



## How to make a dinosaur disappear.

Can you imagine what the world was like over 65 million years ago? This was a time when enormous creatures roamed through lush, temperate rainforest. In your imagination, what colour are these creatures? Do you see a purple *Tyrannosaurus rex* with pink spots or a blue Stegosaurus with orange stripes? Does a zebra-striped Triceratops crash through the trees? Or maybe these creatures are shades of brown and muted green?

There are some colour schemes that seem more likely than others. Most of our knowledge of dinosaurs comes from the fossil record but fossils do not tell us the colour of the original creatures.

By carrying out this activity, pupils will understand why dinosaurs were unlikely to be as outrageously patterned. Through thinking critically, pupils will relate their knowledge of camouflage in modern day creatures to determine the possible colours of dinosaurs.

At a glance, you will need:

- Colouring pens, pencils or paints.
- Scrap bits of coloured paper, card, crepe paper and tissue.
- Dried leaves, bark, twigs, small pebbles etc.

We have suggested a good web-site for you to for some templates if you would like them.

Workshop	Title	Pre/Post	Suggested CfE Stage
Dinosaurs Detectives	How to make a dinosaur disappear	Pre/Post	Early / First / Second

### Learning Intention

- We are learning about why animals are different colours and patterns.
- We are learning about camouflage.
- We are using prior knowledge to consider what colour dinosaurs may have been.
- We are learning about the limitations of the fossil record.

### Task

We are going to take an active part in class discussions about animals we are familiar with, how they are able to camouflage themselves or why they make themselves stand out from their environment. We are going to use our knowledge to determine what colour we think the dinosaurs could have been and



demonstrate this through craft.

## Success Criteria

- Through group or individual research, pupils will gain a greater appreciation of the concept of camouflage and why creatures are different patterns and colours.
- Pupils will gain valuable experience participating in class discussions.
- Pupils will gain skills and achieve a greater understanding of a specific topic by applying their scientific knowledge and combining it with a craft based activity.

Evidence idea

- Class display of the 'designed' dinosaurs.

## CfE Capacities

**Successful Learners;** with enthusiasm and motivation for learning. This activity enables pupils to make reasoned evaluations while thinking creatively and independently; encouraging communication skills.

**Responsible Citizens;** with respect for others and their opinions. Pupils will develop their knowledge and understanding of the world; able to make informed choices and decisions.

**Confident Individuals;** with self respect through achieving success across science and expressive arts disciplines.

## CfE Outcomes

### Science - Planet Earth, Biodiversity and inheritance

I can explore food chains and show an appreciation of how animals and plants depend on each other for food. **SCN 1-02a**

I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioral characteristics to their survival or extinction. **SCN 2-01a**

### Expressive Arts – Art and Design

I have had the freedom to discover and choose ways to create images and objects using a variety of materials. **EXA 0-02a**

I can create a range of visual information through observing and recording from my experiences across the curriculum. **EXA 0-04a / EXA 1-04a**

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a**

Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. **EXA 2-04a**

## Description

In this activity your pupils should spend some time initially discussing in groups and researching the patterns seen on skin, fur, feathers and scales of modern day creatures. With a focus on how predators and prey have adapted to their environment for camouflage or display, pupils should discuss the patterns they have come across.



The class should then chat about the environment during the time of the dinosaurs, the BBC's series Walking with Dinosaurs is a great way of indicating this visually (there are DVDs, videos or a book).

By applying their knowledge of dinosaur habitat, pupils could re-create a backdrop using collected twigs, leaves and pebbles. Pupils can then 'design' their dinosaur with feathers or scales. They will need to consider whether their chosen dinosaur is predator or prey and whether they feel their dinosaur needs to be camouflaged or can stand out from its environment.

These pictures look great on a wall when combined together and often stimulate further discussion. Pupils are enthused by these great creatures with the added incentive that there is no 'wrong' answer - at the end of the day, we don't know definitively the true colour of the dinosaurs!

## **Web Resources**

### **Fossilised Dinosaur Skin**

<http://news.bbc.co.uk/1/hi/sci/tech/216105.stm>

<http://www.brisbanetimes.com.au/articles/2007/12/04/1196530625061.html>

<http://www.news.ku.edu/2006/august/2/dinoskin.shtml>

### **Dinosaur Colours**

[http://www.childrensmuseum.org/special\\_exhibits/kinetosaur/b2.html](http://www.childrensmuseum.org/special_exhibits/kinetosaur/b2.html)

### **Animal Camouflage**

<http://www.howstuffworks.com/animal-camouflage.htm>

<http://conservationreport.com/2008/11/08/can-you-see-me-animal-camouflage-leaf-mimics/>

### **Dinosaur Templates**

<http://www.enchantedlearning.com/subjects/dinosaurs/>

