Teacher Resource

Dino School

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. What was the main point of the BTN story?
2. Who studies dinosaur fossils?
3. What type of dinosaur did the footprints on the fossil match with?
4. What else did the scientists discover after studying the fossil?
5. It is rare to find dinosaur fossils from the Jurassic period. True or false?

Activity: Class Discussion

Pre-viewing questions

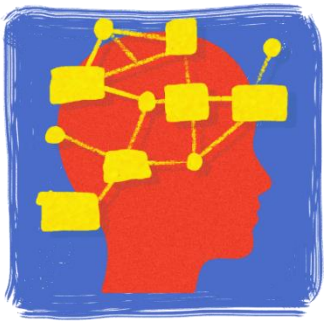
Before watching the BTN Dino School story, students will discuss the following and record their responses on an A3 piece of paper.

- What do you think the BTN story will be about?
- Have you ever seen a fossil? Where did you see it and what did it look like?
- Do you know where fossils come from? Describe.
- What else do you know about fossils?

After watching the BTN story

After watching the BTN Dino School story students will respond to the following:

- What do you THINK about what you saw in the story?
- What does this video make you WONDER?
- Think of three questions you have about the BTN Dino School story. Remember that good questions are open-ended (have no right or wrong answer and can't be answered with a 'yes' or 'no').
- What do you now know about fossils that you didn't know before watching the BTN story?



EPISODE 16
10 June 2025

KEY LEARNING
Students will develop a deeper knowledge of fossils and how scientists use them to understand extinct animals.

CURRICULUM

Science - Year 4
Earth's surface changes over time as a result of natural processes and human activity.

Science - Year 5
Living things have structural features and adaptations that help them to survive in their environment.

Science - Years 5 & 6
Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions.

Scientific knowledge is used to solve problems and inform personal and community decisions.

Science - Year 6
Sudden geological changes and extreme weather events can affect Earth's surface.

Science - Year 7
Classification helps organise the diverse group of organisms.

Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available.

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Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Dino School story. Here are some words to get them started.

FOSSIL	EXTINCT	DINOSAUR
PALAEONTOLOGY	SILICON MOLD	JURASSIC PERIOD

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

Activity: Fossils Research

Discuss the information raised in the BTN Dino School story. What questions were raised in the discussion and what are the gaps in students' knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic.

What do I **know**?	What do I **want** to know?	What have I **learnt**?	**How** will I find out?

Students will develop their own question/s to research or choose one or more of the questions below. Encourage students to collect and record information from a wide variety of sources and present the information they find in an interesting way.

- What can the size and shape of a fossilised bone tell us about the animal it belonged to?
- How are fossils formed? Use illustrations to help describe the process.
- How does finding fossils help scientists learn about the past?
- How do the layers of the Earth help us to work out the age of fossils?
- What are the different types of fossils? Create a graphic that explains each type.
- What is the role of a palaeontologist? What are the different parts to the job of a palaeontologist and what skills do they need to have?
- What tools and techniques do palaeontologists use to excavate and study fossils?
- Investigate an extinct animal that lived in Australia. What do we know about them?
- What extinct animals have been discovered in Australia? Choose one to research in more detail. How was it discovered? What did scientists learn from their discovery? When did the animal exist? How did it become extinct?
- How does finding fossils help scientists learn about the past?
- What are the four stages of fossilisation? Use illustrations to help describe the process.
- Research one of the periods – Triassic, Jurassic or cretaceous.

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Activity: Animal Profile

Students will imagine they are palaeontologists and study the Ornithischian in as much detail as possible. Students will investigate the Ornithischian using the following questions to guide their research and then present their findings in an interesting way.

- What was its scientific name? What does its name mean?
- Was it known by any other names?
- What did it look like?
- How big was it?
- What was its habitat? Describe the environment that it lived in.
- What did it eat?
- How long ago did it live?
- When did it become extinct? What were some of the causes of its extinction?
- What did its footprints look like? What fossils have been found of this dinosaur?

Activity: When did it happen?

In small groups students will work together to identify and organise key events from the history of the universe and Earth on a timeline. Provide each group with pictures which represent the following events:

- The Big Bang
- Formation of Earth
- First life on Earth
- Triassic Period
- Jurassic Period
- Cretaceous Period
- Meteor that caused dinosaur extinction
- Appearance of humans

Working together students will guess which events came first and place each event in chronological order on a blank timeline strip. Challenge your students by asking them *how long ago* each event happened. For example, how long ago do you think the big bang happened?

Come together as a class and compare your students' timelines. Start a discussion using the following questions:

- Which timelines were correct?
- What was surprising? Think about the scale of time between each of the events.
- How long did life exist on Earth before humans?

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Activity: Who am I?

Students will play the Who Am I? game to learn more about dinosaurs. See worksheet at the end of this activity.
Students will…

- Match the 4 dinosaurs to the clues about their characteristics. Students may need to do some research to help them complete this activity.
- Draw a line to match each dinosaur with their correct characteristics.
- Choose one of the dinosaurs and then conduct their own scientific research.

Who am I?

Your task is to match the 4 dinosaurs to the clues about their classification and characteristics! Draw a line to match up each dinosaur and its characteristics and then complete your own scientific research.

I'm herbivorous
I belong to the sauropod group of dinosaurs
I lived during the Late Jurassic Period
My Greek name is 'thunder lizard'

T-Rex (Tyrannosaurus rex)

My Greek name is 'winged finger'
I'm one of the first prehistoric reptiles to ever be discovered
My back legs were long and thin, like those of birds.

Stegosaurus (Stegosaurus stenops)

My Greek name is 'tyrant lizard'
I'm 4 metres tall and 12 metres long
I'm a theropod with three clawed toes on each foot.
I was among the last to roam the Earth before the extinction event.

Pterodactyl (Pterodactylus)

I lived during the Jurassic period.
My name is of Greek origin, meaning 'roof lizard'
My fossilised footprints show that I travelled in family groups.
I grow to a length of about 6.5 metres long, but my brain is the size of a walnut

Brontosaurus (Brontosaurus)

Choose one of the above dinosaurs to learn more about its characteristics! Conduct your own scientific research and complete the following sentence starters.

I was first discovered by scientists in....
Fossils of me have been found in...
Scientists know about my characteristics because...

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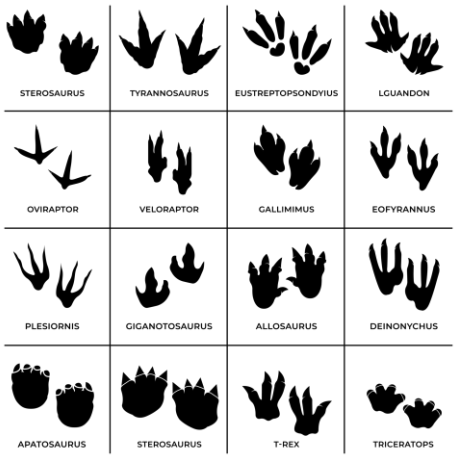
Answers to the *Who Am I?* game
Clues: 1. Brontosaurus, 2. Pterodactylus, 3. Tyrannosaurus rex, 4. Stegosaurus.

Activity: Memory Game

Students will create their own game of memory to test which dinosaur footprint matches the correct dinosaur. Start by providing your students with the following dinosaur footprints (see printout at the end of this activity).



Students will then…

- Find pictures of each dinosaur and create memory cards to match each footprint.
- Design the back of the memory cards (to stick on the back of each dinosaur and each footprint).
- Test their memory by playing the game in small groups.

Useful Websites

- Dino School – BTN Newsbreak
- What are fossils? – Australian Museum
- Boulder displayed in school foyer found to have 200-million-year-old footprints – ABC News
- Australian Dinosaurs – Australian Museum

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Memory Game

Your task is to create your own dinosaur footprint memory game. Below you've been given the footprints of 16 dinosaur species. Find images of each of these dinosaurs to match with the footprints below. Make sure the size of footprint cards is the same size as the dinosaur pictures. Design the back of your memory cards. Test your memory by playing the game in small groups.

STEROSAURUS

TYRANNOSAURUS

EUSTREPTOPSONDYIUS

LGUANDON

OVIRAPTOR

VELORAPTOR

GALLIMIMUS

EOFYRANNUS

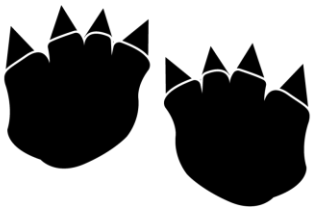
PLESIORNIS

GIGANOTOSAURUS

ALLOSAURUS

DEINONYCHUS

APATOSAURUS



STEROSAURUS

T-REX

TRICERATOPS

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