



PRINTABLE LESSON

The Eagle Who Wanted Everything

A lesson in what's left when you take it all



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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OBSESSION WITH POWER · AND THE SHARING THAT ANSWERS IT

The Eagle Who Wanted Everything

Fable O from *Sing Me a Fable* — a lesson in what's left when you take it all

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 wanting to control everything leaves you with nobody to share it with, and can recognise that there is usually room for more than one.

You will need

The fable, read aloud

A large sheet or blanket

Poster O to colour

The song (optional)

Before the story

4 minutes

Spread the sheet on the floor. Ask one child to sit on it and try to cover the whole thing with just themselves.

Ask the class: “Could anyone else fit now? What would have to change?”

Read the fable

5 minutes

Read fable O aloud. The eagle wants the cave, the tree, the whole mountain — and Doug the worm, small and unimpressed, is the one who finally says there's room for everyone.

Doug's lines land because he isn't afraid of the eagle and isn't trying to win an argument. He just states the obvious. Read him plainly, not as comic relief.

Talk about it

10 minutes

1. The eagle already had a cave, a tree, and the sky. What was he trying to get by wanting more?
2. Once he had everything, who was left to share the mountain with him?
3. Doug the worm isn't afraid of the eagle. Why not?

Question 2 is the actual cost, and it's worth sitting in silence after asking it. Power that pushes everyone else out leaves the one holding it alone at the top.

Main activity: Room for everyone

12 minutes

1. Sit six or seven children on the sheet, comfortably, with room to spare.
2. Ask one child to try to take up the whole sheet by themselves — spreading out, pushing the edges.
3. Watch what happens to everyone else. Some fall off, some squeeze into a corner.
4. Reset. Ask the same child to sit normally, sharing the space.
5. Count how many more people can now fit comfortably.

Ask: “Did taking up the whole sheet actually get him anything he didn't already have?”

Plenary

4 minutes

“The eagle already had a cave, a tree, and the sky. What do you think he actually needed, that wanting more couldn't give him?”



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-eagle-who-wanted-everything

UNLOCK WORDS

WAITING FOR

CHOICES

3, about 2 minutes of play

Level 1 · The Throne on the Rock



Rabbit and Squirrel are having a picnic on his peak. A storm is coming, and there is a cave.

What does the eagle say?

A "Storm or no storm! I rule alone! Guard the berries!"

B "Wait, what are you all looking at? Should we hide together?" ✓

Level 2 · Kings Don't Duck



A gale is pulling him off the branch, and the owl has a warm hollow. All he has to do is ask.

What does the eagle say?

A "I am the King of the Sky! The wind should bow to me!"

B "Okay, okay! Owl, help me in there!" ✓



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 Storm Wall



Bear and Goat are building a wall against the storm and cannot finish it alone.

What does the eagle say?

A "Back off! I'll block this whole storm myself!"

B "Goat, right side! Bear, middle! Everybody move, on three!" ✓

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, **Room for everyone**, 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.



Enough, or everything?

Six things the eagle could want. Sort what's reasonable from what leaves no room.

THE WANT	ANSWER	WHY
"I'd like a cave to sleep in."	Enough	He needs somewhere to rest.
"I want every cave on the mountain, even the ones I'll never use."	Too much	Nobody else gets one.
"I'd like the best branch to perch on."	Enough	One branch is one branch.
"I want the whole tree, so nobody else can land in it."	Too much	The tree stops being anyone else's.
"I want to be the best flier on the mountain."	Enough	That's a goal, not a takeover.
"I want to be the only one who decides anything, for everyone."	Too much	Nobody else gets a say, ever.

The pattern: wanting something for yourself is fine. Wanting it so that nobody else can have any is the flaw. Point at that line explicitly once the table is done.

Doug's role

Doug the worm has almost nothing, and he's the one unbothered by the eagle. That's deliberate: someone with little to lose can say the true thing everyone else is too worried to say.

Ask who in the class feels able to say something even when it might not be popular, and why that might be hard.

Watch for this

Don't let this become "wanting things is bad." Ambition and hoarding are different, and the fable is careful about which one it's actually criticising — keep that distinction visible in the discussion.

Adapting for your class

Ages 4 · Pre-K. The sheet activity alone, with one child spreading out and one sitting normally. Skip the table — the physical feeling is enough at this age.

Ages 5–7 · K to Year 2. Run it as written. Most classes get the "enough vs too much" table quickly once they've felt the sheet exercise first.

Ages 7–8 · Year 3. Ask them to think of a real example — a game, a group project — where one person tried to control everything, and what happened to how much fun the rest had.

Mixed ages: an older child plays Doug in a short role-play of the ending scene, saying the line calmly rather than dramatically.

What children take away

- **Taking it all leaves nobody to share it with.** The eagle's mountain gets emptier, not fuller.
- **Wanting and hoarding are different.** One is ambition; the other pushes everyone else out.
- **The quiet voice can be the true one.** Doug isn't loud or powerful, and he's still right.

If you have more time

- **Colour the poster.** Ask who else might want to live on the same mountain.
- **Sing it.** The fable's song with on-screen words runs about 90 seconds.
- **Play it.** The browser game lets the child choose, scene by scene, whether the eagle takes everything or leaves room — and shows who's still there at the end either way.