



Sheep

Curriculum Links:

- **Science** Living things
Environmental awareness and care
- **Geography** Human environments
- **SPHE** Myself and the wider world

Lesson objectives:

To revise material covered in Module 1. To discuss sheep and their products.
To introduce the students to the concept of caring for animals.

Teacher guidelines

It is suggested that teachers ensure that students are familiar with the vocabulary and concepts introduced in the previous module before starting this lesson.

Keywords and concepts introduced in Module 1:

ewe ram lamb bleat flock wool meat milk

Sheep live in fields in large groups called flocks. They eat grass and provide us with wool, meat and milk for making cheese.

After revision of the above, teachers could discuss the more detailed information below.

Keywords for this lesson:

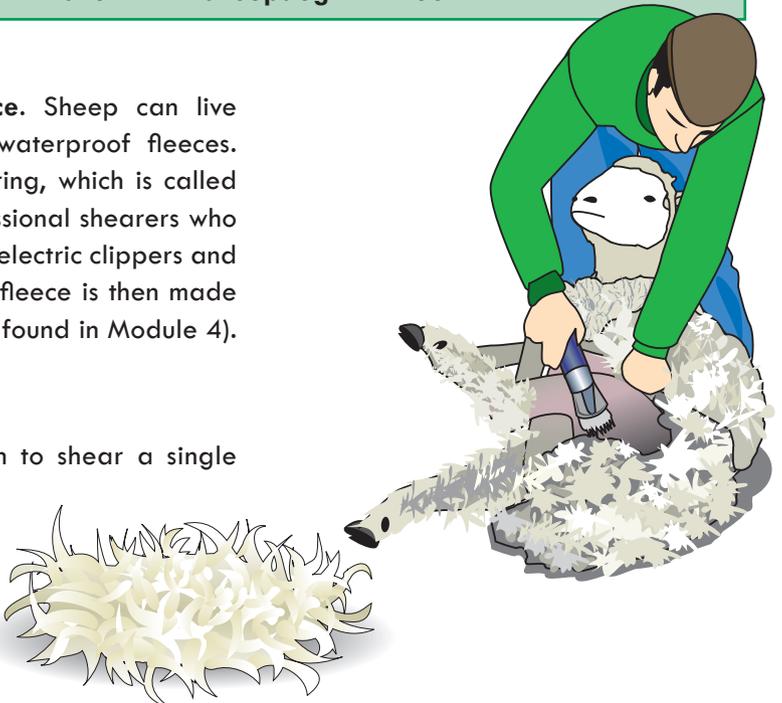
fleece shearing shorn sheepdog hoof

Shearing

Sheep have a woolly coat called a **fleece**. Sheep can live outdoors all year round with their warm, waterproof fleeces. This fleece is cut off once a year in late spring, which is called **shearing**. Sheep are usually **shorn** by professional shearers who travel from farm to farm. The shearer uses an electric clippers and can shear just over one sheep a minute. This fleece is then made into wool (further information on wool can be found in Module 4).

Fun fact about shearing:

The world record for the fastest time taken to shear a single sheep is 37.9 seconds!

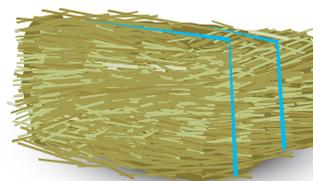


Caring for sheep

The farmer uses a **sheepdog** to move the sheep from one field to another when they need more grass.

The farmer often has to trim the sheep's feet. A sheep's foot is called a **hoof**, and has two toes. Hooves wear down naturally when sheep walk on hard ground. When sheep spend most of their lives in fields or on soft ground, they must have their hooves trimmed.

Grass grows best in good weather. This means that sheep have plenty to eat in the summertime. However, to make sure that the sheep have enough to eat in wintertime, the farmer must give them extra food like hay and silage to eat.



Suggested activities:

- Photocopy the activity sheet on page 44
- Discuss sheep and explore what different sheep breeds look like. Encourage students to use correct vocabulary. Ask students to draw labelled pictures that will clearly show the ears, eyes, mouth, hooves and tail of the cow. If possible, get students to label the different cuts of meat we get from sheep
- Creative writing: Make a list of new words, introduced in this module and create a story using the content learned in this lesson plan. For example, A day in the life of a sheepdog / The day the sheep lost her coat
- Seasons: create a timeline that focuses on the changes that take place for sheep, for example, Spring time and lambing, Summer and shearing etc.
- Discuss the fact that people, animals and plants depend on one another and that we rely on farming for food (See 'The Irish Farmer' page 2)
- Investigate the work of a sheep farmer. Compare the fleece removed from the sheep with a ball of yarn/wool. Compare this to a finished woollen product such as a jumper or scarf.
- For extension material, see Modules 3 and 4

Learning outcomes:

At the end of this lesson, students should know the basic key words relating to sheep and have a greater understanding of the process of shearing and caring for sheep.

Additional resources:

- www.agriaware.ie



Sheep

Name: _____

Date: _____

1 Help the sheepdog to put these words in the blanks:

lamb, flock, ewe, ram

Help me to put these words in the blanks:
lamb, flock, ewe, ram



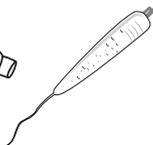
I am a male sheep, I am a _____

I am a female sheep, I am a _____

I am a young sheep, I am a _____

A group of sheep is called a _____

2 Circle the 4 things that come from sheep:



3 Use the words in the picture to fill in the blanks:

It is Summer.

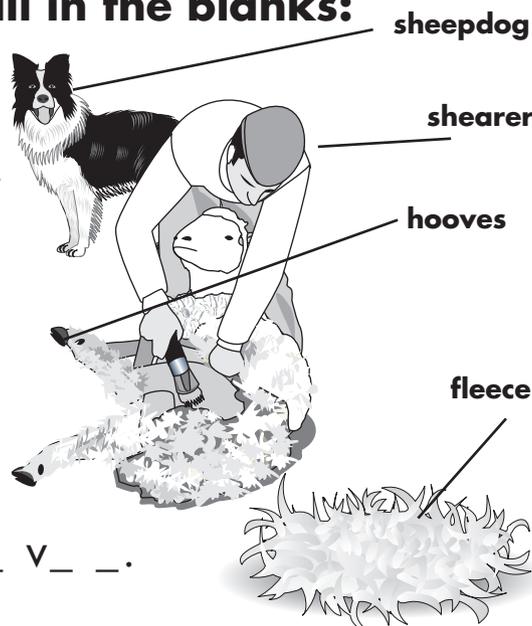
The s _ _ _ r _ r cuts the sheep's coat.

The sheep's coat is called a

f _ _ _ c _ .

The sh _ _ _ d _ _ helps the farmer move the sheep.

The farmer must trim the sheep's h _ _ v _ _ .



*To be used with teacher guidelines, page 8