



PRINTABLE LESSON

Wally the Wasteful Walrus

A lesson in taking only what you need



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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WASTEFULNESS · AND THE CARE THAT ANSWERS IT

Wally the Wasteful Walrus

Fable W from Sing Me a Fable – a lesson in taking only what you need

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

“Take what you need, and waste no more – for nature keeps no endless store.”

Learning objective

Children understand that taking more than you need now can mean nothing is left later, and can tell the difference between using something and letting it go to waste.

You will need

The fable, read aloud

A jug of water

A row of small cups

Poster W to colour

The song (optional)

Before the story

4 minutes

Set out the row of cups. Pour generously into the first two, leaving barely anything for the jug.

Ask: “Look at the cups still empty. What happened?”

Read the fable

5 minutes

Read fable W aloud. Wally catches far more fish than he can eat, and by winter the frozen store is bare while Pip and Pop, the seal pups, go hungry.

Wally isn't cruel – he doesn't notice he's taking too much until the store is empty and the season has turned. That's worth saying plainly.

Talk about it

10 minutes

1. When Wally caught more fish than he could eat, what happened to the extra?
2. By winter, the store was bare. Did anyone take those fish from Wally, or did they just go to waste?
3. What would Wally have had, if he'd only caught what he needed each day?

Question 3 matters. Nobody stole from Wally. The fish simply spoiled because there were too many to use in time – wastefulness costs you even when nobody else is involved at all.

Main activity: The jug and the cups

12 minutes

1. Refill the jug. Set out six cups.
2. Pour a careful, equal amount into each of the first three – enough to drink, not more.
3. Check how much is left in the jug. There should be plenty for the rest.
4. Now pour generously into the next two, right to the top.
5. See what's left for the last cup. Usually almost nothing.

Ask: “The first three cups had exactly what they needed. What went wrong with the last three?”

Plenary

4 minutes

“Think of something in your day where taking a little less now would mean more for later, or for somebody else.”



PLAY THE GAME · WALLY THE WALRUS

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/wally-the-walrus

UNLOCK WORDS

WAITING FOR

CHOICES

6, about 2 minutes of play

Level 1 · The Big Catch



Juggling the Feast

A Keep the whole pile and fling the rest away.

B Slide two fresh fish into their bowls. ✓



The Soft Plea

A Pack them a basket of the fish you spare. ✓

B Splash them away and point at the ocean.

Level 2 · The Frozen Bare Store



The Cold Freeze

A Stomp on the ice and blame the winter.

B Search the empty store properly. ✓



The Empty Ice

A Go to them gently and say sorry. ✓

B Snatch the soup tray as they pass.



PLAY THE GAME · CONTINUED

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 Shared Meal



The Apology and the Plan

- A Demand their last bowl because you are bigger.
- B Offer your tusks to dig a fishing hole. ✓



The Community Feast

- A Wait until Pip and Pop are served. ✓
- B Swallow the first three fish yourself.

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 jug and the cups**, 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 wasted?

Six moments in the frozen store. Sort what got used from what went to waste.

WHAT HAPPENS	ANSWER	WHY
Wally catches three fish and eats three fish.	Used	Nothing left over to spoil.
Wally catches twenty fish because it's fun to catch them.	Wasted	He can only eat a few before the rest goes bad.
Pip finds one frozen fish at the back of the empty store.	Used	Saved carefully, found and eaten.
The store is piled high, and by spring most of it has spoiled.	Wasted	Taken but never eaten by anyone.
Wally shares his catch evenly with Pip and Pop.	Used	All of it goes to someone who needs it.
Wally piles his own share high while the pups go without.	Wasted	More than he can use, while others have none.

The last two rows matter as much as the amount does. Taking too much AND keeping others from having enough are two different problems that often happen together.

Waste doesn't need a villain

Wally isn't taking fish away from anyone on purpose. He just doesn't notice, in the moment, that catching more than he needs means less for later. That's what makes wastefulness easy to fall into — it rarely feels like a choice while it's happening.

Watch for this

Don't let this become about scarcity or fear — the point isn't that there's never enough, it's that noticing how much you actually need is a skill worth having, regardless of how much there is.

Adapting for your class

Age 4 · Pre-K. The jug and cups alone, with three cups instead of six. Skip the table — watching the jug run low is the whole lesson at this age.

Ages 5–7 · K to Year 2. Run it as written. The six-cup version makes the pattern between “enough” and “wasted” visible without needing to explain it.

Ages 7–8 · Year 3. Ask them to think of something at home or school that sometimes gets wasted — food, paper, time — and what taking “just enough” would look like instead.

Mixed ages: an older child pours the cups while the group calls out when to stop at “enough.”

What children take away

- **Wasting doesn't need a thief.** Things can simply go unused, and that's still a loss.
- **Taking enough leaves enough for later.** The jug proves it faster than any explanation.
- **Nobody has to be cruel for others to go without.** Wally never means to leave the pups hungry.

If you have more time

- **Colour the poster.** Ask how full Wally's store looks, and how full it should be.
- **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 walrus keeps his whole pile or feeds the hungry pups, and each choice plays out.