



PRINTABLE LESSON

The Boy Who Cried Wolf

A lesson in why trust is hard to rebuild



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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The Boy Who Cried Wolf

Fable L from Sing Me a Fable – a lesson in why trust is hard to rebuild

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

Learning objective

Children understand that being believed depends on telling the truth, and that trust once broken takes time and effort to repair.

You will need

The fable, read aloud

Poster L to colour

The song (optional)

A torch or lamp

Two coloured cards per child

Before the story

4 minutes

Sit the class in a circle. Hold up the torch, switched off.

Ask: “Has anyone ever told you something and you weren't sure whether to believe them? How did you decide?”

Then: “This little lamp only lights up when someone tells the truth. Let's see how it does today.”

Read the fable

5 minutes

Read fable L aloud. Switch the torch on for each of Leo's honest lines and off for each false alarm, without commenting on it. Most classes notice the pattern before the end and say so — let them.

If you have the song, play it after the reading rather than before. The story should land first.

Talk about it

10 minutes

1. Why did nobody come the last time Leo shouted? He was telling the truth then — so what had gone wrong?
2. Leo thought his first false alarm was only a joke. Was it? What is the difference between a joke and a lie?
3. If you were Maya, what would Leo have to do before you believed him again? How long would it take?

Question 3 is the one that does the work. Push for specific answers — “say sorry” is a start, but ask what would have to happen after the apology.

Main activity: The Trust Lantern

12 minutes

1. Give each child two cards: one bright, one dark.
2. Read out short statements a character might make — some plainly true, some plainly false, and two or three that are guesses rather than either. Examples are on the back of this sheet.
3. Children hold up the bright card if the speaker can back up what they said, the dark card if they cannot.
4. Stop on the guesses. Ask: is a guess a lie? This is where the real discussion happens, and the answer is genuinely arguable.

The point of the guesses is that the lantern should not light for them either — not because the speaker is dishonest, but because they don't know. Children find this distinction hard and interesting.

Plenary

4 minutes

“Leo lost something that was hard to get back. What was it — and what is one thing you could do this week so that people keep believing you?”



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/the-boy-who-cried-wolf

UNLOCK WORDS

WAITING FOR

CHOICES

3, about 2 minutes of play

Level 1 · Truth or Lie?



Leo is bored and wonders what would happen if he shouted wolf. Before he speaks, the game asks him to check.

Leo has not seen a wolf

A Check first ✓

B Sound the alarm

Level 2 · The Trust Test



The villagers are working in the far field. The Trust Lantern dims every time his words stop matching what is real.

He wonders how fast they would come

A Tell the truth ✓

B False alarm



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 Real Wolf



This time the wolf is real. In the game the child finds three clues and builds the message from word cards.

Something is moving near the forest

A Shout “Wolf!” again, as before

B Find the clues, then say: “A wolf is near the sheep at the north pasture. Please come help!” ✓

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 Trust Lantern**, 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.



Statements for the Trust Lantern

Read aloud in any order. The middle group is the important one.

He can back it up

- “I counted the sheep. There are seven.”
- “I fell over. Look at my knee.”
- “I finished my drawing — here it is.”
- “It rained. The grass is still wet.”

He cannot

- “A wolf came, but it ran away before you looked.”
- “I did tidy up. Someone must have messed it again.”
- “Everybody says so.”

Neither — it's a guess

- “Something moved in the bushes.”
- “I think it might rain later.”
- “I'm sure Tom will come if I shout.”
- “It was probably a fox.”

Ask what Leo could do to turn each guess into something he can back up. Looking properly before shouting is the answer to the first, and it is exactly what he failed to do.

If you have more time

- **Colour the poster.** While they work, ask what Leo is thinking in the picture.
- **Sing it.** The fable's song with on-screen words takes about 90 seconds.
- **Play it.** The browser game puts children in Leo's position — sorting truth from lies, then living with it.

Adapting for your class

Age 4 · Pre-K. Thirty minutes is too long. Read the fable with the torch, then go straight to the song or the colouring — skip the Trust Lantern sort. Four-year-olds hold rules as fixed, so the joke-versus-lie question will not land yet; ask only whether Leo was kind.

Ages 5–7 · K to Year 2. Run it as written. This is the age where children start weighing what someone *meant* rather than only what they did, which is exactly what the three questions ask of them. Expect real disagreement on question 2, and let it run.

Ages 7–8 · Year 3. Still worth doing, but lead with the guesses rather than the true and false statements — sorting evidence from assumption is the part with enough difficulty in it for this age. Follow with the browser game, where they live with the consequences of their own sorting rather than discussing someone else's.

Mixed ages: pair an older child with a younger one and ask the older to explain their choice aloud. The explaining is the learning.

What children take away

- **Repair, not just apology.** Question 3 pushes past “say sorry” towards what has to happen afterwards, and over what length of time.
- **Evidence versus assertion.** The card sort separates “the grass is wet” from “it might rain” — the first thing a child needs before they can justify an opinion.
- **Consequence they can feel.** The dark lantern is not a punishment. It is simply what happens, which is why it works better than being told off.

Where this fits

One of twenty-six lessons, a letter and a character trait each, covering a school year at one a week. Every fable has a poster, a song, a karaoke version and, for many, a browser game. The songs and printable posters are free at singmeafable.com.

Curriculum links

- **PSHE / SEL:** honesty, trust, consequences of actions, repairing relationships
- **Speaking and listening:** justifying an opinion, distinguishing fact from opinion
- **Literacy:** letter recognition, traditional tales, prediction