

Africa Animal Detectives

teacher guide | Foundation-Year 2 | Africa experience

Release candidate 0.9 | Reviewed 14 August 2026 | Curriculum-linked release candidate

Program position: Students observe represented animals, identify external features and habitat needs, notice patterns and communicate questions. The animals are moving digital images, not live animals.

At a glance

Phase	Suggested time	Evidence
Before / arrival	10–15 minutes	Vocabulary, source and representation expectations
During	About 17 minutes plus movement	Three brief observations and questions
Post-show	45–75 minutes	External features; Animal needs and habitats; Patterns and questions; Observation communication
Communication	20–40 minutes	Audience-focused explanation, model or briefing

Learning intentions

- Students develop evidence about external features.
- Students develop evidence about animal needs and habitats.
- Students develop evidence about patterns and questions.
- Students develop evidence about observation communication.

Victorian curriculum mapping

Code / study component	Curriculum intent	Evidence in this pack
VC2S2H01	People use observations and science in daily life.	Students use careful observations to explain animal and habitat choices.
VC2S2U01	Living things have features and can be grouped.	Feature hunt and animal-group sort.
VC2S2U02	Living things grow, change and have life cycles.	Young/adult comparison; full life cycle requires source cards.
VC2S2U03	Living things live in habitats that meet their needs.	Habitat-needs matching and wetland/savanna comparison.
VC2S2I03-VC2S2I04	Observations and informal data can be recorded and represented.	Tally, drawing and labelled observation.
VC2S2I06	Observations and ideas are communicated for a purpose.	Short animal guide for another class.

Mapping rule: This pack supports selected curriculum evidence. It does not cover an entire achievement standard, VCE outcome or assessment task.

Teaching sequence

- Before: introduce observation, inference, source evidence and representation; preview darkness, motion, sudden approaches, animal sounds, storm, lightning and fire effects.
- During: ask students to watch first and capture only three quick observations where safe.
- After: use the workbook with sourced animal or ecosystem evidence; compare and revise one explanation.
- Communicate: require a named purpose and audience, accurate vocabulary and visible source acknowledgement.

Answer and feedback guidance

- Accept labelled drawings, oral answers or scribing.
- The real animal is living; the projected image and hardware are non-living.
- A strong habitat answer includes food, water, shelter and sufficient space.

Operational, factual and ethical controls

- Call the animals representations. The show is not a live-animal encounter, field survey or population sample.
- Keep small antelope, rhinoceros, crocodile, fish, hornbill-like bird and hyena-like animals generic until venue confirmation.
- Use young/adult rather than parent/offspring unless a relationship is confirmed.
- Do not infer a food chain, hunting event or social relationship merely because animals appear together.
- Identify glowing eyes, lightning, fire and heightened threat as dramatic design choices.
- Use 'hippopotamus canine teeth'; avoid stereotype or villain language for vultures, crocodiles, gorillas and hyenas.

Accessibility and differentiation

- Offer oral, drawn, typed, photographed or scribed responses and a reduced-writing sheet.
- Preview low light, moving viewpoint, loud animal sounds, a rhinoceros charge, sudden giraffe approach, storm, lightning and fire effects.
- Teachers and venue staff should agree on movement, seating, quiet-space and alternative-viewing arrangements.
- Provide vocabulary and cautious animal labels in advance; do not require writing while walking.

Approval gate

Check	Reviewer	Status
Twenty installed files match register and runtime		Pending
Unresolved labels confirmed or kept generic		Pending
Science and curriculum review		Pending
Spoken timing and quiet windows checked		Pending
Accessibility and teacher review		Pending

Authoritative sources

- [Victorian Curriculum F–10 Version 2.0 — Science](#)
- [VCAA — Science scope and sequence](#)
- [Smithsonian National Zoo — Ostrich](#)
- [Smithsonian National Zoo — Meerkat](#)
- [Smithsonian National Zoo — Western lowland gorilla](#)
- [San Diego Zoo Wildlife Alliance — Giraffe](#)
- [San Diego Zoo Wildlife Alliance — Elephant](#)
- [San Diego Zoo Wildlife Alliance — Rhinoceros](#)
- [San Diego Zoo Wildlife Alliance — Lion](#)
- [San Diego Zoo Wildlife Alliance — Zebra](#)
- [San Diego Zoo Wildlife Alliance — Dung beetle](#)
- [San Diego Zoo Wildlife Alliance — Chameleon](#)
- [San Diego Zoo Wildlife Alliance — Crocodilian](#)
- [San Diego Zoo Wildlife Alliance — Flamingo](#)
- [San Diego Zoo Wildlife Alliance — Vulture](#)
- [San Diego Zoo Wildlife Alliance — Hippo](#)
- [San Diego Zoo Wildlife Alliance — Shoebill](#)
- [San Diego Zoo Wildlife Alliance — Spotted hyena](#)

Curriculum and factual sources checked 14 August 2026. Recheck current study designs, facts and links before public release.