

Dinosaur World Live

Educator Guide



DINOSAUR
WORLD
LIVE

children's
theatre
company

2025

2026

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Behind the **SCENES**



Photo by Pamela Raith Photography

Learn more about the
artists, history, and
themes of this production.

What is this show about?

Are you brave enough to face a T-rex? Do you know what it feels like to get sneezed on by a triceratops? Find out when dinosaurs take over CTC! Feel the rumble of their rawrs as a young paleontologist takes you on a tour so up-close-and-personal you'll almost smell their stinky breath! This extraordinary experience has wowed kids and adults all over the world. But be on the lookout: you never know who (or what!) you'll run into after the show...

Meet the Dinosaurs!

Before your trip, introduce your students to the different species of dinosaurs that they'll meet in the show. You can choose to go over these facts about each one before the show or ask what they learned about each one when you get back from your trip!



Tyrannosaurus Rex

Where did they live? North America

What did they eat? Carnivore—Chicken and other dinosaurs

Fun Fact: It had the strongest bite of any land animal—ever. Its jaws could have crushed a car!



Microraptor

Where did they live? Northeast China

What did they eat? Carnivore—Fish and other meat

Fun Fact: It had flight feathers on four limbs, and experts believe it could have glided through the air like today's flying squirrels.



Giraffatitan

Where did they live? Africa

What did they eat? Herbivore—leaves and bits of trees

Fun Fact: It had chisel-shaped front teeth but no back teeth for chewing, so it probably swallowed its food whole!



Segnosaurus

Where did they live? Asia

What did they eat? Herbivore—leaves

Fun Fact: The name Segnosaurus comes from the Latin words for “slow lizard.”



Triceratops

Where did they live? North America

What did they eat? Herbivore—plants growing low to the ground

Fun Fact: Its horns changed as it aged. They started off small and straight, then grew, curving backwards, before curving forward in adulthood.

Puppetry

In *Dinosaur World Live*, the dinosaurs are brought to life through dynamic puppets. The designers researched the dinosaurs' anatomy to make them as realistic as possible. The puppets are made out of lightweight materials so the puppeteers can maneuver them while still making them large and life-like. There are no electronics or hydraulics used in these puppets—they are all human-powered! Before your trip, talk with your students about what they already know about puppetry. Together, list examples of puppets that they are already familiar with (Muppets, *The Lion King*, etc.). After your trip, compare and contrast the dinosaur puppets with ones that they were already familiar with. What was similar or different?



Before **YOU GO**



Photo by Pamela Raith Photography

Use these activities in your classroom to prepare your students for their field trip to CTC.

Before You Go

Dinosaur Dioramas

Grades: Grades 2 and up **Time Required:** 20-30 minutes

Set-up: This activity can be done at a table or on the floor with a clipboard/writing surface

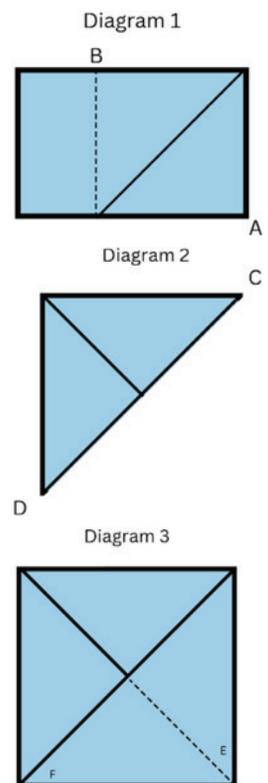
Supplies: Paper, scissors, staples/tape/glue, and coloring materials (crayons, markers, or colored pencils)

This activity encourages students to apply their knowledge of the various landscapes and biomes that dinosaurs lived in and create their own diorama. Use the diagrams and pictures below to help explain the various steps of creating the diorama.



Instructions:

1. As a class, brainstorm what the environment that dinosaurs lived in might have looked like. Were the trees and plants bigger and wilder looking? Were there looming, smoking volcanos? Some dinosaurs lived underwater. What might a prehistoric ocean have looked like? Explain to students that they will be creating a 3D model called a diorama of a prehistoric environment of their choosing.
2. Have students take a regular 8x11 piece of paper or 9x12 piece of construction paper and place it horizontally in front of them. Fold corner A to point B and make a firm crease. Cut off the remaining paper at the dotted line and save that piece of paper to create 3D elements for the diorama. (Diagram 1)
3. With your folded triangle in front of you, fold corner C to corner D and make another firm crease. (Diagram 2)
4. Unfold your paper to reveal a square. Along one of the creases, cut into the middle. (along the dotted line in Diagram 3)
5. Gently fold the papers inward, placing the flap with corner E over the flap with corner F, creating a 3-dimensional half pyramid. Staple or tape the two pieces together. (Diagram 3)
6. Now is the time for student to be creative! They can draw on the backgrounds and ground of their diorama, use their cut-off strip of paper or switch with another student to create 3D objects, and more!



Variations and Adjustments With **younger students**, either have an adult pre-assemble all of the dioramas or use shoeboxes instead so that students can focus on designing the different aspects of the environments.

For **older students**, connect this activity to set design in the theatre. How can we use backdrops and 3D elements to transform a location into somewhere entirely new? You could also have them draw on the backdrops before they fold so they can get more detailed.

Dino Exploration

Grades: Grades K and up **Time Required:** 10-20 minutes

Set-up: This activity works best in an open area where students can move, like the front of a classroom.

Supplies: Whiteboard or large chart paper and marker

Students will meet many dinosaurs in *Dinosaur World Live*. In this activity, students will identify characteristics of different dinosaurs and use their bodies to embody them.

Characteristic—A distinguishing feature or trait belonging to a person, place, or thing that helps to identify it.

Instructions:

1. With students seated at their desks, explain what characteristic means. Using visuals, start brainstorming external characteristics (size, color, number of legs, type of tail, etc.) of some or all of the following dinosaurs that you'll meet in *Dinosaur World Live*: Tyrannosaurus Rex, Triceratops, Microraptor, Giraffatitan, and Segnosaurus. Write the students' responses on the whiteboard.
2. Next, invite your students to begin walking around an open space, like the front of the classroom. As they walk around, tell them to start thinking about a Tyrannosaurus Rex. Remind them of the external characteristics that you thought of earlier. Using just their bodies, ask the students to show you the various characteristics that you brainstormed. For example, the two legs, the short arms, and the sharp teeth. Your students should now be moving around the open space as T-rexes.
3. Repeat the exploration with the other dinosaurs: Triceratops, Microraptor, Giraffatitan, and Segnosaurus.

Reflection Questions

- What was your favorite dinosaur to embody? Why?
- What characteristic was the most challenging to portray?

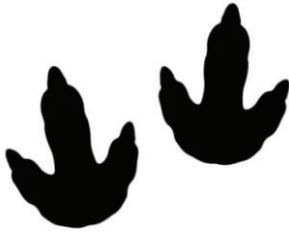
Variations and Adjustments

Use images of the different dinosaurs during your brainstorm to help students generate ideas.

Have a relay race in groups with each student being a different dinosaur. Challenge them to truly keep the embodiment of the dinosaurs while they are racing, including the pace that those dinosaurs would have moved in the real world.

Finding Footprints

Dinosaurs came in all different shapes, styles, and sizes! Can you match the footprint to its owner? Draw a line from the footprint to the correct dinosaur!



Tyrannosaurus Rex



Velociraptor



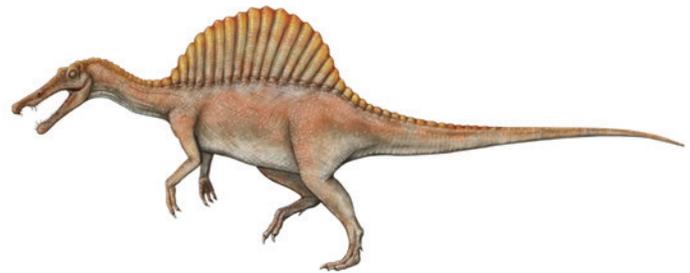
Triceratops



Iguanodon



Spinosaurus



3 Things

In the day or so before your field trip, share the following prompts with your students. You can read them aloud to your class or give each student a copy. When you return from the performance, review the list again. What do they remember noticing or thinking about during the performance?

During the performance:

Look for...

1. A dinosaur with wings. Do you remember what kind of dinosaur it is?
2. A soccer ball. What dinosaur does a trick with the ball?
3. An egg that's about to hatch.



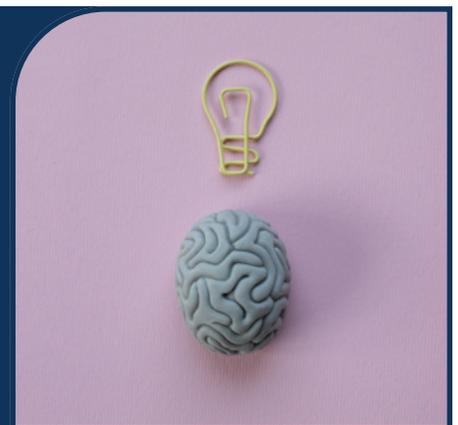
Listen for...

1. The dinosaurs' names. Do you know anyone with the same name as one of the dinosaurs?
2. The different dinosaur sounds. Which dinosaur sounded the friendliest?
3. Two dinosaurs singing to each other. What is their relationship to each other?



Think about...

1. Would you travel to a mysterious island to study dinosaurs like Miranda's family did?
2. How many people did it take to puppeteer the grown T-rex? What other large animals might need that many puppeteers to bring to life?
3. What other prehistoric animals would you like to learn more about?



Before You Go— **AT HOME**



Photo by Pamela Raith Photography

Print this section and send it home with permission slips. This section supports family engagement and provides tools to help families reflect with students about their theatre experience.

Resources for Families

Extend your child's theatre experience at home!

Questions to ask your child BEFORE they see the show:

- What do you already know about dinosaurs? Do you have a favorite dinosaur?
- How do you think they will make the dinosaurs look realistic?
- What about your field trip are you most excited about?

Questions to ask your child AFTER they see the show:

- Did a dinosaur egg hatch during the show?
- What did you learn about T-rexes? What about other dinosaurs?
- What was your favorite part of the play?

Building Confidence and Creativity— Classes and Camps at CTC

Children's Theatre Company offers engaging theatre classes and camps for ages 2-18. **If your child was inspired by the performance they saw on stage, our classes and camps are the perfect next step!** From Fundamentals of Acting and Creative Play to Backstage Crafting, Audition Prep, and Musical Theatre, every program helps young people explore their creativity and build confidence. Guided by our professional teaching artists, students learn through active, hands-on experiences that inspire collaboration, resilience, and self-expression—on stage and beyond!

Learn more at childrenstheatre.org/classes



Salt Dough Dinosaur Fossils



Fossils are how we know about living things from the ancient world, like dinosaurs. Before or after your student's field trip, make your own fossils together!

Ingredients

- 2 cups flour
- 1 cup salt
- 1 cup water
- Food coloring (optional)

Supplies

- Plastic dinosaurs or leaves/flowers
- Mixing bowl
- Rolling pin
- Cookie cutter or glass
- Oven

Steps

1. Mix flour and salt together in the mixing bowl.
2. Gradually add the water, stirring as you go, until you have a dough-like consistency. If you are using food coloring, you can add it to the dry ingredients (for a marbled look) or the water to give your fossils some color. Mixing multiple colors together will give the dough a brown appearance.
3. Form the dough into a ball and knead it for a couple minutes.
4. Roll your dough out to about 1/3-inch thickness. Use flour to help with any sticking to your work surface or the rolling pin.
5. Cut circles out of the dough using either a cookie cutter or a glass.
6. Press your dinosaurs/leaves/flowers into the dough then carefully remove them.
7. Let the fossils air dry overnight or bake in the oven at 200° for 2-3 hours.



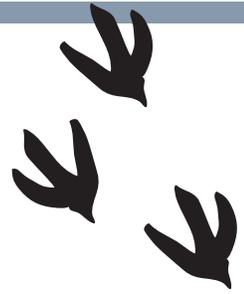
Photo by Pamela Raith Photography

Heading to **CTC**



Provide this resource to all teachers, staff, and chaperones attending the field trip. This section contains field trip procedures, accessibility information, and CTC's approach to theatre etiquette.

Trip Guide



CTC Theatre Etiquette

At CTC, we encourage audiences to engage with the live theatre experience and react freely. It's ok to laugh if something is funny, exclaim if something is surprising, gasp if something is scary, and maybe even dance along in your seats if the music inspires you. We value the real-time, honest reactions of our student audiences.

We do, however, thank you for your partnership in making sure that any reactions from your students are kind and respectful towards the actors onstage and towards all of the people who worked so hard to make the show possible. If there is a group seated near you that is being disrespectful, please don't hesitate to notify an usher.

Arrival

Check-in begins one hour prior to the performance. Buses can unload in the circle driveway on 3rd Ave S between 24th St. and 25th St. An usher will greet you at your bus and will need to know the name of your school and how many buses you are traveling with. If all of your buses have arrived, we will ask you to unload and make one line. We will lead you inside and upstairs to the Red Lobby. Groups are seated in the order of arrival, and your entire group must be present before you can check in. Seating begins 30 minutes prior to the start of the performance.

CTC does not print or issue individual tickets or stickers for student matinee performances. Instead, as you line up in the lobby, one of our ushers will count your group to ensure that you are not over your allotted number of seats. It is helpful if you can provide the usher with a final count for your group, but not required.

Seating

Seating in the theatre begins 30 minutes prior to the performance. An usher will lead your group into the theatre in one line. We recommend spacing chaperones throughout the line to aid in guiding the students. To ensure that everyone gets a seat, please take whichever seat the usher is asking you to, including chaperones. Once your whole group has been assigned a seat, you are more than welcome to rearrange students and chaperones as you need to and utilize the restroom facilities.

Lunch

Lunch space must be reserved in advance. If your group has reserved space in our lobby to eat lunch after the show, please bring the lunches inside with you when you arrive. We will store them in the lobby during the show. We recommend consolidating lunches into paper or reusable shopping bags. Large coolers and bins can be heavy and unwieldy, and individual lunches can easily be lost or forgotten on the bus.

After the show, those with reserved lunch space will have a designated area of the lobby to utilize. The lunch space allows for picnic-style eating on the floor. You may be sharing the lobby with other schools or may be directed to our other theatre's lobby if we have multiple groups staying for lunch. Custodial services are provided by CTC.

Accessibility



Photo by Pamela Raith Photography

Mobility Accessibility

The Red Lobby and UnitedHealth Group Stage are on the 2nd floor. At the building entrance, school groups will be led to the right and up a flight of 28 stairs to get to the lobby. Those wishing to use the elevator will find it to the LEFT of the entrance doors. CTC's accessible seating area is located in the last row of the main level of the theatre. Please email schools@childrenstheatre.org in advance to request accessible seating, if needed. The rest of the seating on the main floor can be accessed by going down a set of gradual stairs, and the balcony is accessed by going up another flight of 18 stairs. There is no elevator access to the balcony level.

An Accessible/All-Gender/Family Restroom is located next to the elevator on the 2nd level in the Red Lobby. An adult-sized changing table is available upon request.

Quiet Room/Sensory Sensitivities

The Quiet Room is located at the rear left side of the main floor of the UnitedHealth Group Stage. There are 3 stairs to get to the seating in the Quiet Room. The Quiet Room is separated from the audience by a glass window, so students can verbalize freely. Those utilizing the Quiet Room can still see and hear the performance. The performance is also live streamed in the lobby. The Quiet Room is open to everyone and cannot be reserved. Please feel free to come and go from the Quiet Room as you need to throughout the show. Please let an usher know if someone in your group would benefit from a fidget, ear plugs, noise-canceling headphones, or coloring/activity sheets during your visit.

Assistive Listening Devices

Please let an usher know if you would like to use an assistive listening device. These devices come equipped with an over-the-ear earpiece. This earpiece can be unplugged, and other devices, such as cochlear implants, can be plugged into the receiver using the 1/8" jack. If you will be plugging in your own device, please bring the appropriate cord as CTC does not have these on hand.

Sign Interpretation and Audio Description

A sign interpreted and/or audio described student matinee performance is scheduled for each production at CTC. We suggest booking your field trip for these scheduled performances if you need either of these services. Please contact schools@childrenstheatre.org if you are unable to reserve your field trip for the scheduled performance(s) and need to request this service for a different date. CTC requires at least 3 weeks' notice to schedule ASL interpretation or Audio Description.

Prayer/Private Nursing Space

During your visit, please ask a member of our staff to use our private space for nursing, pumping, prayer, or other needs.

Dinosaur World Live Content Advisories

Language: 1 out of 5 stars ★☆☆☆☆

Miranda, the host paleontologist, is British and uses slang like “bums.”

Themes and Situations: 0 out of 5 stars ☆☆☆☆☆

Violence and Scariness: 4 out of 5 stars ★★★★★

The dinosaurs are often frightening and behave as wild animals who sometimes bite, roar, and act out of control. Several jokes are made about dinosaurs eating small children. It is mentioned that Titus, the T-rex, has recently eaten an audience member’s arm. Titus is the final dinosaur and is very scary.

Sensory Advisories: 5 out of 5 stars ★★★★★

The dinosaurs are very loud and often make loud and frightening roars and sounds, sometimes coming by surprise. The audience is also encouraged to shout and roar several times. Flashing lights, fog, and haze are used in this production.

Potentially Anxious Moments: 3 out of 5 stars ★★★☆☆

The dinosaurs do not always follow directions and can sometimes seem uncontrolled; Miranda always finds a way to get them to behave. Some of the dinosaurs are larger and scarier than others, especially the T-rex at the very end. Miranda enters the audience. Some audience volunteers are invited to come on stage.

Please contact schools@childrenstheatre.org with any questions.

Trip Guide

This tool is called a **social story** and tells students what to expect at the theatre. Hand it out to anyone who may benefit from knowing procedures in advance.



Bus—I will ride on the bus from my school to the theatre.



Lobby—I will enter the lobby and be greeted by the theatre staff and ushers. I can say hello to them. There may be a lot of other students from different schools in the lobby at the same time. I will stay with my teachers.



Bathroom—If I need to go to the bathroom, I will let my teacher know, and they can take me. I can go to the bathroom any time I need to during the show.



Enter the Theatre—When it's time to enter the theatre, there may be a line at the door. I will wait in line for my turn to go through the door.



My Seat—An usher will show me to my seat. During the show I will sit in my seat next to my classmates.



During the Show—If the show is funny, I can laugh. If something surprises me, I can gasp. At the end of the show, I can clap to tell the actors I enjoyed the performance.



After the Show—I will wait patiently for my teacher to lead me out of the theatre.



Leave the Building—I will leave the building with my classmates and get back on the bus to my school. There may be a lot of other students from different schools leaving at the same time. I will stay with my teachers.

After the **SHOW**



Photo by Pamela Raith Photography

The discussion prompts and activities in this section are an extension of the theatre-going experience and allow students to reflect on the experience of seeing a live show and further engage with the art forms and themes of the performance.

After the Show

Springboard

Use this page to recall observations, reflect, and think critically about the show you just saw!

The part of the show that grabbed my attention the most was

The show made me think about

Before seeing this show, I didn't know that

A question I have about the show is

If I were the director, one thing I would change is

One thing I saw during this show that I've never seen before was

After seeing the show, my friends and I talked about

Overall, the show made me feel

While watching the show, I had the strongest reaction to

Dinosaur Training

Grades: Grades 2 and up **Time Required:** 15-20 minutes **Supplies:** None

Set-up: This activity can be done in the classroom with students at their desks.

In this activity, students will work together as an ensemble to train dinosaurs just like Miranda and her parents! This exercise encourages students to use positive feedback and emphasizes the importance of being a supportive classmate.

Instructions:

1. Select one student to be the Dinosaur and have them step out into the hallway or move to an area where they cannot hear what the class is discussing.
2. While the Dinosaur is out of the room, the class chooses an action that the Dinosaur will perform. For example, walk into the classroom and put a hand on the teacher's desk or walk into the classroom and stand on the chair at the front of the room.
3. It is the objective of the class to get the Dinosaur to accomplish the chosen action. However, the class may only use the sound "ding" to guide the Dinosaur. If the Dinosaur does an incorrect move, the class says nothing, but if the Dinosaur moves in the correct direction, the class says, "ding."
4. Continue until the Dinosaur has accomplished the action. You may need to coach the Dinosaur to use process of elimination and to keep trying different movements. If the Dinosaur is getting off track, it is good to remind them to go back to the last place where they received a "ding."
5. Repeat several times giving other students the chance to be the Dinosaur.

Variations and Adjustments

- While the Dinosaurs are in the hall, encourage them to think about what type of dinosaur they are and try to move like that dinosaur when they enter the room.
- Try one round using "aaint" (or another negative sound) when an incorrect move is made. You can do this in conjunction with or instead of the "ding." This can open the door for a conversation about the differences between positive and negative feedback and the importance of being a supportive class.

Dinosaur Dinner Plates

Grades: Grades K and up **Time Required:** 15-20 minutes

Set-up: This activity can be done in the classroom with students at their desks.

Supplies: Coloring materials (pencils, crayons, markers, colored pencils) and paper plates or paper

Just like people, different dinosaurs had different diets and ate different types of food. This activity asks students to recall the differences between carnivores, herbivores, and omnivores and relate these diets to themselves.

Students will choose or be given a specific dinosaur diet and draw a plate of food that matches that diet. At the end of the activity, you can hang all the plates up or have students walk around to other desks to see all the different meals.

Instructions:

1. As a class, talk about what you remember from the play about the different types of dinosaur diets; specifically, the difference between carnivores, herbivores, and omnivores.
2. After reviewing these diets with the whole class, either have the students pick which diet they would like to create a plate for, or assign them a diet, making sure there is roughly an even amount of the three types.
3. If using a sheet of paper, have the students draw a large circle to act as their plate. If using paper plates, this step is not necessary.
4. Invite students to think about food that they like that fits under their theme, and to be specific (for example, if a student is making an herbivore plate, challenge them to draw their favorite fruits and vegetables, not just leaves).
5. If time allows, have students place their finished dinner plate at their desk and invite students to walk around looking at all the different table settings and types of meals, guessing what type of dinosaur diet they followed. Afterwards, hang them up on the wall for a fun gallery display.



Night at the Natural History Museum

Grades: Pre-K and up **Time Required:** 10-20 minutes **Supplies:** None

Set-up: This activity works best in an open space like the front of the classroom or gym.

In this fun game, students will use their bodies to embody dinosaur skeletons. This game helps improve focus and physical expression.

Instructions:

1. As a group, recount what you remember about the different dinosaurs from the play. What did they look like? How did they move? What do you remember about other dinosaurs that you've learned about?
2. Choose one student to be the Security Guard of the museum. They close their eyes and slowly count to ten as the other students freeze in body positions of dinosaur skeletons that are on display at the museum.
3. After counting to ten, the Security Guard turns and starts walking through the group, trying to see if they catch anyone moving. Players are free to move when the Guard's back is turned or when the Guard is not looking in their direction. Students should be encouraged to move whenever they think they can do it and not get caught. Challenge students to move as their dinosaur.
4. If the Guard notices any movement, they call out the name of the person who moved. That person is eliminated. The last person left who has not been caught moving wins the round and is the next Security Guard.

Variations and Adjustments

- Before the game begins, ask a couple of students to share what type of dinosaur skeleton they are.
- Use the game to explore emotions. For example, ask them to freeze in a way that shows happy dinosaurs, hungry dinosaurs, sleepy dinosaurs, etc.



Photo by Pamela Raith Photography

Map Makers

The world looked quite different when dinosaurs were roaming the planet. We know where they lived based on where paleontologists have found their fossils. Following the instructions below, color the continents of the map on the following page with the correct color.

Dinosaurs such as the Spinosaurus have been found in the hot Sahara Desert of Africa. **Color this continent yellow.**

European scientists were the first to identify fossils as a dinosaur, the Megalosaurus, around 200 years ago! **Color this continent purple.**

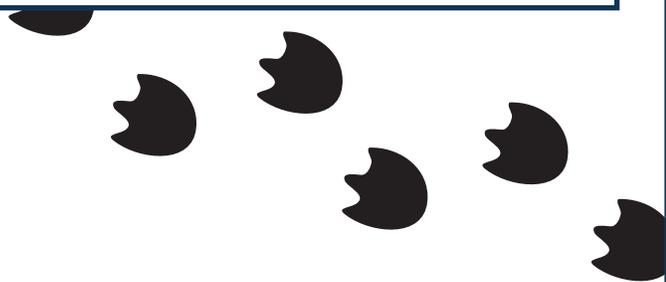
The plant-eating Muttaborrasaurus was discovered in the popular “Dinosaur Cove” in Australia in the 1970’s. **Color this continent red.**

Many of the most recent dinosaur fossil discoveries, such as the velociraptor, have been found in Asia. **Color this continent brown.**

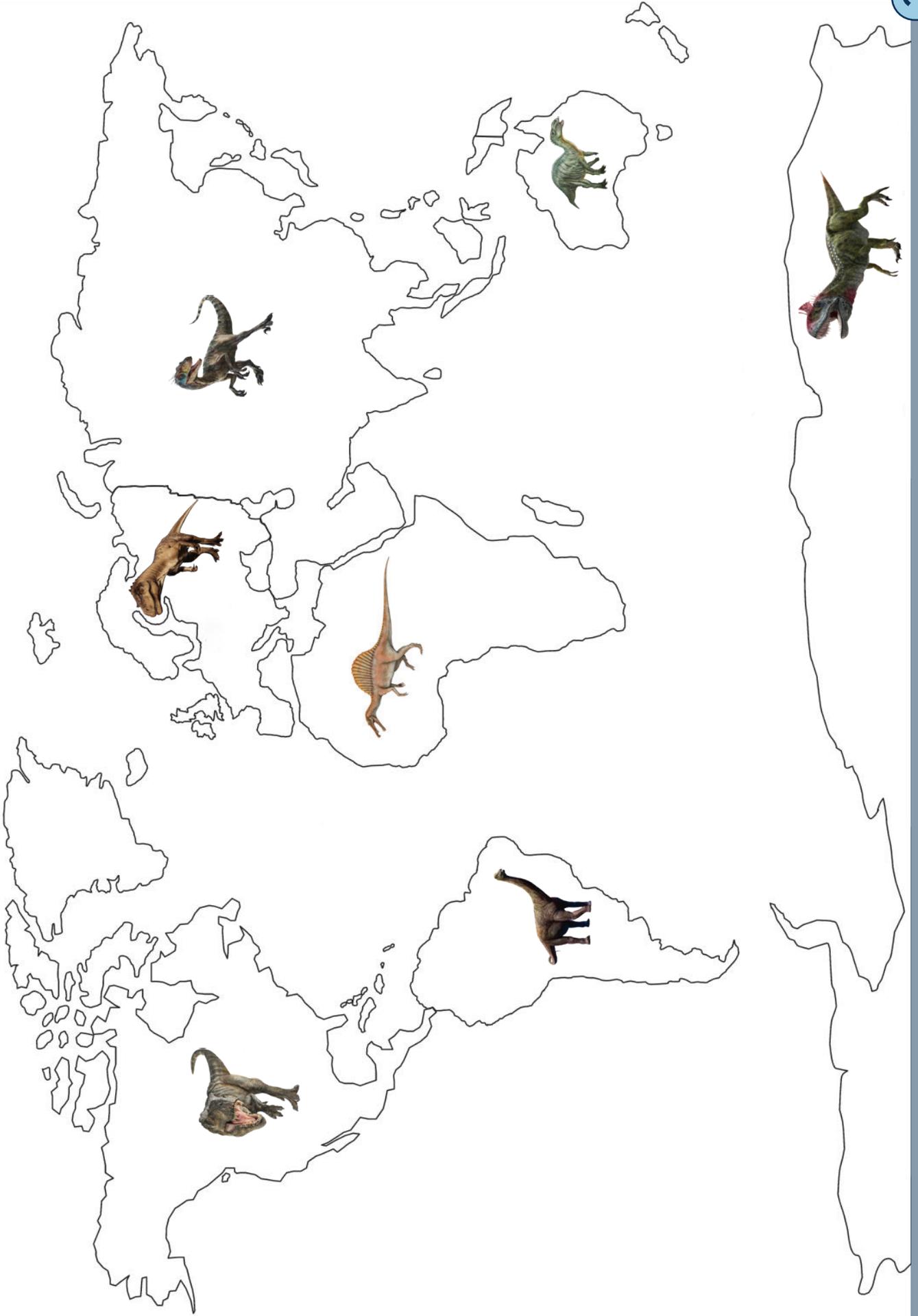
The iconic Tyrannosaurus Rex has only been found in North America! **Color this continent green.**

Although it is frigidly cold now, Antarctica used to be full of forests and home to dinosaurs such as the Cyrolophosaurus. **Color this continent blue.**

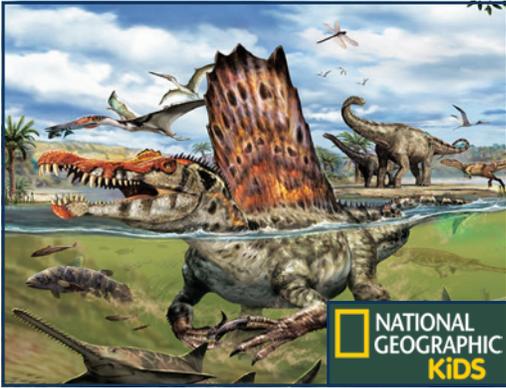
Many of the largest known dinosaurs, such as the Saltasaurus, have been found in South America! **Color this continent orange.**



Map Makers



Further Resources



[Explore](#) more dinosaurs with National Geographic Kids



[Learn](#) dinosaur facts with the Natural History Museum of London



[Read more](#) on the *Dinosaur World Live* blog



[Dinosaur Activities and Lesson Plans](#) from the American Museum of Natural History

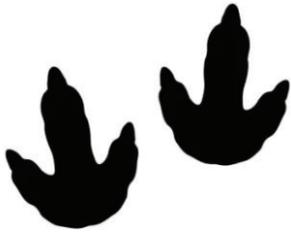


Mail letters to:
Children's Theatre Company
2400 Third Avenue South
Minneapolis, MN 55404

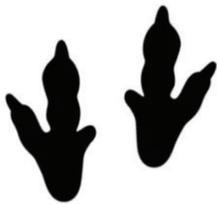
Questions? Email:
schools@childrenstheatre.org



Finding Footprints Answers



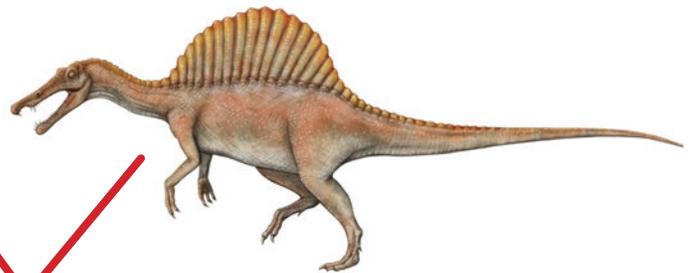
Tyrannosaurus Rex



Velociraptor



Triceratops



Iguanodon



Spinosaurus

