

DINOSAUR DETECTIVE

Society & Environment: Natural and Social Systems

This activity requires students to independently research a genus of their choice and create a beautifully presented fact sheet for display alongside the **Dinosaurs Alive!** dinosaur fact sheets.

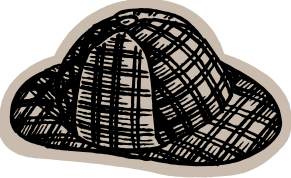
Resources the student will require:

- ◆ Access to the Internet
 - Dinosaurs Alive!** website (www.dinosaursalive.tv)
- ◆ Access to **Dinosaurs Alive!** fact sheets
- ◆ Dinosaur books (not essential)
- ◆ Coloured pencils

The activity could lead onto any number of relevant topics. For example, time, ecosystems, extinction, fossils, continental drift and climate change. Several fact sheets have been provided in the **Dinosaurs Alive!** pack to assist you with these themes.

Ideas for subsequent activities include:

- ◆ On a map of Australia, plot fossil discoveries. Explore why we have few fossil discoveries. (*see fact sheet 'Fossils'*).
- ◆ Plot the dinosaurs which have been discovered in Western Australia / Australia on a timeline. Explore why these dinosaurs are mostly from the early to middle Cretaceous period (*see fact sheet 'Fossils'*).
- ◆ Research Western Australia's extinct species.
 - Map areas in which they use to live
 - Compare this to a map showing human population distribution.
 - Discuss the difference between 'extinct', 'vulnerable' and 'endangered'.
 - Patterns pertaining to the populations of mammals that have become extinct are completely different to those of plants and birds. Have a class discussion exploring reasons why this is the case (*see fact sheet 'Extinction - Flora and Fauna in WA'*).



ACTIVITY SHEET

DINOSAURS alive!

DINOSAUR DETECTIVE

Palaeontologists are detectives of prehistoric life. They piece together clues providing us with a picture of Earth millions of years ago. Today **YOU** are the detective as you investigate a dinosaur of your choice.

Step 1:

Visit the **Dinosaurs Alive!** website (www.dinosaursalive.tv) and research the dinosaurs that will be featured in the exhibition. Then do your own research to find a dinosaur of your choice that is **not** featured in the exhibition for your own dinosaur fact file.

*Tip: Don't forget to have a look at our recommended online resources, which you can find in the Education section of the **Dinosaurs Alive!** website.*

Step 2:

Research your dinosaur and complete the dinosaur fact file. Use one of the **Dinosaurs Alive!** fact sheets as an example. You need to find:

- ◆ The dinosaur's **name**
- ◆ How to **pronounce** the name
- ◆ The **meaning** of the name
- ◆ The **period** of existence
- ◆ The **suborder** the genus belonged to
- ◆ How many **millions of years ago** it lived
- ◆ **Where** evidence of the animal has been found
- ◆ The **length** of the dinosaur
- ◆ The **diet** of this genus



You will also need to find **three more interesting facts** about your dinosaur. To complete your sheet:

- ◆ Fill the large box with a colourful drawing of your dinosaur
- ◆ Fill the small box with a silhouetted version of the dinosaur next to a human figure for size comparison.

Good work, this case is closed!

DINOSAUR NAME

“ pronunciation ”

MEANS

PERIOD

SUBORDER

TIMESPAN

million years ago

FOUND

LENGTH

DIET

SILHOUETTED
SIZE
COMPARISON
HUMAN /
DINOSAUR

COLOUR
DRAWING
OF YOUR
DINOSAUR







DINOSAUR INTERVIEW

Drama: Arts Ideas, Skills & Processes, Responses

This activity requires students to prepare and perform an interview scenario for the rest of your class. They are given this scenario:

You are a television journalist who has just heard about the existence of a walking, talking dinosaur living here on Earth today! Your assignment is to do whatever is necessary to get the scoop first. You and your camera operator jump in the station helicopter and rush to the scene in search of an interview with this intriguing subject!

From here they develop their own ideas, script a scene, rehearse, perform and eventually evaluate the product and process.

Students need to be split into groups of three for the activity, with each group receiving one set of worksheets. Each group should choose one of the dinosaurs featured in the **Dinosaurs Alive!** exhibition (refer to the dinosaur fact sheets). Whilst not essential, students could source or make props (video camera and microphone), and elements of costume (a business jacket or dinosaur mask).

Additional activity ideas:

- ◆ Should your students be exploring fossils (one of several themes covered in the **Dinosaurs Alive!** fact sheets), you could adapt this activity by replacing the dinosaur interview subject with a palaeontologist and ask the students to demonstrate their knowledge of the topic through the questions and answers they script and perform.
- ◆ Another idea could be to sketch and perform a series of short plays depicting a story they have written about a dinosaur, or the discovery of an alive, walking, talking dinosaur on Earth today.

ACTIVITY SHEET

DINOSAUR INTERVIEW

SCENARIO

You are a television journalist who has just heard about the existence of a walking, talking dinosaur living here on Earth today! Your assignment is to do whatever is necessary to get the scoop first. You and your camera operator jump in the station helicopter and rush to the scene in search of an interview with this intriguing subject!

TASK

Your task is to work in a team of three to prepare and perform an interview scenario for the rest of your class. Have fun!

ARTS IDEAS

Break into groups of three and collect a dinosaur fact sheet – this will be the genus on which you base the dinosaur character.

Record who will perform each role:

Dinosaur _____

Journalist _____

Camera Operator _____

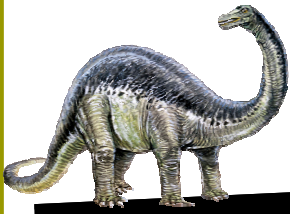
Before you script the interview, jot down a few ideas explaining this bizarre situation. Consider:

- ◆ What is the dinosaur doing here in the year 2013?
- ◆ Are there any more dinosaurs here, now?
- ◆ Where does the dinosaur live?
- ◆ Who knows about this dinosaur?
- ◆ Does the dinosaur experience any difficulties with its diet or size?



Situation notes

Step 2: _____



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DINOSAURS
alive!

ACTIVITY SHEET

DINOSAUR INTERVIEW

ARTS SKILLS AND PROCESSES

Briefly script your interview in line with the situation.

Journalist introduction _____

Q1 Journalist _____

Dinosaur _____

Q2 Journalist _____

Dinosaur _____

Q3 Journalist _____

Dinosaur _____

Q4 Journalist _____

Dinosaur _____

Rehearse and then present your performance to the class. Good luck!

ARTS RESPONSES

Reflect on your performance and the process you followed to create it. Was anything done particularly well or badly? Ideas for improvement?
