



PRINTABLE LESSON

Truffle the Greedy Pig

A lesson in stopping before it's too late to stop comfortably



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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EXCESS · AND KNOWING WHEN TO STOP

Truffle the Greedy Pig

Fable X from Sing Me a Fable — a lesson in stopping before it's too late to stop comfortably

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 stopping a little early feels like giving something up, but stopping too late costs far more, and can practise noticing the moment to stop.

You will need

The fable, read aloud

A cup

A spoon and something to fill it with (rice, dried beans)

Poster X to colour

The song (optional)

Before the story

4 minutes

Hold the empty cup where everyone can see it.

Ask: “If I keep adding spoonfuls and nobody ever says stop, what happens eventually?”

Read the fable

5 minutes

Read fable X aloud. Truffle eats past comfortable, past full, and keeps going — and by the end he's too uncomfortable to enjoy any of it, including the parts he actually wanted.

Nobody stops Truffle. He isn't punished by anyone else — the discomfort is simply what happens when nobody, including himself, says enough.

Talk about it

10 minutes

1. At what point in the fable do you think Truffle stopped actually enjoying the food?
2. Did anyone make him keep going, or did he do it to himself?
3. What would he have had, if he'd stopped a little earlier?

Question 3 is the one to sit with. Stopping early doesn't feel like winning — it feels like leaving something on the table. But Truffle proves the alternative is worse, every time.

Main activity: The cup that fills

12 minutes

1. Add one spoonful to the cup at a time, slowly.
2. Anyone in the group may call “stop” at any point.
3. If nobody calls stop, keep going until the cup genuinely overflows and spills.
4. Reset. Run it again, and this time ask the group to agree in advance roughly where “enough” is.
5. Compare how it felt to stop on purpose versus watching it spill.

Ask: “Was it harder to say stop, or to clean up the spill afterwards?”

Plenary

4 minutes

“Think of something where you've kept going past the point you actually wanted. What told you it was too much — and did you listen?”



PLAY THE GAME · TRUFFLE THE PIG

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/truffle-the-pig

UNLOCK WORDS

WAITING FOR

CHOICES

6, about 2 minutes of play

Level 1 · The Fresh Trough



The Golden Feast

- A Shove your whole face in and gobble the lot.
- B Pick one crisp apple and eat it slowly. ✓



Enough Is Never Enough

- A Pat your belly and share the rest. ✓
- B Scoop up three more armfuls of corn.

Level 2 · The Aching Night



The Heavy Belly

- A Reach out and poke one last berry in.
- B Push the food away and rest. ✓



Groaning Till Dawn

- A Sip the water and let your tummy settle. ✓
- B Creep back out to the trough in the dark.



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 Morning Lesson



Cleaning the Barnyard

- A Kick it aside and demand a giant breakfast.
- B Grab a broom and help clean it up. ✓



The Balanced Breakfast

- A Eat your own bowl and stop when it is done. ✓
- B Tip Maisie's bowl into your mouth too.

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 cup that fills**, 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, more, or too much?

Six moments. Sort where Truffle should have stopped.

THE MOMENT	SORT IT	WHY
Truffle eats his usual breakfast.	Enough	He's satisfied and ready for the day.
He eats a bit more because it tastes good.	More	Still comfortable, still enjoying it.
He eats until his stomach hurts and he can't get up.	Too much	Nothing left to enjoy, only discomfort.
He takes a small breakfast, having learned from yesterday.	Enough	Comfortable, and he remembers what happened before.
He creeps back to the trough in the dark for more.	Too much	Already full, still can't stop.
He sips water and lets his stomach settle instead.	Enough	Chooses comfort over more.

The middle category, “more,” is not the villain here — a bit more of something you're enjoying is fine. The line is where more stops being enjoyable and starts being just more.

Nobody made Truffle keep going

This is what makes excess different from most flaws in the set. Nobody's pushing him, tricking him, or taking anything from him. The whole cost is one he creates for himself, which makes noticing the moment to stop entirely his own responsibility — and entirely his own power.

Watch for this

Keep this away from food rules or dieting language entirely. The lesson is about noticing enough in anything — screen time, a game, a treat — not about restricting eating. If food feels like the wrong example for your class, retell it with a different appetite: playing, watching, collecting.

Adapting for your class

Age 4 · Pre-K. The cup activity alone, once through to a gentle overflow. Skip the table entirely and just talk about how the spill felt to watch.

Ages 5–7 · K to Year 2. Run it as written. Let the group genuinely decide when to call stop in round two — don't set the line for them.

Ages 7–8 · Year 3. Ask them to think of the last row differently — sipping water instead of taking more — and design their own “pause instead of more” move for something in their own day.

Mixed ages: an older child controls the spoon while the group calls stop, so the pouring itself isn't a competition.

What children take away

- **Stopping early doesn't feel like winning, but it is.** Truffle proves what happens when nobody stops in time.
- **This one is on you.** Nobody pushes Truffle past enough — he does it to himself, which means he could have stopped himself too.
- **More isn't the enemy. Too much is.** The line between them is worth noticing, every time.

If you have more time

- **Colour the poster.** Ask how Truffle is feeling in the picture, and whether he looks like he's enjoying it.
- **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 pig gobbles the whole trough or takes only what he needs, and each choice plays out.