



Discover **The D.O.G. Programme**

Dedicated Online Guardians

A story-led approach to
early online safety and digital
wellbeing for children aged 5–7.



Prepared by
Samantha Meghawry
Little Star Design Studio

 thedoguk.com

A useful first look — not just a brochure

Use this pack to decide whether the language, stories and activities feel right for your children and setting.

WHAT YOU CAN EXPLORE

- What The D.O.G. teaches
- How a session works
- A curated Miss Information excerpt
- A Story Time & Discussion sample
- A family take-home activity
- Early pilot learning



READ

Share the story pages and notice where children become curious.



DISCUSS

Try the sample questions with the communication support your setting uses.



PRACTISE

Use the take-home challenge to turn an idea into a safe action.



REFLECT

Consider pacing, sensory needs, vocabulary and adult support.

This is a sample from the full D.O.G. programme

The full D.O.G. programme includes access to all five digital stories, facilitator guidance, session plans, games, printables and family resources.

Confidence before certainty

Young children do not need every answer. They need confidence to pause, notice uncertainty and ask for help.

Online safety is a human skill

Children's digital experiences are shaped by feelings, relationships, confidence, kindness and knowing when to seek help - not only by devices and settings.



STORY-LED

A character and a problem create a safe, memorable starting point.



PLAY-BASED

Movement, sorting, making and role play turn ideas into action.



CONVERSATION-LED

Adults model curiosity, calm language and asking for help.



NON-SHAMING

Children practise a safer next choice instead of being tested on perfect behaviour.

PAUSE • THINK

Then choose the action that fits:
CHECK • ASK • PROTECT • BLOCK & TELL • RESET

Five connected missions

Each week introduces an everyday online-safety theme while revisiting the same calm decision routine.



Misinformation

|| PAUSE • THINK + CHECK

Stop, notice the clues and check with a trusted source before believing or sharing.



Sharing & consent

|| PAUSE • THINK + ASK

Think about feelings and privacy, then ask before sharing words, photos or information.



Passwords & privacy

|| PAUSE • THINK + PROTECT

Keep personal details private and use strong passwords that are hard for others to guess.



Online gaming

|| PAUSE • THINK + BLOCK & TELL

Leave unsafe behaviour, block the player and tell a trusted adult what happened.



Screen-time balance

|| PAUSE • THINK + RESET

Notice how screen time feels, pause the activity and choose something that helps you reset.

FINAL SHOWCASE

Children guide their families through the missions and explain what they have learned.

What schools receive

A connected set of story, classroom and family resources designed to make delivery straightforward.

Your school receives a printed teacher guide and digital resources. We encourage schools to purchase printed storybooks where possible. Digital stories are provided for classroom screen use only, to share with larger groups. Resources are supplied digitally to keep costs low, so schools can print as many copies as needed and run sessions throughout the year.

PRINTED BOOKS ARE OPTIONAL

We encourage schools to purchase printed storybooks where possible. Order separately at thedoguk.com.

A LOOK INSIDE MISSION 1

Examples from the current facilitator pack



01

FIVE DIGITAL STORIES

For classroom screen use only, to share stories with larger groups.

02

PRINTED TEACHER GUIDE

A printed guide with session plans, story prompts and teaching notes.

03

GAMES & PRINTABLES

Digital files to print as often as needed for sessions throughout the year.

04

FAMILY CONNECTION

Take-home resources and support for the final shared showcase.

READY TO TEACH

The story, classroom practice and family activity work together — while leaving room for each setting to adapt communication, pace and support.



The D.O.G. supports selected areas of early online safety and digital wellbeing and is designed to complement, rather than replace, a school's wider Computing, Relationships and Health Education, safeguarding and online-safety provision.



MISSION 1



Misinformation

Teaching children to question what they see online.



Miss-Information

Always Ask a Trusted Adult



Samantha Meghawry &

PAUSE • THINK + CHECK



Miss Information

Read from top to bottom. Genuine facilitator prompts follow in the programme sample.

Before long, Fizz and Pixel were glued to the screen, watching videos of Spanish teachers, cartoons in Spanish, Spanish foods, Spanish songs, Spanish holidays; there was so much.

"Oh boy," said Pixel. "I think we had better ask Mum. How do we know which is the best one to look at?"

Fizz replied, "No, Pixel, we can do it ourselves; let's try this one."

With that, a video of a young girl sitting at her desk appeared on the screen.

"Look Pixel," whispered Fizz. "She is called Miss Information, she must be good, she has lots of videos and loads of likes."

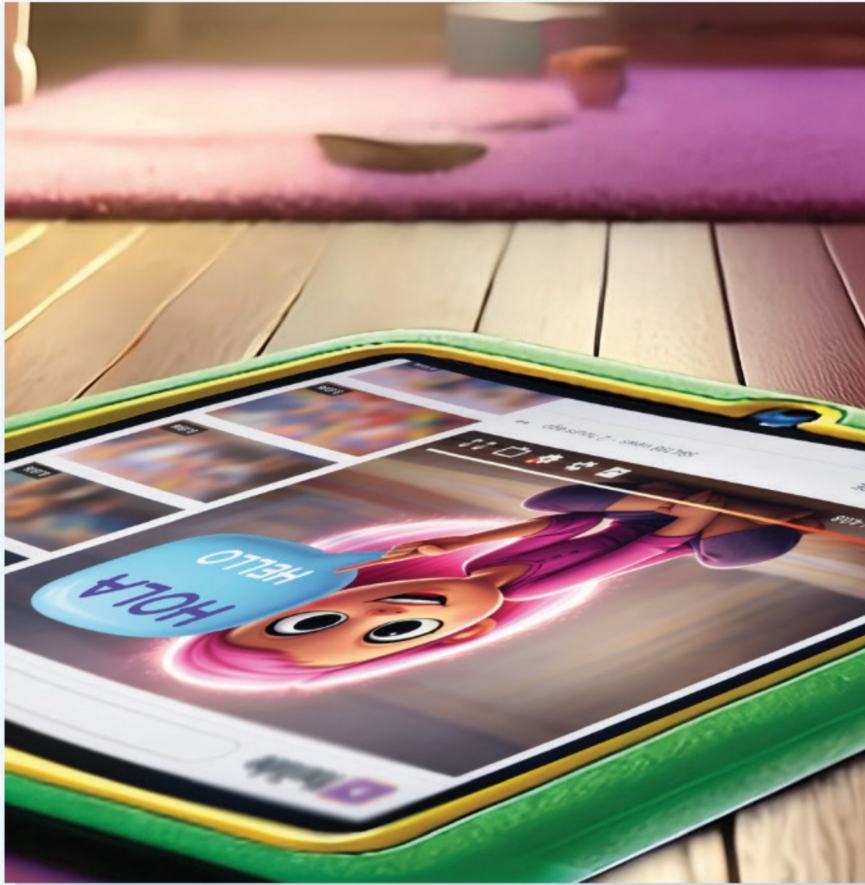
The title of the video was **"I can teach you Spanish words."** She started by saying **"Hello"** and then said, **"Hola!"**

The words appeared on the screen.



Miss Information

Read from top to bottom. Genuine facilitator prompts follow in the programme sample.



"Hola?" repeated Pixel.

"That means hello," said Fizz. "Aunty Nikki already taught me that."

The video continued, the girl went on, and the Spanish words appeared again on the screen.

"Fizz, why does she have her fingers crossed?" asked Pixel. "Do you think she is telling the truth?"

Pixel felt they should talk to Mum. He had been told to always ask a trusted adult if he was unsure of anything he saw or read online, but Fizz was so sure it was all okay.



MISSION 1

Misinformation



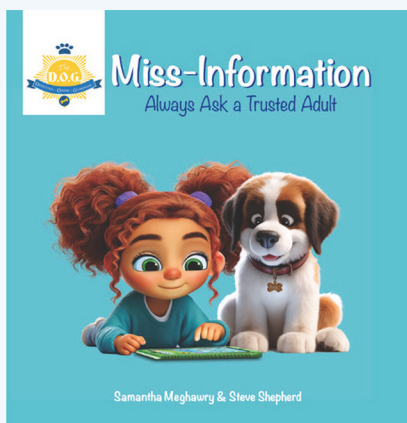
Story Time and Discussion

10-15 MINS

READ THE STORY

Read today's story:

MISSION 1 – MISS-INFORMATION



Read with expression. Encourage children to notice when Pixel begins to question whether the video can be trusted.

DISCUSSION PROMPTS

- What did Fizz see online?
- What made Pixel question whether it was true?
- Why did Pixel think Fizz should ask Mum?
- What would you do if you were not sure about a video?
- Who can help us when we are not sure online?

TEACHER TIP

If a child shares a personal experience, respond calmly and listen without probing. If they raise a safeguarding concern or make a disclosure, follow your setting's safeguarding and child-protection procedures and report it to the DSL as appropriate. Remind children that they can always talk to a trusted adult.

KEY POINTS TO HIGHLIGHT

Information can be wrong

People can make mistakes, mix details up or change content.

It is OK not to be sure

If something feels strange or surprising, pause.

Ask a trusted adult

Trusted adults can help us check information.

Pause – Think – Check

This routine helps us make safer choices online.





MISSION 1

Misinformation



Activity 1: Is It Real?

7-10 MINS

ACTIVITY OVERVIEW

Children decide whether each image looks like a real photograph, something made or changed, or whether they are not sure.



YOU WILL NEED

- **Activity 1 - Is it real picture cards + Discussion Key.pdf**
- **Activity 1 - Sorting Mats.pdf**
- One set for the class or each group
- Optional whiteboard or flip chart
- Use four cards for the 45-minute route

HOW TO PLAY

- 1 Show one picture card.
- 2 Ask whether it looks real, made or changed, or whether children are not sure.
- 3 Children place, point to or name their choice.
- 4 Invite them to explain the clues they noticed.
- 5 Praise 'not sure' as a careful choice.

DISCUSSION STEMS

- How could we check?
- What do you notice?
- Could it have been changed?
- Who could help?



TEACHER TIP

Clues can guide thinking but may not prove what is true. Do not rush the answer. If unsure, ask a trusted adult and compare another reliable source.





Week 1 Take-Home Activity

All take-home sheets are supplied in black and white at A4 size to make printing and copying as cost-effective as possible.



WEEK 1: NOT EVERYTHING WE SEE ONLINE IS TRUE

This week we explored:

- Real and fake images
- Storytelling truth and lies
- Critical thinking
- What to do if you're not sure

We asked questions:

- Is this real? Who do I ask?
- Why is this trying to catch my attention?
- Why might someone change or create an image?
- What should I do before reacting?

People I can talk to:

IMAGE DETECTIVE CHALLENGE

STEP 1
Find an advert
or image

STEP 2
Ask together:
"What is this trying to
make us do or feel?"

STEP 3
Look for:
☐ Bright colours
☐ Exciting pictures
☐ Funny or silly images
☐ Feeling words

There are no right or wrong answers — just notice and talk together.

EXTRA CHALLENGE:

Design a Welcome Banner

Find the word:
HELLO or WELCOME
in another language.

Use:

- A book
- A trusted adult
- A trusted website with an adult

Then decorate your banner with:

- Patterns
- Pictures
- Big lettering
- Colours

My word is: _____

Young children do not need complicated conversations about fake news yet.
Helping them to pause, notice, question and talk builds the foundations for safe online habits later.

PAUSE • NOTICE • QUESTION • TALK

What the pilot showed

Promising qualitative evidence from one five-week primary-school pilot — this has been incredibly useful for learning and development, but it's not yet statistically generalisable.



Children engaged strongly with stories, characters, movement, puzzles and practical tasks — then carried shared safety language from one session to the next.



ENGAGEMENT

Children joined in, talked about choices and responded to hands-on tasks.



RECALL

Ideas and language reappeared in later sessions and activities.



APPLICATION

Children used concepts in games, discussion and practical challenges.



CHILDREN AS TEACHERS

At the showcase, children explained the five missions to their families.



NEXT STEP

Could The D.O.G. work in your setting?

Use the sample with a small group. Notice what children attend to, what language they understand and what support helps them respond.

FOR USE ACROSS DIFFERENT SETTINGS

D.O.G. was created for children aged 5-7. With appropriate adaptation by the setting, some elements may also support learners working at EYFS or KSI levels. Children can respond in ways that suit their individual communication needs, including speaking, signing, pointing, drawing, acting or selecting symbols. Each setting knows its learners best.

We welcome your feedback and use it to continually improve our programme and resources. If you have any comments, suggestions or experiences to share, please get in touch at:

hello@thedoguk.com

READY TO BRING THE D.O.G. INTO YOUR SCHOOL?

Register your interest or send a programme enquiry

thedoguk.com



Created and developed by
Little Star Design Studio Ltd