

Activity 15: Which dinosaur are you?

An exercise in self-reflection, movement and dance, working individually.

Learning outcomes

Children will:

- work sensibly as part of a group being aware of personal space and body movement
- role-play and express feelings through movement, gesture and body language
- understand that different dinosaurs had different characteristics
- express themselves through language and movement, accepting that other children are different from you in the way they think, look, behave and move

Resources required

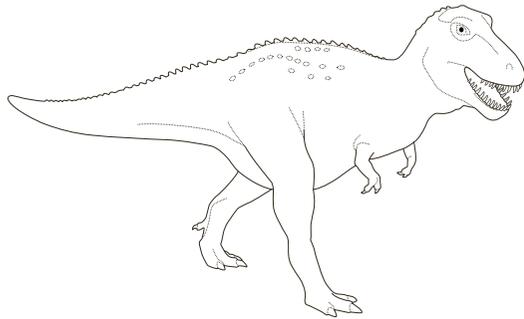
Provided in the Natural History Museum package:

- dinosaur ID cards

Provided by school:

- suitable space
- printing

Activity 15: Which dinosaur are you?



Tyrannosaurus

tie-RAN-oh-sore-us, meaning tyrant lizard

Length **12 metres**

Weight **7,000 kilogrammes**

Favourite food **Other dinosaurs**

They hunted smaller dinosaurs and other animals, using their 60 saw-edged, pointed teeth to crush bones.

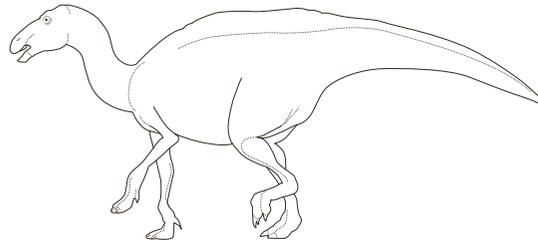
How it moved

Fairly quickly on two legs. They could probably reach speeds of up to 19 kilometres per hour.

Socialite or loner **Loner**

They generally hunted and scavenged alone in Cretaceous forests.

Style **Scary and vicious**



Iguanodon

ig-WHA-noh-don, meaning iguana tooth

Length **10 metres**

Weight **4,000–5,000 kilogrammes**

Favourite food **Ferns**

These herbivores had cheek teeth and horny beaks.

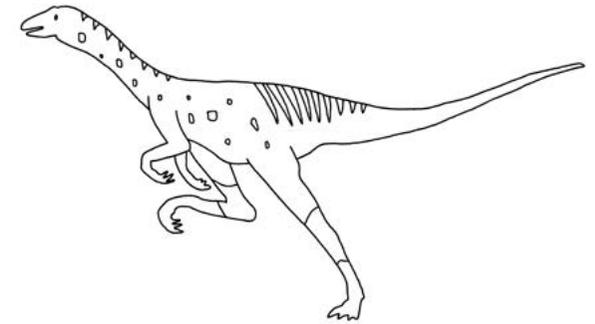
How it moved

On two or four legs, possibly up to 25 kilometres per hour.

Socialite or loner **Socialite**

It seems likely that they roamed in herds at least some of the time.

Style **Placid and sturdy**



Ornithomimus

orn-ITH-oh-MEE-mus, meaning bird mimic

Length **4 metres**

Weight **150 kilogrammes**

Favourite food **Almost everything!**

Probably fruit, leaves, branches, small lizards and mammals.

How it moved

On two legs, possibly up to 65 kilometres per hour – that's twice as fast as Usain Bolt.

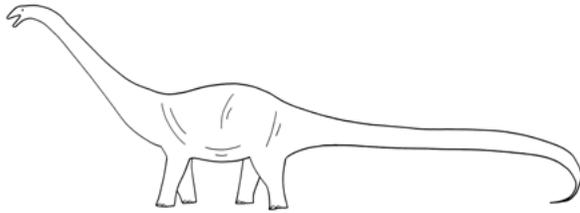
Socialite or loner **Not clear**

Some evidence hints that they might have lived together, but no groups have been found yet.

Style **Decorated and feathered**

Very slender with wings that were too small for flight, but were used for display purposes.

Activity 15: Which dinosaur are you?



Diplodocus

DIP-low DOCK-us, meaning double beam

Length Very long at **26 metres**

Weight **20,000–25,000 kilogrammes**

Favourite food **Salad**

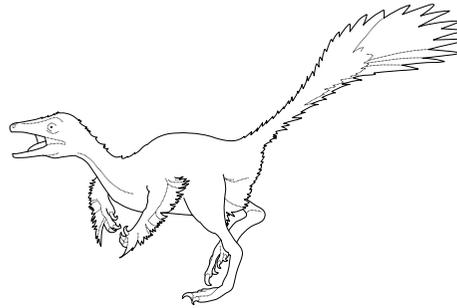
These herbivores ate leaves from trees and soft plants.

How it moved **Slowly on four legs**

Socialite or loner **Socialite**

They had lots of family and friends and grazed together in herds.

Style **Slow and steady**



Microraptor

MIKE-row-rap-tor, meaning tiny thief

Length Very small, up to **1.2 metres**

Weight **1–2 kilogrammes**

Favourite food **Fish**

Plus small mammals, birds and insects.

How it moved

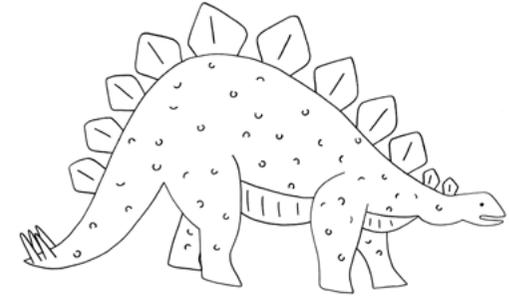
On two legs, also gliding or possibly flying.

Socialite or loner **Loner**

No *Microraptor* fossils have been found in groups, so they were probably lone hunters.

Style **Feathered and glossy**

They had four wings and feathers that might have been used for display.



Stegosaurus

STEG-oh-SORE-us, meaning roof lizard

Length **9 metres**

Weight **6,000–7,000 kilogrammes**

Favourite food **Salad**

These herbivores had no teeth at the front of their mouths.

How it moved

Very slowly, on four legs, using its tail to defend itself.

Socialite or loner **Loner**

They seem to have lived alone most of the time, though they may have come together at certain times of the year to feed or breed.

Style **Slow and strong**



Activity 15: Teacher notes

Distribute the dinosaur ID cards and read through them together. Ask the children to choose the dinosaur that they think is most like them. You might want to spend some time talking in small groups about why are you like this dinosaur.

Tell the children they are going to be their dinosaur selves through movement and silent drama.

Give the children information about where they are (eg forest or beach), and ask them to move in different ways responding in character to the situation (eg scared and hungry, tired, hunting/protecting your eggs/in sticky mud or over hot sand).

If you are a feathered dinosaur, try out your wings before your first flight. Preen to keep your feathers clean and in good condition. Bathe like a bird.

- You could sort the class and make a chart to show how many or which children chose each card.
- You could make dinosaur feet to wear for this activity to inspire movement and help the children get into character.
- You could add music and turn this into a dance activity.
- You could create a group performance based on this work for an assembly.

English curriculum links (Key Stage 1)

Physical education

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Northern Irish curriculum links (Foundation Phase and Key Stage 1)

Foundation: Physical development and movement

Key Stage 1: Physical education

Dance

Pupils should be enabled to:

- use different parts of the body to explore personal and general space and to move using simple actions
- listen to, and move in response to, different stimuli and accompaniments
- move in a controlled manner, at different speeds and in different directions, using different levels in space, (high, low), and different strengths (heavy, light)
- perform simple steps and movements to given rhythms and musical phrases
- create, practise, remember and perform simple movement sequences
- develop their movements progressively individually and in pairs

Scottish curriculum links (Early and First)

Expressive arts: Experiences and outcomes

Participation in performances and presentation

Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.

EXA 0-09a / EXA 1-09a / EXA 2-09a

Dance

I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully.

EXA 0-08a

I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.

EXA 0-01a / EXA 1-01a / EXA 2-01a





Welsh curriculum links (Foundation Phase)

Physical development: Skills

Adventurous and physical play

Children should be given opportunities to:

- develop an understanding of how their bodies move
- be able to move safely with increasing control and coordination
- become proficient at the basic actions of travelling, including stepping, jumping and landing, transferring weight from feet to hands, balancing, rolling, turning, climbing and swinging, both on the floor and when using a range of equipment and apparatus
- link the basic actions in sequence and gradually improve their control and use of different shapes, levels and direction of travel
- understand, appreciate and enjoy the differences between running, walking, skipping, jumping, climbing and hopping
- become knowledgeable about spatial awareness and relationships such as behind, underneath, below, over, under and on top of
- understand rules and elements of games and be able to play simple cooperative and competitive games
- be able to apply knowledge, eg dodging to avoid others and how to attack and defend a target
- work out and practise a variety of ways of sending, receiving and travelling with small equipment
- solve simple problems with a partner, such as how to use, find, retrieve or carry objects, score points, etc

