



PRINTABLE LESSON

The Scared Sheep

A lesson in what running costs the people you run from



One complete lesson from The Sing Me a Fable Lesson Book

Ages 4 to 8 . Printable . 26 lessons in the full book

singmeafable.com



The Scared Sheep

Fable C from Sing Me a Fable – a lesson in what running costs the people you run from

AGE	LENGTH	SUBJECT	GROUP
4–7 (Pre-K to Year 2)	30–40 minutes	PSHE · SEL · Speaking	Whole class, then pairs

Learning objective

Children understand that being frightened is not the fault, and that the cost of running is paid by whoever was standing next to you.

You will need

The fable, read aloud Ten paper sheep A board or table top A small cardboard mound Poster C to colour

Stand the ten paper sheep in a flock on the board and put the mound at one end. One sheep should be marked so the class can follow him.

Before the story

4 minutes

Stand the flock on the board where everyone can see it, with the marked sheep in the middle of the others and the mound off to one side.

Ask: “Is it wrong to be frightened of something?”

Then: “Keep your answer. It is not the question this fable asks, and we will find the real one.”

Read the fable

5 minutes

Read fable C aloud. Each time the sheep hides, move him behind the mound and take one other sheep off the board. Do not put any of them back.

By the last stanza the marked sheep is safe behind the mound and the board is empty. Nobody has to explain that. Let it sit.

Talk about it

10 minutes

1. Was the sheep wrong to be frightened, or wrong to run? Those are different questions.
2. The ones who stayed did not win either. So what did staying get them?
3. At the end he is safe and alone. Is safe still the right word for it?

Question 1 is the point of the whole lesson. Fear is not the fault in this fable and children must not be taught that it is. What the sheep chose to do with his fear is the fault.

Main activity: The flock on the board

12 minutes

1. Stand all ten sheep back on the board with the marked one in the middle.
2. Read a situation from the teacher's sheet. Each has a running answer and a staying one.
3. The class votes, hands up, run or stay. The class decides, not you.
4. Stay: every sheep stays on the board. Run: the marked sheep goes behind the mound and one other sheep comes off.
5. After the third situation, stop and ask who is left standing next to the marked sheep.
6. At the end, ask whether any of the sheep who came off can be put back, and how.

Do not let a child be named as the frightened one, and do not use a real example from your room. The sheep carries this, which is the whole reason the animal exists.

Plenary

4 minutes

“Nothing bad ever happened to the sheep. So why is the field empty at the end?”



Play it together

Put the game on the board. At every choice, stop, let the class vote, then press the card they chose.



Scan to play

OPEN IT

singmeafable.com/arcade/fergus-the-scared-sheep

UNLOCK WORDS

WAITING FOR

CHOICES

6, about 2 minutes of play

Level 1 · The Howling Wind



Trembling in the Meadow

A Dive under the little bush and hide.

B Take a breath and stand beside Rufus. ✓



The Shadow in the Mist

A Step in front of Bella and look closer. ✓

B Run away as fast as you can.

Level 2 · The Deserted Fields



Wolves at the Gate

A Run into the mist and leave them to it.

B Take a bucket lid and stand with Rufus. ✓



The Lonely Dawn

A Follow the hoofprints in the mud. ✓

B Pull your wool over your eyes and cry.



The last level, and what to ask

The tick marks the choice that earns the stars. Keep this page to yourself while the class votes.

Level 3 · A Friend Who Stays



The Mist Crossing

- A Run back to your hiding hole.
- B Push the log across and make a bridge. ✓



Standing Together

- A Smile and hold hooves with your friends. ✓
- B Jump at the butterfly and knock everyone over.

Ask at every choice

Before pressing: “Which card would you press, and why?”

After it plays out: “What changed because of that choice? What would the other card have done?”

How it joins the lesson

The main activity, **The flock on the board**, takes the same lesson off the screen and into the room. Play the game first, so the class has already watched both kinds of choice play out before they make one themselves.

Every choice plays out and nothing is timed, so a wrong vote is something to talk about, not a failure. Stars at the end of each level show how many right choices the class made.



Six situations to vote on

Read the left column aloud only. The right column is what staying sounds like.

THE SITUATION, AS THE CLASS HEARS IT	WHAT STAYING SOUNDS LIKE
Somebody is being unkind to your friend and you could walk away.	"Come on, we are going over there."
You broke something with two others and only you were seen leaving.	"We all did it. I am not going to say it was them."
Your friend is last to be picked and you are already on a team.	"Can she come on ours? We have space."
Somebody is on their own at lunch and everyone can see it.	"Sit here. There is room."
A group is laughing at somebody and you are in the group.	"That is not funny. Stop it."
You are scared of the big slide and your friend wants to go.	"I am scared. Will you go first and wait for me?"

The last one is the important one. Courage is not the absence of fear, and the brave answer there says so out loud. Do not let it get skipped.

The line, in one sentence

Being frightened is not the fault. Leaving somebody in it is.

Give the class that sentence at the end, never at the beginning.

Adapting for your class

Age 4 · Pre-K. Three situations, and use toy animals instead of paper so a child can move them.

Ages 5–7 · K to Year 2. Run it as written.

Ages 7–8 · Year 3. Add the hard case: is it ever right to walk away? It is, and they should work out when. The answer usually turns on whether you go and get somebody.

Mixed ages: pair an older child with a younger one and give the older one the job of asking, not answering.

What children take away

- **Fear is not the fault.** Every child in the room has felt it and none of them should be told it is wrong.
- **Running costs somebody else.** The sheep is safe and the flock is gone.
- **Courage is often small.** Sitting next to somebody is most of it.
- **Asking for help is brave.** Going to get an adult is not running away.

If you have more time

- **Colour the poster.** While they work, ask what the sheep should have done at the very first howl.
- **Sing it.** The fable's song with on-screen words runs about 90 seconds.
- **Play it.** The browser game lets the child choose, twice a level, whether the sheep runs or stays, and each choice plays out in the meadow.

Where this fits

One of twenty-six lessons, one for each letter and one character trait each. A week at a time, the set covers a school year. All twenty-six songs and the printable posters are free at singmeafable.com.

Curriculum links. PSHE and SEL: courage, friendship, standing by others, naming feelings. Speaking and listening: justifying a choice. Literacy: letter recognition, traditional tales, cause and effect.