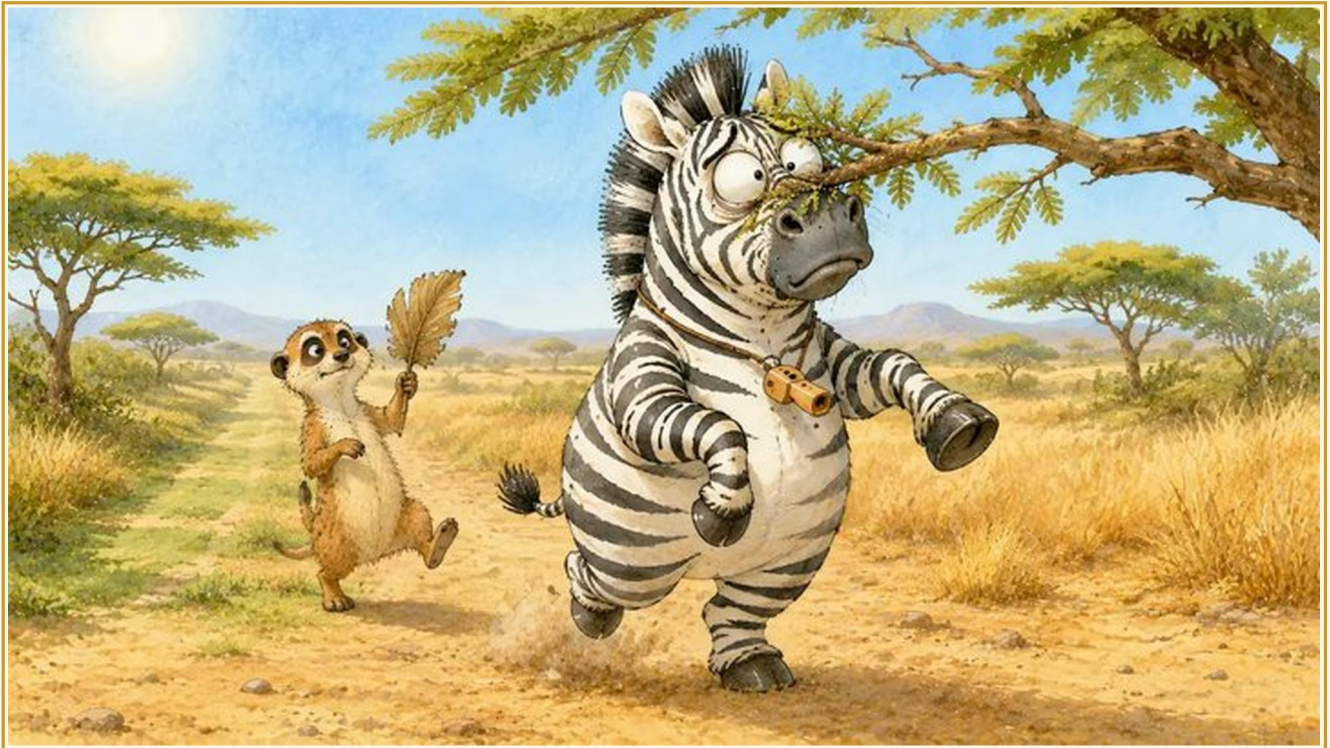




PRINTABLE LESSON

Zoe the My-Way Zebra

A lesson in hearing another path, even when yours is fine



One complete lesson from The Sing Me a Fable Lesson Book

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

singmeafable.com



Zoe the My-Way Zebra

Fable Z from *Sing Me a Fable* – a lesson in hearing another path, even when yours is fine

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

“Your way is not the only way; hear what the others have to say.”

Learning objective

Children understand that insisting your way is the only way can lead everyone into trouble, even when your way is sometimes genuinely the right one.

You will need

The fable, read aloud

A simple map with three drawn routes

Poster Z to colour

The song (optional)

Before the story

4 minutes

Show the class a simple map with three different paths to the same spot.

Ask: “Can more than one of these paths get you there? Does that mean the others are wrong?”

Read the fable

5 minutes

Read fable Z aloud. Zoe insists her way is the only way – through the burning path, up the lonely climb – even when Neema and Toto suggest something safer, and it isn't until real trouble that she finally listens.

The twist worth naming honestly: Zoe's own idea is sometimes right. The flaw isn't having an opinion – it's refusing to hear anyone else's, ever.

Talk about it

10 minutes

1. Neema suggested a different path. Did Zoe consider it, or dismiss it right away?
2. Was Zoe's way always wrong – or was the problem that she never checked?
3. What would it have cost Zoe to just listen, even if she still chose her own path afterward?

Question 2 is the important one, and it's more honest than making Zoe simply wrong throughout. Sometimes her way IS best. The flaw is that she never finds out whether it is, because she never really listens.

Main activity: Three paths

12 minutes

1. Show the map from the start of the lesson again.
2. Split the class into three small groups, one per path.
3. Each group argues, for one minute, why their path is the good one.
4. Then each group has to say one genuine strength of a DIFFERENT group's path.
5. Reveal, if it's true for your map, that more than one path actually works.

Ask: “Did listening to another path mean giving up your own?”

Plenary

4 minutes

“Think of something you're sure is the right way to do it. What's one thing you could ask somebody who does it differently?”



PLAY THE GAME · ZOE THE MY-WAY ZEBRA

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/zoe-the-my-way-zebra

UNLOCK WORDS

WAITING FOR

CHOICES

6, about 2 minutes of play

Level 1 · The Burning Path



Marching in the Heat

- A Blow your whistle and march across the hot sand.
- B Look at his feet and take the shady path. ✓



The Shady Spot

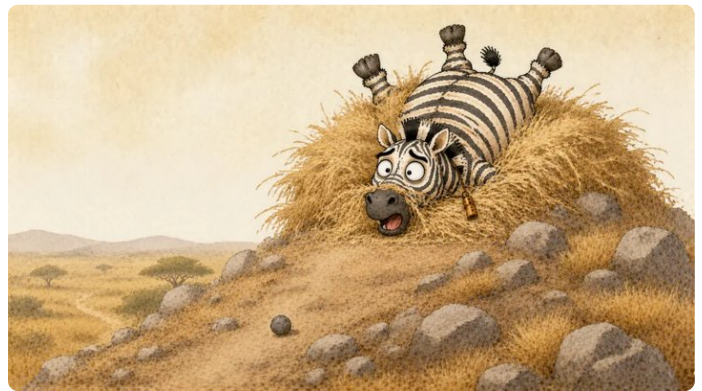
- A Thank her and follow the smooth grass trail. ✓
- B Charge into the thorn bush anyway.

Level 2 · The Lonely Climb



Through the Thorns

- A Stomp up the rocky hill even faster.
- B Look at the footprints and see what it cost. ✓



Alone at the Top

- A Sit still and watch them by the water. ✓
- B Shout down the hill for them to come.



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 Shady Oasis



Down to the Oasis

A Slap the cup away and point at your hill.

B Take the cup and say sorry. ✓



Listening Together

A Hand the map to Toto and ask what he thinks. ✓

B Grab the map and boss everyone about again.

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, **Three paths**, 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.



Sure, or certain nobody else could be right?

Six moments. The difference is whether Zoe ever checks.

WHAT ZOE SAYS OR DOES	SORT IT	WHY
"I think this path is faster. Let's try it."	Confident	An opinion, offered and open to checking.
"This is the only way. I won't hear otherwise."	Zealous	Closes the question before it's asked.
Listens to Neema, then still chooses her own path.	Confident	Heard the other idea, decided anyway.
Walks off before Toto finishes his suggestion.	Zealous	Never actually hears what he was going to say.
"Maybe you're right. Let's check both."	Confident	Willing to find out, not just insist.
"There's nothing to check. I already know."	Zealous	Certainty without evidence, every time.

The left-hand behaviour in rows one, three and five is fine – even admirable. The flaw is specifically in rows two, four and six: not the opinion, but the refusal to let it be questioned.

Zoe isn't always wrong

This is the fable to be most careful with. If children come away thinking having a strong opinion is itself the flaw, the lesson has backfired. The flaw is refusing to check, not the confidence itself.

Watch for this

In the three-paths activity, resist the urge to declare one path the winner. The point is the exercise of naming another route's strength, not who was right at the end.

Adapting for your class

Age 4 · Pre-K. The map alone, with two paths instead of three, and skip the group activity. Ask simply: can both ways get you there?

Ages 5–7 · K to Year 2. Run it as written. Keep the groups small enough that every child has to say something.

Ages 7–8 · Year 3. After the activity, ask each group to write down one thing that changed their mind, even slightly, after hearing another path.

Mixed ages: let a younger child present their group's path while an older child has to find the other groups' strengths – the harder job.

What children take away

- **Being sure and being right aren't the same.** Zoe is sure every time; she isn't right every time.
- **Listening doesn't mean losing.** Hearing another path and still choosing your own is allowed.
- **Refusing to check is the actual flaw.** Not the opinion – the certainty that nobody else could know something you don't.

If you have more time

- **Colour the poster.** Ask which path Zoe is on, and whether she's looking at the others.
- **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 zebra insists on her own way or listens to her friends, and each choice plays out.