

Status: draft — grounds in [handoff/context/c4sight-schools-positioning-and-pricing.md](#) (prices, taster rules, credibility set, safety promise), [handoff/context/c4sight-schools-sessions-and-lessons.md](#) (Spine A, lower primary), [deliverables/lessons/primary-k-2-lesson-plan.md](#) (the series' core lesson), [deliverables/activities/interactive-activities-and-tool-spec.md](#) (A.4 Teach the Puppet, adapted here as "Teach the Puppy"), and [deliverables/tangibles/curriculum-alignment-matrix.md](#) (F-2 codes, verified). Public-facing once the contact block is resolved. Strip this Status line and the closing "Open questions" section before PDF.

The Computer Puppy

A computer is like a brand-new puppy — it only knows what we teach it.

Lower primary · Pre-primary to Year 2

Free preview — C4Sight

What this series is

The Computer Puppy is C4Sight's AI incursion series for Pre-primary to Year 2. It gives the youngest students a correct first mental model of artificial intelligence, built on an idea they already understand: a brand-new puppy knows nothing until somebody teaches it.

Children this age are already growing up around AI — in the smart speaker at home, in the photos app, in the toys that talk back. Most of them will meet it as magic. This series replaces "magic" with something true and useful, in words a five-year-old owns by the end of the session.

The arc is fixed, and every lesson in the series follows it:

1. **It knows nothing.** A computer starts out empty, like a puppy on its first day. It cannot tell a cat from a dog.
2. **We teach it.** The class shows it examples, over and over. It gets better in front of them. That is what "training" a computer really is.
3. **It gets it wrong.** Shown something in between — a rabbit — it answers loudly, confidently, and wrongly. The room laughs. This is the moment the whole lesson is built around.
4. **Why?** Because it only knows what we showed it. It was never silly and it was never thinking. It did its best with the only things it knew.
5. **So who is the boss?** We are. We chose what to teach it, so we are in charge of it — and that includes the children.

The one big idea: a computer only knows what people teach it, so the people are the boss — and that means you.

Who is in the room. Two presenters, and the pairing is the point: a working AI practitioner — he runs a Perth studio building AI automation for commercial clients, studies law at UWA, and produces C4Sight, a public AI explainer series — alongside a TRBWA-registered teacher who runs the mat, the pace and

the hands-on activities. One brings the real machine and the honest answers; the other makes it work for a room of five-to-eight-year-olds.

The safety promise, stated plainly. This is how every C4Sight session runs, without exception:

- No student devices. Everything hands-on is unplugged or driven by the presenter.
- No student data is entered into any system. Ever.
- No student images are captured, saved, or shown.
- A school staff member is present throughout.
- The camera frames the cards and objects the class holds up — never children's faces.
- The tool runs on the presenter's own device and hotspot, never the school network, and the classifier runs fully offline.

Run this yourself: Teach the Puppy

You do not need us in the room to give your class the heart of this series. Here is one complete activity from the series' library, adapted so you can run it on your own, with things already in your classroom, in 15 to 20 minutes. It is the whole arc — knows nothing, we teach it, it gets it wrong, we're the boss — with a soft toy standing in for the computer.

Time	15–20 minutes
Group	Whole class, on the mat
Year levels	Pre-primary to Year 2
What it teaches	A computer starts out knowing nothing, learns only from the examples people give it, gets things confidently wrong when something was left out — and people are the boss of it.

Materials

- **One soft toy or hand puppet** — this is your "computer puppy." A toy dog is perfect (the series is called The Computer Puppy for a reason), but any class favourite works.
- **A clear jar or box** — the puppy's "brain," empty at the start.
- **A handful of counters, blocks or pom-poms** — what the puppy learns, dropped into the brain one at a time.
- **Picture cards in two categories: about six CATS and six DOGS.** Printable suggestions: one animal per card, roughly A5, bold and simple — a clear side-on cat or dog, no busy backgrounds. Print simple clip art, draw them with a marker, or cut them from a magazine. If you laminate a set, it will serve this activity and plenty of other sorting games.
- **One in-between card, kept hidden: a RABBIT.** Choose a fluffy, upright-eared rabbit — cat-ish enough that the mix-up feels fair, obviously not a cat. This card is the heart of the activity.

Before you start

Sit the puppy where everyone can see it. Put the empty brain jar beside it and show the class that it is empty. Keep the cat and dog cards in two piles within reach, and keep the rabbit out of sight — the surprise is the lesson.

How to run it

1. **It knows nothing (about 2 minutes).** Introduce the puppy as a computer that has just been switched on for the very first time. Hold a cat card up to it and give the puppy a small, lost voice: *"I... don't know what that is. Nobody has taught me anything yet!"* Point to the empty jar: its brain has nothing in it. Land the first idea — a computer starts out empty.
2. **We teach it (6–8 minutes).** Children take turns holding a card up to the puppy while the whole class calls out "CAT!" or "DOG!" Each time, drop a counter into the jar — the class can watch the brain filling up with what they taught it. After a while, the puppy starts getting them right, and it is delighted with itself. Keep the class in it: *"How many examples has it seen now? Is it getting better?"* Give a turn to as many children as you can — holding a card re-anchors a drifting child faster than a question.
3. **Uh oh — it gets it wrong (about 2 minutes).** Bring out the rabbit. The puppy answers loudly and with total confidence: *"CAT! Easy!"* Let the laugh land. Do not rush to fix it. *"Ohh, it is SO sure. Is it right? ...It is not, is it!"*
4. **Why did it get it wrong? (2–3 minutes).** Unpack it together, simply: *"What did we ever show the puppy? Only cats. And only...? Dogs. Did we EVER show it a rabbit? No! So it did its best with the only things it knows."* The puppy is not silly and it is not in trouble. It only knows what we taught it.
5. **Who is the boss? Then debrief (3–4 minutes).** *"Who taught the puppy? WE did. Who chose the cards? WE did. So who is the boss of the computer — the computer, or us?"* Then run the debrief below.

The spoken teaching point — say it out loud, exactly here

"The puppy only knows what we teach it. If we forget to teach it about rabbits, it can't know about rabbits. We're the boss of the puppy — and one day, you'll be the boss of real computers too."

Debrief questions

- "Did the puppy know anything before we taught it?" (*Looking for a big NO.*)
- "How did it learn? What did we have to do?" (*Show it examples, lots of times.*)
- "Why did it call the rabbit a cat?" (*We only ever showed it cats and dogs.*)
- "Point to who is the boss of the computer." (*Looking for children pointing at themselves.*)

Close with the one fairness line this age needs, and no more: **"A computer is only as good as what we teach it."** Say it once, let it sit, and finish on: *"and that means you are the boss too."*

If it wobbles

- **Over-excited class:** take the cards yourself and slow the tempo; have the puppy speak only at the big moments.
- **A child is upset the puppy got it wrong:** *"The puppy's not in trouble — we just forgot to teach it something, and now we know."*
- **Keep the puppy's voice gentle.** It never mocks a child's answer, and neither does the activity.

That is the real thing — the same arc our incursion is built on, and the same idea, honestly taught. If your class leaves knowing a computer only knows what people teach it, this pack has done its job.

What the full incursion adds

The activity above works, and we are giving it away because it works. Here is what changes when C4Sight comes to your school.

The machine itself. In the incursion, the puppy is real. Our TEACH IT tool goes up on the big screen: a live image classifier that genuinely starts out knowing nothing. Your class trains it themselves — children hold cards up to the camera, the whole class calls the answers, and confidence bars move on screen as it learns in front of them. Then it meets the in-between object and is confidently, hilariously wrong, with a big sure number next to the wrong answer. Your class does with a real computer exactly what they did with the soft toy — and watching a genuine machine learn, then fail, lands in a way no toy can.

Two presenters, working as a pair. A working AI practitioner drives the tool and answers the "but how does it really know?" questions honestly, while a registered teacher runs the mat, the wiggle break, the turns and the pace. Neither role works alone with this age group; together the room hums.

The full arc, shaped for this age. A 40-minute lesson built for lower-primary bodies and attention spans — including the deliberate mid-lesson wiggle — with more activities in reserve (sorting games, a robot-copying game, and the reliably funny "program the human" fallback), a vetted under-three-minute video with its framing question, and adjustments on the fly for Pre-primary versus Year 2.

The teacher resource pack. Booked sessions include a pack you keep: a pre-session primer with the handful of words worth introducing first, a teacher-facing version of the run sheet, post-session follow-up activities that need no technology, the vetted video links, and the full F-2 curriculum alignment mapping.

The safety promise, built in. The tool is designed around the promise, not the other way round: the camera frames cards and objects only, nothing is recorded or saved, and the classifier runs fully offline on the presenter's own device and hotspot.

Curriculum connections (Australian Curriculum v9)

An incursion connects to and enriches the curriculum — it does not deliver it, and we will not pretend otherwise. A 40-minute session cannot teach a content descriptor to the achievement standard; what it gives you is a vivid, correctly-modelled encounter your own teaching can build on. The strength ratings below are deliberately conservative. (Foundation is Pre-primary in WA; the codes below are the same ones SCSA implements.)

Code	Descriptor (AC v9, verbatim)	How the series connects	Strength
AC9TDIFK02	represent data as objects, pictures and symbols	The class is the data source: the held-up picture cards are literally the examples the machine (or the puppy) learns from. "Data can be a picture" becomes something children do with their hands.	Direct
AC9TDI2K02	represent data as pictures, symbols, numbers and words	The cards are pictures, the category names ("cat," "dog") are words, and the on-screen confidence bars are numbers — three representations of the same thing, live.	Direct
AC9TDIFK01	recognise and explore digital systems (hardware and software) for a purpose	Students watch a real digital system — laptop, camera, tool — used for one clear purpose, and see it work, then fail.	Enriches
AC9TDI2K01	identify and explore digital systems and their components for a purpose	The lesson names the parts out loud: the camera that "sees," the computer that decides, the screen that shows the answer.	Enriches
AC9TDI2P02	follow and describe algorithms involving a sequence of steps, branching (decisions) and iteration (repetition)	The unplugged games are algorithms acted out: step-by-step instructions followed exactly, repeated examples, and a decision each time.	Enriches
AC9TDI2P03	discuss how existing digital systems satisfy identified needs for known users	"Is it right?" is a first, age-appropriate evaluation: did the tool do the job it was built for, and how do we know?	Enriches

The heaviest curriculum work sits in three general capabilities (which carry no descriptor codes in v9): **Digital Literacy, Critical and Creative Thinking** (the children work out *why* the puppy got it wrong), and **Ethical Understanding** (the lightest touch: it is only as good as what we teach it, and people are responsible for it). The session is also built to sit inside the **Australian Framework for Generative AI in Schools** — its privacy, safety, fairness and accountability principles are the reason the safety promise reads the way it does.

The free activity in this pack touches the same descriptors the same honest way — your card sort is AC9TDIFK02 in action. The descriptor-by-descriptor mapping for the whole session ships in the teacher resource pack with a booking.

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Bring The Computer Puppy to your school

The series is delivered as an incursion, sized to fit how your school actually runs. All prices exclude GST. Perth metro; travel is free within 30 km of the Perth CBD.

Product	Format	Capacity	Price
Taster	30 min, one class or assembly	Any	Free
Single Year Group	2 × 60 min sessions, one presenter	Up to 60	\$950
Half Day	3 sessions	Up to 90	\$1,750
Full Day	5 sessions + free 45 min after-school staff briefing	Up to 150	\$2,850
Term Program	6 weekly sessions with one year group, ends in a showcase	One year group	\$7,500

Single Year Group, Half Day and Full Day bookings include the teacher resource pack — the pre-session primer, post-session extension activities, and the curriculum mapping.

The free Taster, and how it works. We will bring the tool and run the real thing for one class or an assembly, free, for 30 minutes. Two honest rules, so you know exactly what you are agreeing to: it is **one per school, ever**, and it **only runs with a decision-maker in the room** — Principal, Deputy, or your Digital Technologies coordinator. The Taster exists to show you the real thing, and it ends with us booking a conversation about whether a paid visit makes sense for your school. If it does not, no hard feelings — your class still got the puppy.

Teaching Years 3 to 6? The upper-primary series is **Who Taught the Machine?** — its free preview pack is a separate download.

Book, or ask us anything:

→ caleb@c4studios.com.au · c4studios.com.au

C4Sight · Perth, Western Australia

Open questions for Caleb (internal — remove before PDF)

1. **Contact block.** The CTA dead-ends into the placeholder until the brand/channel decision lands. This is the only thing blocking publication.
2. **"Teach the Puppy" rename.** I adapted library card A.4 ("Teach the Puppet") and renamed it "Teach the Puppy" for this pack, leaning into a soft-toy dog as the prop — which also answers the activities doc's open question about whether a puppet is on-brand, at least for this series. Confirm you are happy with the rename and framing.
3. **Printable card sheet.** The pack tells teachers how to make their own cat/dog/rabbit cards, which genuinely works. A designed one-page printable card sheet bundled with the PDF would lift the download's perceived value — worth a later design pass?
4. **Presenter naming.** I used roles and the verifiable credibility set, not names, since the public brand presentation is unsettled. Confirm whether packs should name the presenters.

C4Sight is a C4 Studios venture · Caleb Scott · ABN 26 477 523 297 · Perth, WA