and after.



Before the Prompt: Play, trust, and agency in early childhood

Please adjust resources as needed for your campus.

Tim Pyles (www.misterpyles.com)

Our character and ideas

STOPS 9 AND 10

 Draw your character here	NAME	ANIMAL OR CREATURE
	THE VALUE OR GAP IT BELONGS TO	FRIENDS IT PARTNERS WITH
THE ONE BIG QUESTION IT ASKS		
I CAN... (WHAT CHILDREN CAN SAY AND DO)		QUESTIONS ADULTS ASK
BOOKS, SONGS AND WORDS THAT MEAN THE SAME		WHERE IT LIVES · HOW IT SAYS GOODBYE



Playhouse ideas

ROOM · AGE

IDEA FOR OUR LEARNERS

NOTES FROM TODAY



Before the Prompt: Play, trust, and agency in early childhood

Please adjust resources as needed for your campus.

Tim Pyles (www.misterpyles.com)



Tech has a home

THE NEED

Devices at home are everywhere and nowhere. Children need to know technology has a place and a routine.

FROM

Dilon Lesson 1: "Where does it go?"

A STARTING IDEA

A tech station with Dilon, or your own character, watching over it.



Two gentle hands

THE NEED

Caring for the things we share, before children have devices of their own.

FROM

Lesson 1 "Gentle hands", with Responsible Ryan

A STARTING IDEA

Practise carrying a cardboard tablet across the room with two hands.



Is it technology?

THE NEED

Technology can be anywhere: walls, toys, shops and pockets.

FROM

The tech hunt

A STARTING IDEA

A weekly tech hunt with a "not sure" basket.



Not sure? Grab a grown-up

THE NEED

Knowing who your trusted adults are, before you need them.

FROM

Dilon's return-it-to-a-grown-up loop

A STARTING IDEA

A photo wall of "people who help us with technology".



People made it

THE NEED

Every voice in a machine was designed by people.

FROM

The Beebot question: "Who told it?"

A STARTING IDEA

Record a class voice on a talking button. Who made it talk?



Machines can guess

THE NEED

Confident isn't the same as correct.

FROM

Byte and the Blue Cat

A STARTING IDEA

A puppet that sorts by one rule and gets one wrong.



My picture, my say

THE NEED

Children's preferences matter. Adults remain responsible for permissions, privacy and sharing decisions.

FROM

Capture and share

A STARTING IDEA

Children choose which of their photos are printed and shown to families.



Real or pretend?

THE NEED

Talking toys and voice assistants can feel like friends.

FROM

Why Dilon says goodbye

A STARTING IDEA

Use Dilon and a picture of a talking toy. Adults explain which words are scripted and which devices can generate replies; no live AI toy is used.



Our own strand

NAME IT

THE NEED

A STARTING IDEA



Our own strand

NAME IT

THE NEED

A STARTING IDEA



Our own strand

NAME IT

THE NEED

A STARTING IDEA



Our own strand

NAME IT

THE NEED

A STARTING IDEA

Paw-print 1 · This will work because...

Paw-print 2 · One next paw-step could be...

Paw-print 1 · This will work because...

Paw-print 2 · One next paw-step could be...

And the question every plan should answer: where can a child change the plan?



I promise to...

BY

WITH



I promise to...

BY

WITH

This week we played a technology hunt with Digital Citizen Dilon.

Ask your child: “Is it technology? Where does it live?” At home, choose a “home” for one device together and practise a safe grip, stand or adult-supported access. No new screens needed.

本周我们和数字公民 Dilon 一起玩了“找一找身边的工具和设备”的游戏。请问问孩子：“这是人们制作的工具或设备吗？它的‘家’在哪里？”在家里，可以和孩子一起为一件电子产品选一个固定的“家”，并练习安全拿稳，或使用支架及成人帮助。不需要增加屏幕时间。



Six small things families can do

1 · A home for technology

Choose one spot where devices live and charge, and put them back together.

给电子产品一个固定的“家”。

2 · Safe, supported handling

Use a safe grip, stand or adult help to suit your child.

轻轻拿稳；按需要使用支架或请成人帮忙。

3 · Talking toys and speakers

Children never share their name, address, school or photos with them; grown-ups check the settings.

不向玩具或音箱透露名字、地址、学校或照片。成人负责检查设备、隐私设置和监督使用。

4 · Pretend is pretend

It's fine to love characters and still say, “People made it say that.”

是谁让它这样说的？

5 · Look at their photos together

“Show me what you made.” Then: “Is this picture okay to share?” Please don't post photos that include other children.

能给我看看你做的东西吗？请不要把有其他孩子的照片发到网上。

6 · “I'm not sure, let's check”

When a speaker or app answers, wonder aloud: “How could we check?”

我们怎么查一查对不对？

Technology includes human-made tools and devices, not only electronics. Toys can also be machines. Please check Chinese wording locally. 工具和设备不限于电子产品；玩具也可能是机器。