

POLKA

UNLIMITED



# Teacher Resource Pack

  @SchoolsPolka

An Unlimited UK Partner Award 2023 commission with Polka Theatre made possible thanks to funding from Arts Council England.

Supported By Bristol Old Vic Ferment and Paraorchestra. Created by Lloyd Coleman and Otic. Writing by Malaika Kegode. Based on the research of Dr Jakob Vinther.

Dear Teacher/Parent/Carer,

We are so pleased that you came to visit us at Polka Theatre for  
**The Colour of Dinosaurs.**

We hope you enjoyed seeing the production and visiting our venue.

Here are a few activities to do with your children and young people after you have seen the performance. These creative activities are designed to support curriculum learning at Key Stages 1 and 2.

The drama focus is good for developing speaking and listening skills, as well as expanding concentration and imagination. There are two lessons in this pack, one linked to curriculum learning in Science, and the other exploring important PSHE topics. You can also find a couple of additional activities at the end of this pack.

We look forward to seeing you again soon,  
**Polka Theatre's Creative Learning Team**

## Key Curriculum Links

### KS1

- Living things & their habitats
- Human & physical geography
- Art & Design
- Mental Health
- Relationships

### KS2

- Living things & their habitats
- Evolution & Inheritance
- Art & Design
- Mental Health
- Relationships



A rip-roaring, prehistoric science pop gig for curious humans of all ages.  
Have you ever wondered what a dinosaur might do in a day?  
Or what they actually really looked like?  
What colour were they? Did they have stripes and spots?  
Were they really green like they are in the movies?  
Five amazing musicians and famous palaeontologist Dr Jakob Vinther enter the multi-coloured world of the dinosaurs with soaring music, catchy songs and mind-blowing science.

**Cast**



**Dom Coyote**  
Singer and Guitarist



**Victoria Oruwarii**  
Singer



**Dr Jakob Vinther**  
Palaeontologist



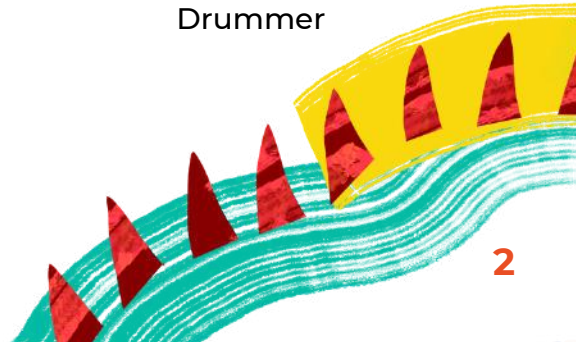
**Lloyd Coleman**  
Keyboard and Clarinet  
Player



**Rocky Vilks**  
Singer



**Harry Miller**  
Drummer



# Meet Dee the Psittacosaurus!

Dinosaurs roamed the Earth millions and millions of years ago. Because of this, we don't know all that much about them. But enter Dee the Psittacosaurus, the most accurate recreation of a dinosaur we have. Read on to learn more about her!

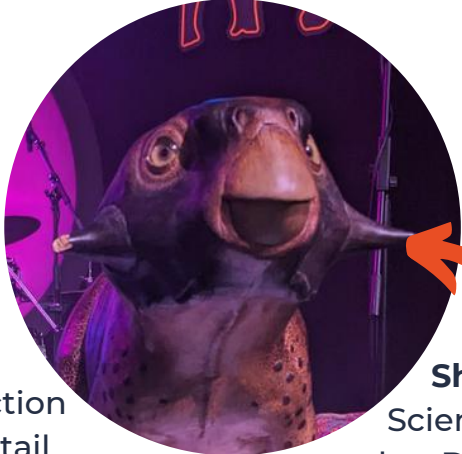
**Keen Senses**  
Dee has great vision and a strong sense of smell. This was probably so she could find food easily, and avoid predators.

**No bigger than...**  
A labrador! Dee is about 4 feet long and 2 feet tall. Perfect for a pet!



**Thick Skin**  
Dee had very thick, scaly skin on her body. It was particularly thick on her stomach, likely to protect her from predators

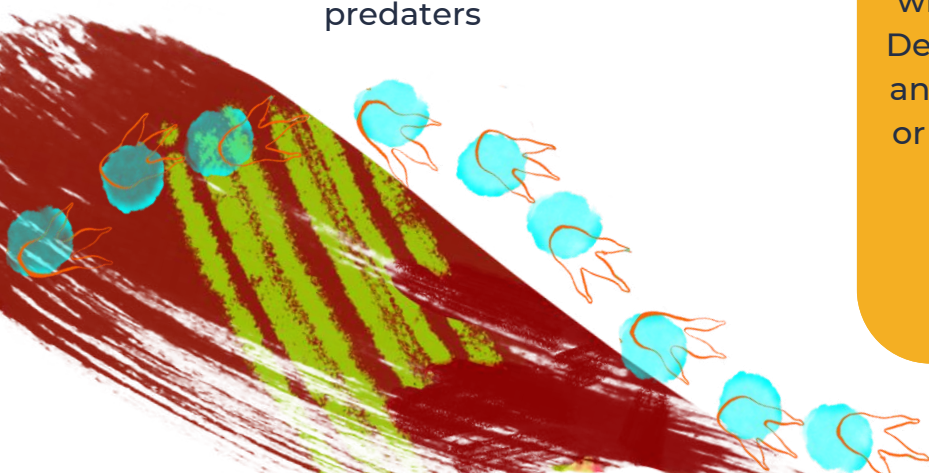
**Quills**  
Dee had a collection of quills on her tail



**Sharp Beak**  
Scientists believe that Dee's beak had a layer of sharp keratin to help cut through plants.

**When is Dee from?**  
Dee the Psittacosaurus lived in The Cretaceous Period, which was around 120-100 million years ago.

**The Colour of Dee**  
Dee is a famous dinosaur! She is the only dinosaur that we know exactly what colours and patterns she was. Dee was a reddish brown, with spots and stripes similar to a modern deer or antelope. These would mimic the shadows of leaves in the forest where she lived, helping her to camouflage and hide from predators!



## Lesson Overview

### Dino for a Day

#### You Will Need...

A large, clear space

Paper and pencils

Print-outs of the resources on pages 15-18 of this pack

#### KS1 Curriculum Links

- English
  - Spoken language
- Science
  - Animals, including humans
  - Living things and their habitats
- Geography
  - Human and physical geography
- Art and Design
  - Use a range of materials to develop and share their ideas

#### KS2 Curriculum Links

- English
  - Spoken language
- Science
  - Animals, including humans
  - Living things and their habitats
  - Evolution and Inheritance
- Geography
  - Human and physical geography
- Art and Design
  - Use a range of materials to develop and share their ideas

#### Lesson Objectives

- To recognise a variety of different habitats
- To develop skills in listening and responding
- To grow an understanding of how living things adapt physically to different environments
- To use creative mediums to express learning
- To perform a role, considering environment and physicality
- To create a performance collaboratively, considering audience, style, and tone

# Habitat Hiding

This activity is great for building energy and focus at the beginning of a lesson. It's also a helpful way for children to start thinking about different habitats around the world.

## How to lead the activity:

- For this activity you'll need a large, clear space and the four habitat pictures on pages 15-18 of this pack. Start with everyone spread out.
- Explain that they are dinosaurs and that they need to hide from a predator that wants to eat them. Each corner of the space is a different habitat, and they need to pick a habitat to hide in.
- Put up a habitat picture in each corner and name each one the following...

**Corner 1: Mountains**  
**Corner 2: Forest**  
**Corner 3: Underwater**  
**Corner 4: Desert**

- Announce to the class that YOU are the predator and that you are going to give them 10 seconds to stand in their chosen habitat while you close your eyes.
- Once 10 seconds have passed, you will call out the name of one habitat and everyone who chose to hide there is eliminated.
- Once you've had a few practice runs, you can begin eliminating players who picked the predator's habitat.

## Extension:

- If you would like to play another round, try having one of the children be the predator and call out their chosen habitat. Make sure they aren't looking!



## Imagine The World

In this activity, children will use their bodies and imaginations to explore different habitats, including how they have to change their physicality to suit each environment.

### How to lead the activity:

- For this activity you'll need a large, clear space. Start with everyone spread around the room.
- Explain that the children will be exploring 4 different habitats. You will read out the below account of each environment and they should act it out.

### Mountains

Imagine you are standing on a very tall mountain. Look down and see all the tiny trees and plants waving in the wind. Give them a wave back! You look up and see that you are just a few steps away from the top of the mountain. You want a better view, so you start to walk up to the top very carefully. The ground is steep and rocky, so you have to work hard to keep your balance. You make it to the top of the mountain. You can see for miles! You look across the snow capped mountain around you as the wind buffets you, making it hard to stay upright.

### Forest

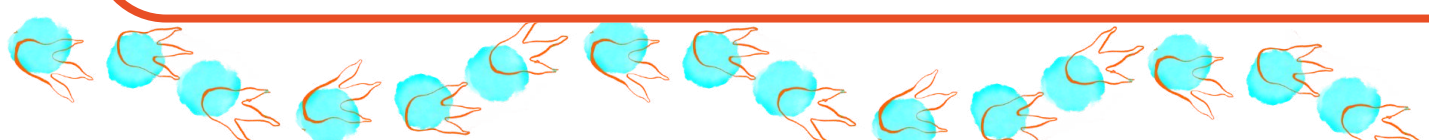
Imagine you are surrounded by lush, green trees. Listen to the birds singing in the branches. Listen for any rustles in the bushes as you explore this forest. Reach down and feel the grass beneath your fingers. Quick! You think you hear something coming this way! You hide behind a tree and wait quietly. You slowly look around the corner to see... it's just a branch that fell to the ground.

### Underwater

Imagine you are swimming through clear blue waters. You notice that when you open your mouth, bubbles of air fly up. You see a fish just ahead and decide that this is your dinner. You paddle towards the fish, and it swims away. You paddle faster and it swims away faster. You dive towards the fish, you feel it in your grasp but... Oh no! It slips free and dashes away before you can catch it.

### Desert

Imagine you are in the middle of a hot, dry desert. You can feel the burning sun beating down on you. You're so hot and tired, every step is a huge effort. You stop and let the sand settle around your feet. You can feel the grains of sand in between your toes, and you lift one foot at a time to shake the sand off. You take out a bottle of water and drink it, feeling the cold water cool you down from the waves of heat.



# Design a Dino

This activity is a great way to consolidate children's understanding of different habitats and the adaptations animals may need to make to live in them. It is also a great opportunity to create their own original dino!

## How to lead the activity:

- For this activity you'll need a large, clear space. Divide your class into 4 groups. Hand out a plain sheet of paper and drawing materials to everyone.
- Assign each group one of the 4 habitats (mountains, forest, underwater, desert)
- Explain that they will design their own dinosaur to live in this habitat. They should think about what characteristics their dinosaurs might need to survive in their habitat.
- After they have designed their dinosaurs, have the children spread around the room. Using the children's dinosaurs, they will bring their dinosaur to life by acting it out.
- Explain that they will walk around the space and start to become their dinosaur. You will read out the following questions to get them thinking about their dinosaur's physicality.

- How does your dinosaur move? How many legs do they have? Are their footsteps heavy or soft? Do they slither or swim?
- How does your dinosaur act? Are they nervous or confident? Are they hunting for food or trying to hide from predators?
- How does your dinosaur interact with other dinosaurs? Are you friends or foes?

## Option 1

- Mark out a space for the stage, and ask everyone to create an audience
- One at a time, ask each habitat group to perform as their dinosaurs for the class.
- At the end of their performance, children can explain their choices, or take questions from the audience.

## Option 2

- Put your class into groups of 3 or 4. These groups will create a 2 minute nature-documentary-style performance.
- Children can choose to have one narrator or to take it in turns. In the documentary, all of their dinosaurs should be introduced, and reasons given for their different environmental adaptations.
- Show the documentaries back to the class!



## **Lesson Overview**

# **Delightful Differences**

### **You Will Need...**

- A large, clear space
- Print-outs of the resource on page 19 of this pack
- Pens or Pencils

### **Links to the PSHE Association Programme of Study for KS1 & KS2**

- Health and Wellbeing
  - Mental Health
  - Ourselves, growing and changing
- Relationships
  - Families and close positive relationships
  - Friendships
  - Managing hurtful behaviour and bullying
  - Respecting self and others
- Living in the Wider World
  - Communities

### **Lesson Objectives**

- To recognise what makes them special and unique within their class
- To recognise that everyone in their class is unique
- To perform an interview, asking questions and responding to what they hear
- To recognise that diversity is something to be celebrated, and that they can learn a lot from the different people around them
- To understand how being excluded or misunderstood can make someone feel
- To understand how their words and actions can have an effect on others' emotions
- To create a toolkit to help them with feelings of exclusion or 'being different'
- To recognise that everyone feels different sometimes, and that celebrating diversity only makes people feel happier

## Two Truths and a Lie

KS1

This fun guessing game is a fun way to begin exploring the diversity present in your class. The 'lying' element also provides opportunities to consider oracy skills such as tone of voice and facial expression.

### How to lead the activity:

- Start with everyone in a circle.
- Ask everyone to turn to the person next to them, so they are now in pairs.
- Each person should tell their partner three facts about themselves, e.g. "my favourite colour is blue, I have a pet dog and I went to Cornwall on holiday last year". It's important that everyone commits their partner's facts to memory, so give them plenty of time to repeat their facts!
- Now, go round the circle. Each person shares the three facts they learned about their partner EXCEPT they must change one of them to be a lie. E.g. "Ben's favourite colour is blue, he has a pet cat and he went to Cornwall on holiday last year".
- It's now up to the rest of the class to guess which 'fact' is a lie!

## Guess Who

KS2

This fun guessing game gets children up on their feet and performing in teams. It's also a fun way to begin exploring the diversity present in your class.

### How to lead the activity:

- To begin this activity, ask everyone to write a fun fact about themselves on a slip of paper.
- Collect them all in, and put them in a hat (you may want to pick a few favourites to go in the hat, rather than all of them).
- Set up a performance space, and ask your class to sit in an audience.
- Pick a group of 3 or 4 children to come to the front.
- They must pick an item out of the hat, and work together to act it out.
- First, the rest of the class must guess what is being performed.
- Next, they should try to guess who the fun fact is about!
- Repeat with as many facts from the hat as you like.

KS1

KS2

## Diversity Ammonites

This activity encourages students to explore and embrace the things that make them different from one another. The chance to interview each other also provides a great opportunity to develop oracy skills in listening and responding.

### How to lead the activity:

- In this activity, students will be interviewing one another! You can use the suggested questions in the box below or, for more advanced groups, begin by coming up with a list of questions they may want to ask.
- Put your class into pairs and label them A and B. A will be the interviewer, and B will be the interviewee.
- A should ask B all their questions, making notes of B's answers as they go. You can encourage them to 'act' as interviewers, using formal language and asking follow-up questions. A prop microphone may help with this.
- After a few minutes, ask the pairs to swap roles. B will now interview A.
- Once everyone has been interviewed, hand out the ammonite template on page 19 of this pack.
- Ask everyone to fill their ammonite in using the information from their interview.
- You can finish by asking the class to share the most interesting things they found out!

### Suggested Questions

Where were you born?

Who is in your family?

Do you have any pets?

What's your greatest talent?

Where is the most interesting place you've ever been?

What topic are you an expert in?

What do you want to be when you grow up?



KS1

KS2

## Feeling Different

Feeling different can be really challenging. By encouraging students to work together to think of ways to combat feeling left out, they can not only develop useful strategies for later life, but also grow to understand how common these feelings are.

### How to lead the activity:

- Start by telling the story of either Jayda or Robin:

#### Jayda's Story

Jayda was invited to a sleepover at her friend's house, along with a group of other girls from her class. She was so excited!

At the sleepover, they played games and watched films, and Jayda was having a great time. But, then, in the morning, one of Jayda's friends suggested they all do each other's hair. All the girls started playing with and styling each others' hair, but none of them knew what to do with Jayda's thick, curly hair. Jayda had always loved her hair, and the way she could style it different ways, but suddenly she felt sad that she was different from the other girls.

#### Robin's Story

Robin loved dinosaurs. He loved reading books about dinosaurs, watching documentaries about dinosaurs, and collecting dinosaur toys and trinkets. He was thrilled when his school booked a trip to the Natural History Museum!

When they arrived at the museum, there were models and fossils of dinosaurs everywhere. Robin was so excited to share everything he knew about dinosaurs - he had fun facts about everything they saw! But, just as they were about to reach the T-Rex, two of the other children turned to Robin. One asked him "why are you so obsessed with dinosaurs?"; "Yeah, it's a bit weird", said the other.

Robin felt so sad. He knew other people didn't like dinosaurs as much as him, but suddenly he felt so different to everyone else in his class.

- With your class, discuss what happened in the story.
  - How do you think Jayda/Robin felt?
  - Can you think of other words to describe those feelings?
  - Can you think of a time that you've felt like Jayda or Robin?
  - Where can you feel that feeling in your body? E.g. sweaty hands, warm cheeks, sick in your tummy.
- Explain that sometimes feeling different can be hard – you might feel left out, or like other people don't understand you – but lots of people feel this way at some point.

KS1

KS2

## Feeling Different (cont'd)

- It's now up to your students to think of strategies that Jayda or Robin could use to make themselves feel better.
- As a class, come up with a list of things that Jayda/Robin could do.

### For example:

Suggest a new game/activity

Take deep breaths

Talk about it

Listen to music

Tell a grown up

### Option 1: Freeze Frames

KS1

- Put your class into groups of three or four. Ask each group to choose one of the strategies you came up with as a class.
- In their groups, ask children to make a series of four freeze frames, as below:

1) Jayda having fun at the sleepover

2) Jayda being left out of the hair styling

3) Jayda trying your chosen strategy

4) What happened next?

1) Robin telling his class about dinosaurs

2) The other children saying hurtful things

3) Robin trying your chosen strategy

4) What happened next?

- Show your freeze frames back to the rest of the class.

### Extension:

- Try turning your freeze frames into short plays by adding movement and dialogue!

### Option 2: Infomercials

KS2

- Put your class into groups of three or four.
- Ask each group to create a 2-minute infomercial, teaching children in the year below them how to cope with feeling left out. Ask them to think about the adverts they see on TV, online, or at the cinema for inspiration.
- They may wish to use a narrator or act out scenes. However they choose to present it, their infomercial should include as many of the strategies you came up with as a class as possible.
- Show your infomercials back to the rest of the class, or present them to a younger year group!

## Dashing Dinosaurs

This additional activity is a great way to energise your class and review key science terms related to dinosaurs

### How to lead the activity:

- For this activity you'll need a large, clear space. Start with everyone spread out.
- Explain that when you call out an action everyone has to do it as quickly as possible
- Introduce each action one by one, giving time to practice and recap before moving on to another

#### Actions

##### **Carnivore**

Stomp around and show your teeth.

##### **Herbivore**

Jump up high and mime grabbing a leaf off a tree.

##### **Omnivore**

Mime gobbling up everything in sight.

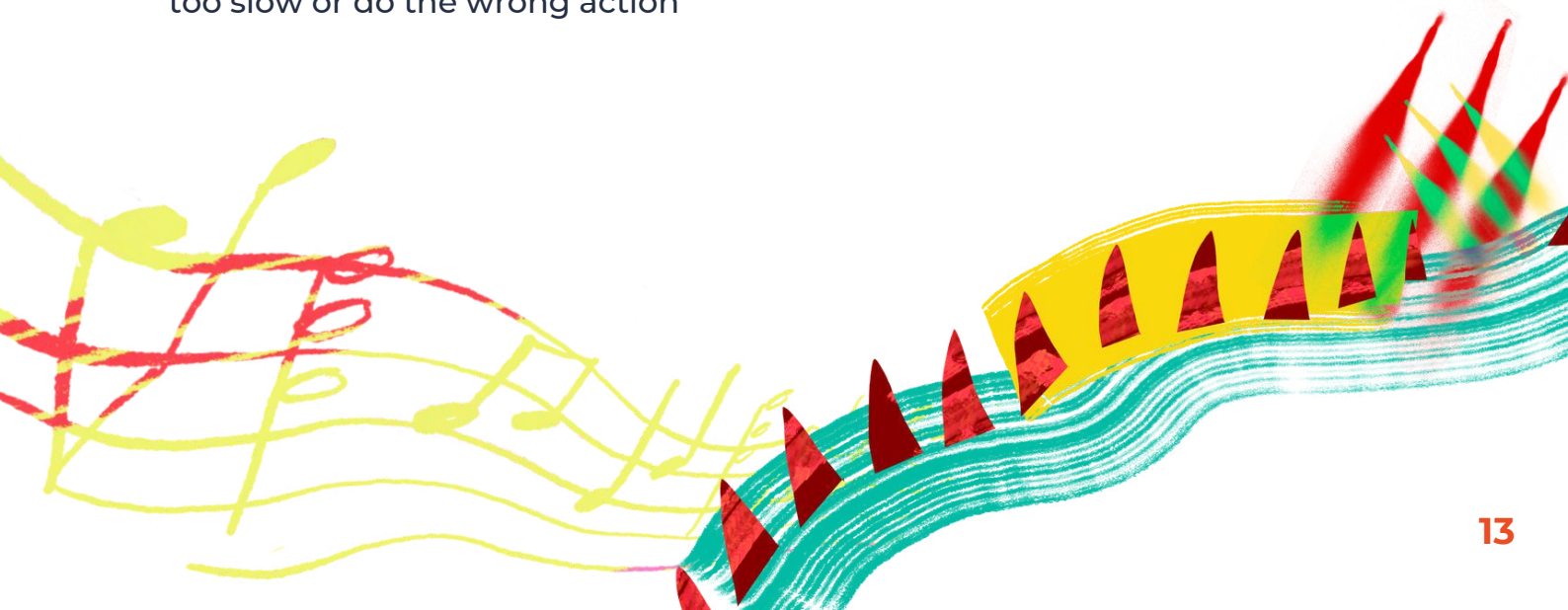
##### **Meteor**

Get into pairs and point up at the sky in fear.

##### **T-Rex**

Everyone run to the edge of the room to avoid the T-Rex

- Once you've had a few practice runs, you can begin eliminating players who are too slow or do the wrong action



KS1

KS2

# What Colour Am I?

In The Colour of Dinosaurs, Victoria talked about her synesthesia, which causes her to see sounds as colours. Try this fun quiz to find your colour!

## 1: What's your favourite subject?

- |            |            |            |
|------------|------------|------------|
| a) PE      | c) Science | e) Art     |
| b) History | d) Maths   | f) English |

## 2: Which holiday would you rather go on?

- |                  |                             |               |
|------------------|-----------------------------|---------------|
| a) Skiing        | c) Sleep Over at the Museum | e) The Beach  |
| b) Ancient Ruins | d) Camping                  | f) A Big City |

## 3: What's your favourite food?

- |                     |                  |              |
|---------------------|------------------|--------------|
| a) Fruit Smoothies  | c) Crisps        | e) Ice Cream |
| b) Carrot & Houmous | d) Roast Chicken | f) Pizza     |

## 4: What kind of weather do you prefer?

- |          |          |           |
|----------|----------|-----------|
| a) Snowy | c) Misty | e) Sunny  |
| b) Windy | d) Rainy | f) Frosty |

## 5: What would you rather do at the weekend?

- |                  |                       |                 |
|------------------|-----------------------|-----------------|
| a) Play Football | c) Go to the Aquarium | e) Watch a Film |
| b) Volunteering  | d) Learn Karate       | f) Play Online  |

## 6: Pick one item to put in your bedroom.

- |                    |                   |                      |
|--------------------|-------------------|----------------------|
| a) A TV            | c) Star Projector | e) An Instant Camera |
| b) A Huge Bookcase | d) Trading Cards  | f) A Games Console   |

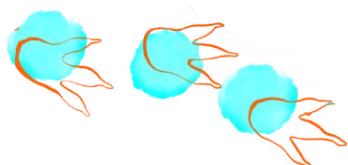


**Check Your Results!**

Mostly As - Red	Mostly Cs - Blue	Mostly Es - Pink
Mostly Bs - Yellow	Mostly Ds - Green	Mostly Fs - Orange

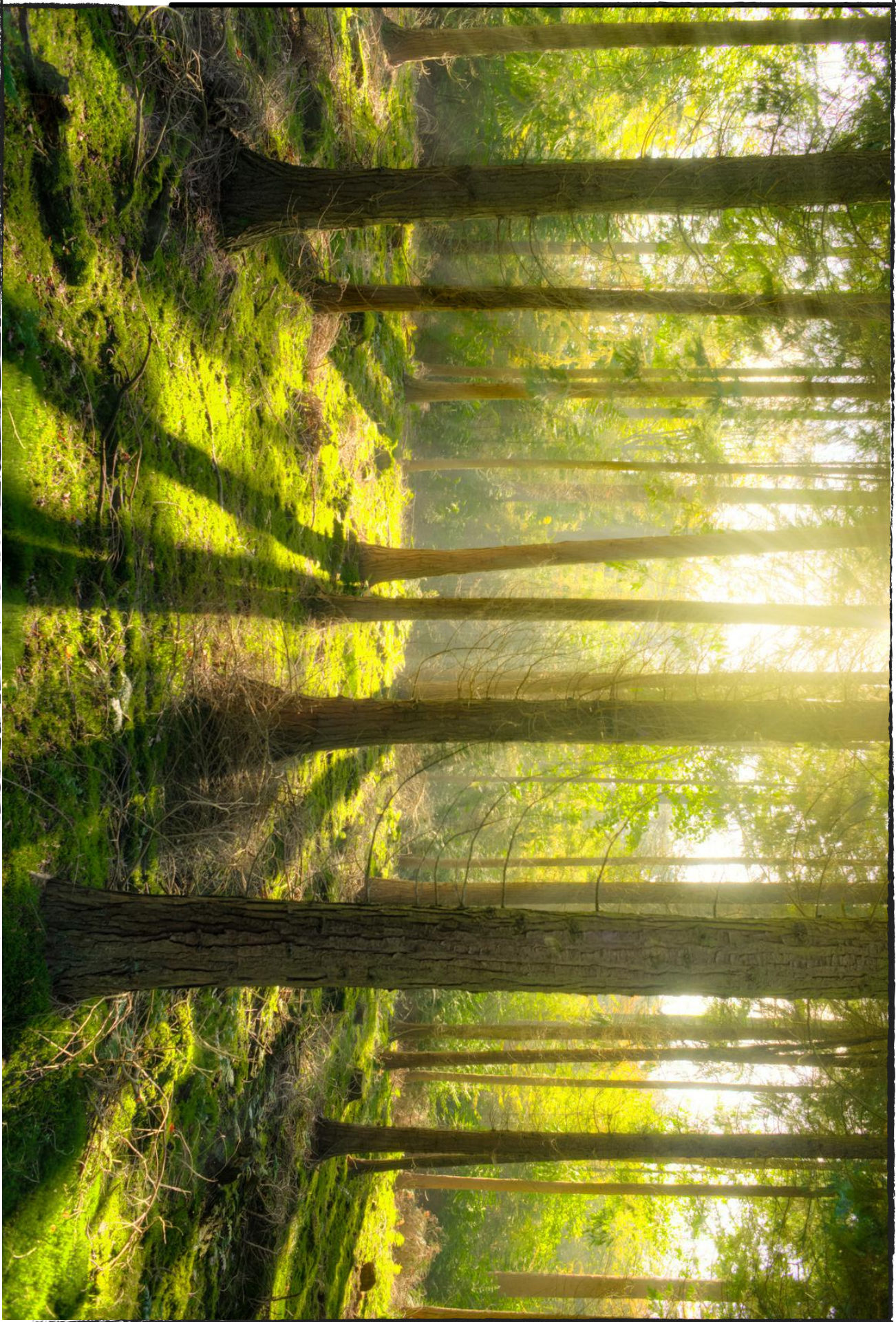
## Create your Colour Portrait!

Now that you have your colour, try drawing a self-portrait, using only different shades of your colour!



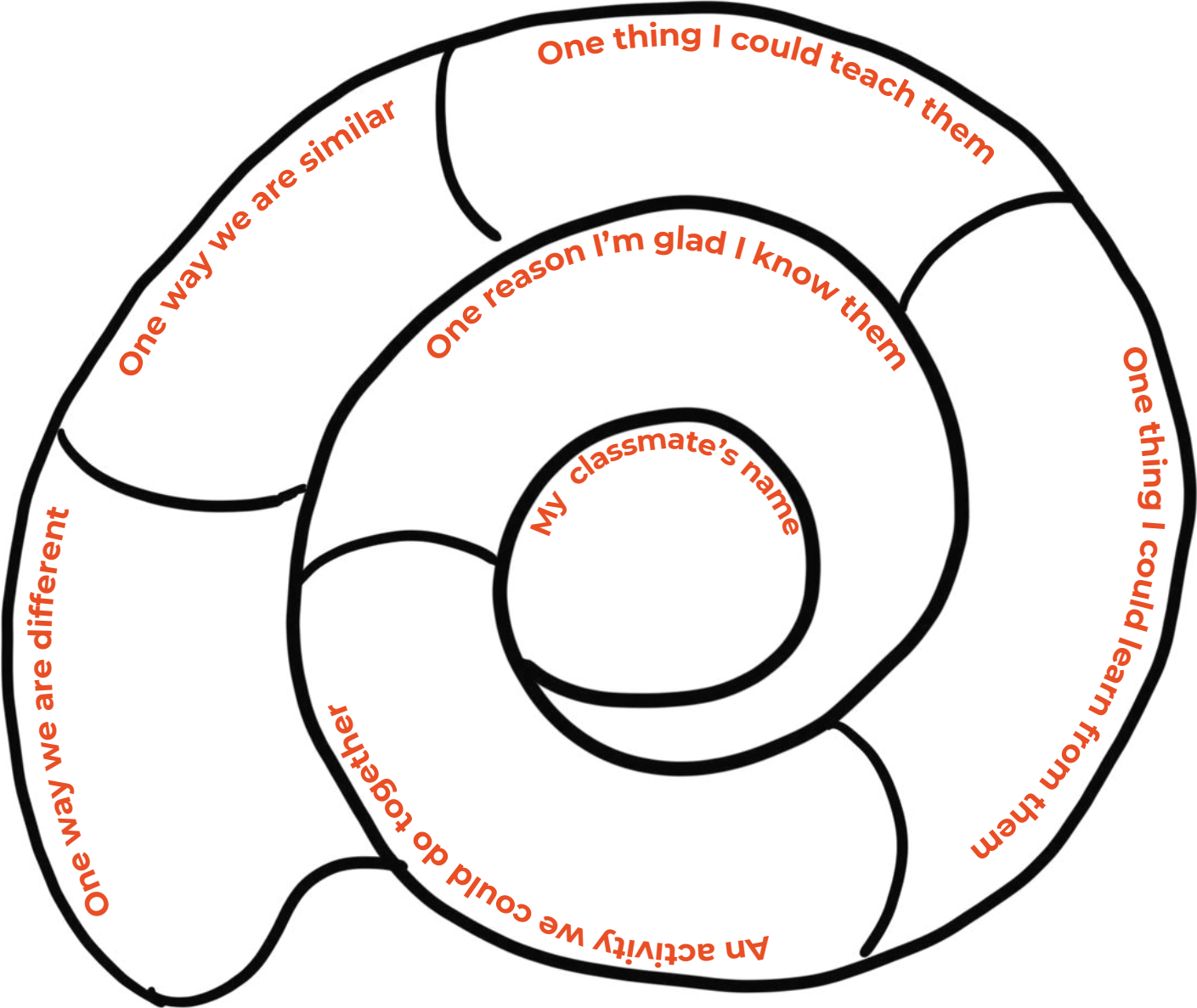












## Thank You!

We hope these activities have helped to bring a little bit of Polka Magic back to your classroom or home!

We can also provide plenty of opportunities for follow-up activities.

Polka's experienced team of actors, directors, storytellers and puppeteers are on hand to deliver a range of workshops in your school. We can create tailor-made workshops for you and your pupils based on any topic you like, including exploring the themes and production elements of the performance you have just seen!

For more information, please visit our website:

[polkatheatre.com/schools](http://polkatheatre.com/schools)

Or contact Lizzie, Polka's Schools Relationship Officer:

[lizzie@polkatheatre.com](mailto:lizzie@polkatheatre.com)

We look forward to seeing you at Polka Theatre again soon!

Best Wishes,

**Polka Theatre's Creative Learning Team**

