Lamb Life Cycle Obstacle Course

Space needed: Big Area of main play space

CfE Level & Outcomes **FIRST**

- *HWB 1-21a: Participate in team and individual physical challenges.*
- *SCN 1-01a / 1-14a: Explore biological stages of living things.*
- *SOC 1-07a: Relating to local farming environments.*

Lambing Learning

sequence of a lamb's development

1. born 2. clean 3. walk 4. milk 5. warm 6. jump

Resources

clear floor, space for movement

Obstacle 1: **Hoops** (newborn wriggle, jump in, lift hoop over head)
Obstacle 2: **tunnel or balance beam or strip of tape**, try to walk in a straight line (lambs are wobbly to begin with!)
Obstacle 3: **sack race sack, 2 cones** spaced apart (leap like a lamb, jump from cone one to cone 2)
Printed lamb lifecycle/development stage **cards**

Lamb Life Cycle Obstacle Course

Space needed: Big Area of main play space

Aim of the game FIRST

Learners "win" by completing the full obstacle course then laying the cards in the correct life-cycle order,
Success = finishing the course safely and sequencing the stages accurately.

Set up instructions

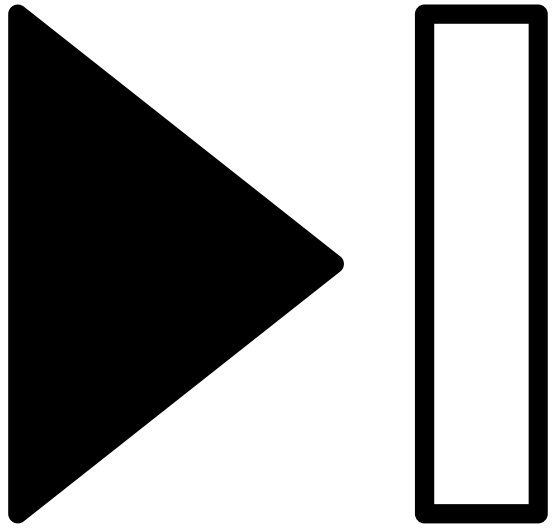
Divide group into **2–4 teams** depending on numbers
Set out an obstacle course for each team, (see resources)
Set out a set of laminated life-cycle cards at the end of each course.
Demonstrate the path first so children see the flow.

Rules of play / safety points

Follow the obstacle course in order.
Collect one card at the end and return to your team.
Take turns – next person goes only when the previous one is back (high five?).
Work as a team to put the cards in the correct life-cycle order.
Move carefully on beams, mats and through the tunnel.
No pushing or overtaking.
Stay in your team's lane.
Walk when waiting; run only on the course.



first



last



born



clean



walk



milk



warm



jump







Escape the Predator Tig/Tag game

Space needed: Big Area of main play space

CfE Level & Outcomes FIRST

- *HWB 1-23a: Safe participation in energetic play.*
- *SCN 1-02a: Understanding animal survival behaviours.*

Lambing Learning

Shows why lambs stay close to ewes and flock and why sheep rely on group safety

Reminder of predator learning

Resources

clear floor, space for movement

Cones to mark boundaries

"Predator" identifiers... masks, headbands or high viz vests (whichever is preferred)

Escape the Predator Tig/Tag game

Space needed: Big Area of main play space

Aim of the game FIRST

Learners succeed by avoiding being tagged by the predator for as long as possible. If playing with team freeing, they "win" by keeping as many sheep unfrozen as possible until time is up.

Set up instructions

Whole group game (no teams needed, unless large group—then 2 predators).

Mark boundaries clearly.

Choose 1–2 children or adults as "predators."

Rules of play / safety points

Stay inside boundaries.

If tagged, freeze as "caught" until another sheep frees them by gently tapping shoulder.

No pushing or tackling; tagging must be gentle.

Adult monitors speed and ensures children stay within safe area.

Ewe, Ewe, Tup
Variant of "Duck Duck Goose"

Space needed: Big Area of main play space

CfE Level & Outcomes **FIRST**

- *PLACE HOLDER*

Lambing Learning

PLACE HOLDER

Resources

clear floor, space for movement

PLACE HOLDER

Ewe, Ewe, Tup
Variant of "Duck Duck Goose"

Space needed: Big Area of main play space

Aim of the game

FIRST

PLACE HOLDER

Set up instructions

PLACE HOLDER

Rules of play / safety points

PLACE HOLDER

Farm to Fork Matching activity

Space needed: Ping Pong / Pool table area

CfE Level & Outcomes **FIRST**

- *SOC 1-09a: Food journeys.*
- *SCN 1-03a: Basic needs and uses of animals.*

Lambing Learning

Connects lambs and sheep to real-world outputs (wool, meat), supporting understanding of farming purpose.

Resources

clear floor, space for movement

PLACE HOLDER

Farm to Fork
Matching activity

Space needed: Ping Pong / Pool table area

Aim of the game

FIRST

PLACE HOLDER

Set up instructions

Suitable for 1–2 groups.

Lay cards face up or mixed for matching.

Can be table-top or floor-mat based.

Rules of play / safety points

Match origin to product (e.g. sheep → wool; milk → yoghurt).

Whole-group or paired play.

Keep cards on table to avoid slipping.

Feed the Flock
Target throw

Space needed: Ping Pong / Pool table area

CfE Level & Outcomes **FIRST**

- *MNU 1-03a / 1-20a: Counting and simple scoring.*
- *SCN 1-03a: Basic needs of living things.*

Lambing Learning

Understanding lamb diets and feed progression

Resources

clear floor, space for movement

Ping pong balls (coloured or with icons)
3 clear buckets labelled: milk, hay, pellets
(Labels need to be printed & laminated.)

Feed the Flock
Target throw

Space needed: Ping Pong / Pool table area

Aim of the game

FIRST

PLACE HOLDER

Set up instructions

Suitable for 1–2 groups.
Place buckets at different distances.
Explain “colour or picture = type of feed.”

Rules of play / safety points

Stand behind throw line.
Aim balls into correct bucket based on feed type.
Count how many successful throws they score.
No running in the confined area.
Retrieve balls only when adult says safe.

Shelter Building Challenge

Space needed: Small play, tables/floor mats

CfE Level & Outcomes **FIRST**

- *TCH 1 09a: Planning and building models.*
- *SCN 1 15a: Exploring how living things depend on their environment.*
- *MNU 1 11a: Investigating shapes in building.*

Lambing Learning

How farmers protect vulnerable lambs from bad weather—e.g., use of lambing sheds, straw bedding, and sheltering during storms.

Resources

DUPLO

Wooden blocks

Small world farm animals (incl. sheep/lamb)

Fabric scraps / paper as “roofing”

Shelter Building Challenge

Space needed: Small play, tables/floor mats

Aim of the game

FIRST

PLACE HOLDER

Set up instructions

Divide group into 2–3 teams depending on block collections available.
Demonstrate a basic example of a structure.
Give each team an equal share of materials.

Rules of play / safety points

Work cooperatively in teams.
Structure must protect the lamb figure from a “rain test” (adult sprinkles water or uses paper “rain”).
No taking bricks from other teams.
Ensure blocks are not thrown.
Keep walkways clear of loose blocks.

Nature Walk

RING FARM



pigeon



seagull



crow





hay heck



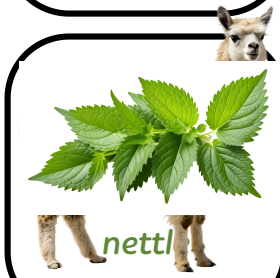
lamb



lamb drinking milk



rough



nettl

water tub

sheep poo



whins

roller



rass

flower



tractor

quad bike

tree



ewe
(mum sheep)



stra
(bedding,



hay
(sheep food)



insect

building

The Rings
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