

Erth's Prehistoric World

Teacher Resources

Years K - 6



Welcome

Sydney Opera House is one of the indisputable masterpieces of human relativity and has long been a place for learning and sharing knowledge.

The land on which Sydney Opera House stands was known to its traditional custodians, the Gadigal people of the Eora Nation, as Tubowgule, meaning “where the knowledge waters meet.”

A stream carried fresh water down from what is now Pitt Street to the cove near Tubowgule, a rock promontory that at high tide became an island. The mixing of fresh and salt waters formed a perfect fishing ground. Middens of shells were a testament to Tubowgule’s long history as a place where the Gadigal gathered, feasted, sung, danced and told stories.

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Did You Know...?

Sydney Opera House is home to eight flagship Australian performing arts companies which bring art to life every day beneath the famous shells. We are proud to partner with the Australian Chamber Orchestra, Bangarra Dance Theatre, Bell Shakespeare, Opera Australia, Sydney Theatre Company, The Australian Ballet, the Sydney Symphony Orchestra and the Sydney Philharmonia Choirs.

130,000 people attend performances at the Sydney Opera House, for young audiences annually. Since 2014, one furry guest has caught the attention of locals and international visitors alike. The northern VIP steps of the Opera House, otherwise unoccupied for the majority of the year, is the favourite sunbathing spot of a wild long-nosed fur seal, affectionately called 'Benny' (named after Bennelong Point).

You can now experience the Opera House, as never before, on Google's digital museum platform with 1270 digital artefacts and 50 interactive online exhibits; the Sydney Opera House's presence on the Google Cultural Institute allows people everywhere to experience the symbol of modern Australia.

The Creative Learning Journey

Before the Event

Begin your Creative Learning Journey

Have your students think about the themes of the talk with information and activities in these Creative Learning Teachers Resources. Check out the video and links page to initiative topics of discussion and dive into the recommended reading list written by experts in these areas.

After the Event

Continue the Creative Exploration

Follow up the event with the Post talk activities and continue the conversation with your students. What questions did they feel weren't asked? Where could they go to get this information? What did they think were the biggest learnings from the session? Can you develop any projects out of the learnings?

Sign up for another Free Event

We offer an annual program of performances, workshops and talks to further extend the learning journey of your students. Free for all Australian Schools and offered throughout the year.

Listen and Watch

Explore the other resources and activities on our website that could support your classroom learning program. See here:

www.sydneyoperahouse.com/learn/schools/resources.html

About the Resources

These Creative Learning Resources have been prepared to help you get the most out of this event. These resources have been collated to help prepare your students to unpack the content, think deeply about it and apply it to their continued learning.

You should use and adapt these Resources to suit the student age and stage of your class and the curriculum foci and outcomes used in your school. These resources are written as a creative document for you to bring to life. If you have questions about exercises or provocations please feel free to make contact to talk it through. We are always open to feedback, comments and working with you to assist and learn from you. Contact details are on the back page.

Some websites are suggested throughout this resource. It is recommended that you first review the sites and assess the suitability of the content for your particular school environment before setting the activities based on these.

Sydney Opera House has a bank of Creative Learning Resources for you to access and use. Please have a look around our website for other resources and activities that could support your classroom learning program.

Acknowledgements

Grateful thanks are extended to all the artists and educators who have generously allowed their resources to be included in this document.

Sydney Opera House Creativity Framework

These Creative Learning Resources have been written using the Sydney Opera House Creativity Framework as the pedagogy. The Framework aims to define the creative process in a way that educators can use to teach and be inspired by.

At a glance this Creativity Framework is:

Prepare

Tools and Pathways

Preparing mind, body, space, materials and time

Buy in

Presence and Enthusiasm

Convincing students that they want to be there

Imagine

The Fertile Unknown

Exploring a subject through arts practice. Using form to uncover content. Allowing uncensored expression to reveal new ways of seeing a subject

Question

Analysis, investigation and revelation

Creating new understanding by analysing what just happened when honing the imagination

Make

Forging form from content

Putting shape to content and moving towards a project; scripts, composition, choreography, project design

Show

Commit, frame, judgement

Performing and presenting the work

Reflect

Remembering, Processing, Exiting

Creating understanding and healthy memories from the creative process and product.

Whilst written as a sequence, the Sydney Opera House Creativity Framework is not a method or system but a way of articulating the creative process. As the Framework is applied it becomes apparent the sequence dissolves and many of the specific sections live in one exercise. These resources have been written with this in mind.

This Framework underpins the Sydney Opera House Creative Leadership in Learning program that sees schools partner with the House for three years of teacher professional learning, student projects and performances. For more information please see the Sydney Opera House website.

Erth's Prehistoric World

Experience ancient creatures coming to life

Travel to the bottom of the ocean to discover ancient bioluminescent creatures and marine reptiles, then back to dry land to witness the dinosaurs who walked this Earth. Experience these ancient creatures coming to life on stage for National Science Week.

Recommended Years:K-6

Duration: 45 minutes

Dates: 16 Aug - 7 Sept 2023

Before the Event

Drama

1. In a drama circle, create a shared story about prehistoric creatures. Give students different scenarios, "A Day in the life of a dinosaur", "Under the deep blue sea lived...", "The biggest creature that ever lived" etc., and take turns adding a sentence to the story. While students add to the story encourage them to think about how the creatures interact with each other and their environment.

2. The show features a variety of prehistoric creatures including the Kimberella, Anomalocaris, Plesiosaur, Anglerfish, Kronosaurus Queenslandicus, Leaellynasaura, Minmi Paravertebral, Megaraptora Lightning Claw, Australovenator, and Titanosaur. Have students choose one of these creatures to conduct some research on the characteristics of the prehistoric creature. Give the students a variety of props that could represent different aspects of the prehistoric world (for example, a green fabric could represent a jungle, a blue one could be a river, etc.) and have students use these props and their research to create a scene from the prehistoric world.

Science and Technology

1. Have students choose one of the creatures in the show: Kimberella, Anomalocaris, Plesiosaur, Anglerfish, Kronosaurus Queenslandicus, Leaellynasaura, Minmi Paravertebral, Megaraptora Lightning Claw, Australovenator, and Titanosaur to create their own diorama. Students can build their own prehistoric habitat using a shoe box, clay, paints, and other craft materials. They can research about the flora and fauna of the time to make it as accurate as possible.

2. **Build a Prehistoric Creature:** Using materials such as cardboard, straws, tape, and clay, challenge the students to design and build their own prehistoric creature. This could be based on a real creature, or they could invent their own, explaining the science behind their design choices.

Alternative: Have students draw and label this creature in their books.

3. The creatures in the show are now mostly extinct. Some animals that are alive in the world today are on the brink of extinction. Have each student (or groups of students) choose an endangered species and research why it's endangered, what its habitat is, how it interacts with its environment, and what efforts are being made to conserve it. They can present their findings in an infographic that can be displayed around the classroom.

Geography

1. Show students images from an internet search of the different prehistoric animals that are featured in the show *Kimberella*, *Anomalocaris*, *Plesiosaur*, *Anglerfish*, *Kronosaurus Queenslandicus*, *Leaellynasaura*, *Minmi*, *Paravertebral*, *Megaraptora*, *Lightning Claw*, *Australovenator* and *Titanosaur*. Have students predict what type of environment they think each one lived in based on their features.

2. **Continental Drift Puzzle:** Using a world map create puzzle pieces of the continents as they were in the prehistoric era. Students can try to fit them together to form the supercontinent *Pangea*, which helps them understand the concept of continental drift.

3. **Time Travel Journal:** Have students pretend to be time-traveling explorers who visit different prehistoric periods, to create a journal with drawings and descriptions of the landscapes, plants, and animals they "encounter" on their journey.

After the Event

In the following post-event activities students will unpack the talk and dive deeper into the prehistoric world.

Drama

1. Prehistoric Creatures mime: Have students mime a prehistoric creature from the show (Kimberella, Anomalocaris, Plesiosaur, Anglerfish, Kronosaurus Queenslandicus, Leaellynasaura, Minmi Paravertebral, Megaraptora Lightning Claw, Australovenator, and Titanosau), while others guess. The mime could involve moving like the creature or showing what it eats.
2. In pairs, have students play out an interview where one plays a prehistoric creature from the show (Kimberella, Anomalocaris, Plesiosaur, Anglerfish, Kronosaurus Queenslandicus, Leaellynasaura, Minmi Paravertebral, Megaraptora Lightning Claw, Australovenator, and Titanosau) and the other an interviewer. Have students conduct further research and write a script that could be recorded or performed live. The questions should probe into the dinosaur's lifestyle, challenges faced, and its habitat.
3. Have students to write a review of the show, discussing what they learned and their favourite parts.

Science and Technology

1. **Fact or Fiction?** After watching the show, have students research and compile a list of facts and misconceptions about prehistoric creatures and their environments to encourage critical thinking and research skills. **Extension:** Have students present their fact or fiction pieces to the class, holding class votes for whether the students believe it to fact or fiction, before revealing if the information was fact or fiction.

2. Have students create write blog from the perspective of a prehistoric creature they've seen in the show (Kimberella, Anomalocaris, Plesiosaur, Anglerfish, Kronosaurus queenslandicus, Leaellynasaura, Minmi paravertebral, Megaraptora Lightning Claw, Australovenator, Titanosaur). The blog should include information about their daily life, what they eat, their environment, and any predators they face.

3. **Adaptations:** The show featured the Anglerfish, which has over time adapted to survive. In groups have students go into a deep dive on the adaptations of this fish by allocating them one of the adaptations: Camouflage, Body structure, Mating Adaptations, Bioluminescent Lure, and Mouth and Teeth. Each group will conduct online research about their assigned adaptation. Encourage them to compile a list of relevant information, presenting their findings in clear, concise bullet points under their given heading. Have each group present their findings to the class. Encourage discussions about how each adaptation contributes to the Anglerfish's survival. How do these adaptations work together? How might they have evolved over time?

Extension: From the discussion, have students write a description of how the Anglerfish and its adaptations in their books.

4. **Extinct and Endangered Species Comparison:** Compare the extinct prehistoric animals that have been presented in the show with today's endangered species. As a class discuss what caused their extinction or endangerment and brainstorm what could be done to prevent current species from going extinct.

5. Have students (independently or in groups) conduct research on one of today's endangered species in Australia (e.g., Gouldian Finch, Eastern Quoll, Black-flanked Rock-wallaby, Regent Honeyeater, Purple-crowned Fairy-wren etc). Ask students to imagine they've been hired by a conservation organisation to create a public awareness campaign about their chosen species. The campaign should include:

- a) A catchy slogan or tagline.
- b) A poster or infographic that includes essential facts about the species, the threats it faces, and how people can help.
- c) A brief persuasive speech or presentation to raise awareness about the species and encourage others to take action.

Extension: Allocate time for students to share their campaigns with the class. Each presentation should include an explanation of their poster or infographic and a reading of their speech or presentation.

Additional Extension: Share the campaigns on the school's social media pages or website, displaying them in the school or local library, or school newsletter.

Geography

1. Mapping the Show: Have students create a map of the journey taken around Australia during the show, indicating key moments or discoveries to solidify their understanding of prehistoric geography and the distribution of creatures.

2. Have students create a travel brochure for a journey through prehistoric Earth, showcasing the various creatures and habitats they would "visit" from the show. The travel brochure should include details of the creatures, along with geographical features.

Curriculum Links

KLA	ES1	Stage 1	Stage 2	Stage 3
Drama	DRAES1.4 Responds to dramatic experiences.	DRAS1.4 Appreciates dramatic work during the making of their own drama and the drama of others.	DRAS2.4 Responds to, and interprets drama experiences and performances	DRAS3.4 Responds critically to a range of drama works and performance styles.
Science and Technology	STe-3LW-ST explores the characteristics, needs and uses of living things	ST1-4LW-S describes observable features of living things and their environments	ST2-4LW-S compares features and characteristics of living and non-living things	ST3-4LW-S examines how the environment affects the growth, survival and adaptation of living things
Geography	GEe-1 identifies places and develops an understanding of the importance of places to people	GE1-1 describes features of places and the connections people have with places	GE2-1 examines features and characteristics of places and environments	GE3-1 describes the diverse features and characteristics of places and environments

General capabilities and cross-curriculum



Critical and Creative thinking

Sustainability



Let's keep in touch

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