

DINOSAURS IN THE WILD



English pre-visit lesson Chronotex creature debate

40 minutes

KS2

Introduction

This lesson is to be completed before your visit to Dinosaurs in the Wild. It serves as an introduction and taster to get your pupils inspired for the big day, as pupils will get familiarised with the different species that they'll encounter at TimeBase 67 by holding a class debate about them.

Curriculum links

English

- Spoken language.

Learning objectives

- To be able to speak in a persuasive way, making a case for a viewpoint.
- To listen to different viewpoints carefully and respond to them through speaking.

Resources required

- Activity Sheet: Chronotex creature information (*Key information on all 12 animals featured at Dinosaurs in the Wild*).
- (*Activity Sheet: Chronotex creature pictures could also be used to provide better images of the animals*).

Delivery notes

- 1** An imaginary scenario is given: Dinosaurs in the Wild is still in the planning stage. The creators have selected various animals to be included in the adventure and there is space for one more, which is still to be chosen from 12 candidates. The class will be put into groups, each assigned one of 12 animals, and each group will make a case, through speaking, for their animal to be chosen as the final one.
- 2** Divide the class into 12 mixed-ability teams and assign an animal to each team - hand out the appropriate image and key information from **Activity Sheet: Chronotex creature information**. Explain that teams will have 20 minutes to read the information, make notes if they wish, and decide together how they will present the case for their animal. They will speak to the class for approximately one minute.
Each person in the group must contribute in some way.

DINOSAURS IN THE WILD

English pre-visit lesson: Chronotex creature debate

- 3 Teams plan their talks and practise making their presentations.
- 4 All 12 teams present to the class, making their case for their animal to be included in Dinosaurs in the Wild. Make notes to help the class select three teams to go into the next round.
- 5 Choose three teams to progress on to the next round. These three teams sum up their presentations a second time to help the class decide an overall winner. Before they start, explain that other pupils can ask them questions at the end (when each team will get to answer four questions).
- 6 When the second round questions are over, members of each remaining team have one minute to say why they think one of the other two animals should not be included.
- 7 The class then votes on an overall winner. Discuss why they were chosen, as well as what was good about each team's presentation and persuasive speaking, or arguments against.

Support

Individuals who have low confidence in terms of speaking in front of an audience can be given a short simple element to contribute, such as one sentence or fact. Before the presentation, they could practise saying this aloud in front of two or three people. Less able speakers can also be grouped with more able pupils who will help them to participate. Speaking frames could also be provided for less able pupils and English as an additional language (EAL) learners.

Challenge

Confident, capable speakers can be tasked with making a presentation in assembly or with answering orally more challenging questions from the teacher.

Extension ideas

- Pupils could create a checklist of 'Dos and Don'ts' for making a presentation in front of an audience.
- Pupils could have fun writing an imaginary 'acceptance speech' to be given by the winning animal, when it finds out it has been selected for Dinosaurs in the Wild. The best ones could be read out in the style of an awards ceremony.