



PRINTABLE LESSON

Harry the Hasty Hare

A lesson in what waiting actually earns



One complete lesson from The Sing Me a Fable Lesson Book

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

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Harry the Hasty Hare

Fable I from Sing Me a Fable – a lesson in what waiting actually earns

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

“Good things take time to grow and last; the ones worth having don’t come fast.”

Learning objective

Children can tell the difference between something rushed and something ready, and understand that pulling too soon costs more time than it saves.

You will need

The fable, read aloud

An egg timer or sand timer

A covered bowl or box

Poster I to colour

The song (optional)

Before the story

4 minutes

Put something under the covered bowl – a small toy, a sticker, anything. Set the timer for one minute and tell the class they may look the moment it runs out, not before.

Ask, while it runs: “What’s the hardest part of waiting – not knowing, or knowing and having to wait anyway?”

Somebody will peek early. Let it happen without comment – you will come back to it.

Read the fable

5 minutes

Read fable I aloud. Harry pulls too soon and gets withered stubs; Holly waits, and hers come out gold. Read Harry without mockery – he is impatient, not foolish, and every child recognises the feeling.

Talk about it

10 minutes

1. Harry pulled first. Did going first actually help him?
2. Holly waited the same amount of time as Harry spent pulling and re-pulling stubs. Who really finished sooner?
3. What does a carrot need that a hare cannot give it by wanting it hard enough?

Harry looks faster because he moves first, but Holly’s one wait beats his many failed pulls – a class rarely sees that until it’s pointed out.

Main activity: Who peeked?

12 minutes

Come back to the covered bowl from the start of the lesson.

1. Ask, honestly and without blame, who looked before the timer finished.
2. Ask them what they saw. Usually: nothing useful, because it wasn’t ready.
3. Reset the timer for a new, shorter wait – thirty seconds – and this time nobody is told not to look. Just don’t announce that it’s shorter.
4. See whether the group waits it out better the second time, knowing what’s coming.
5. Reveal what’s under the bowl.

Ask: “Did knowing how long it would take make waiting easier?”

Not knowing how long makes waiting feel unbearable. Naming that helps more than telling him to be patient.

Plenary

4 minutes

“Think of something you’re waiting for right now. What would happen if you rushed it, the way Harry rushed his carrots?”



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/harry-the-hasty-hare

UNLOCK WORDS

WAITING FOR

CHOICES

6, about 2 minutes of play

Level 1 · The Hasty Garden



Rushing the Seeds

- A Dig the seeds up now to see why they have not grown.
- B Set the shovel down and sit quietly beside Holly. ✓



Half-Done Chores

- A Pick the fence posts up and hammer each one carefully. ✓
- B Kick the fallen planks and zoom off to play.

Level 2 · The Waiting Game



Pulling on Sprouts

- A Stomp your foot and blame the dirt for being slow.
- B Pat the mud gently and water the broken sprout. ✓



Watching the Golden Carrots

- A Sit on the stool and watch how Holly tends her garden. ✓
- B Grab one of Holly's ready carrots instead of growing your own.



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 · The Patient Harvest



Tending the Patch

A Drop the watering can and zoom around in circles.

B Stay focused, pull the small weeds, and pat the soil. ✓



The Harvest Celebration

A Wipe the carrot clean and share a slow picnic bite. ✓

B Eat five carrots at once in a hyper-speed blur.

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, **Who peeked?**, 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.



Rushed, or ready?

Six things children ask for early. Sort what rushing actually gets them.

WHAT'S RUSHED	WHAT RUSHING GETS YOU	WHAT WAITING GETS YOU
Pulling a carrot too soon	A withered stub	A golden carrot
Opening a cake before it's baked	Raw batter	A cake
Reading the last page first	The ending, spoiled	A story that means something
Painting over wet paint	A smudge	Two clean layers
Interrupting to ask "are we there yet?"	The same answer, again	Arriving, same as before
Grabbing the toy before your turn	A telling-off	A turn, kept

Read the left and middle columns and ask the class to guess the right one before you reveal it. Row five is the trap: rushing genuinely gets you nothing at all, not even the withered stub – it only gets you the same wait again, plus an interruption.

The real cost of rushing

Harry doesn't just get a worse carrot. He spends time pulling, discovering it's ruined, and starting again – more time than Holly spent simply waiting once.

This is worth drawing on the board as two lines: Holly's one straight wait, and Harry's up-down-up-down of pulling and failing. Harry's line is longer.

Watch for this

Don't let this become "patience is a virtue" recited at children. The lesson is mechanical, not moral: rushing something that isn't ready doesn't actually save time, it costs it. That argument works on a five-year-old in a way that a virtue lecture does not.

Adapting for your class

Age 4 · Pre-K. The covered bowl alone, once, with a short thirty-second wait. Skip the second round and the table – one clean experience of waiting is enough.

Ages 5–7 · K to Year 2. Run it as written. The two-round bowl activity is the heart of it, and most classes visibly wait better the second time.

Ages 7–8 · Year 3. Ask them to time themselves: how long does checking early actually cost, compared with just waiting? A stopwatch on both approaches turns the lesson into their own data.

Mixed ages: an older child manages the timer for the group, which itself requires exactly the patience the lesson is about.

What children take away

- **Rushing rarely saves time.** It usually costs more, once the redo is counted.
- **Not knowing how long is the hard part.** Naming the wait makes it easier to bear than being told simply to be patient.
- **Going first is not the same as finishing well.** Harry moves first and finishes worst.

If you have more time

- **Colour the poster.** Ask which carrot in the picture is Harry's and which is Holly's, and how they can tell.
- **Sing it.** The fable's song with on-screen words runs about 90 seconds.
- **Play it.** The browser game lets children choose, moment by moment, whether Harry rushes or waits – and shows what each choice actually costs him.