

Polar Animal Detectives

student worksheet | Foundation-Year 2 | Arctic experience

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

Name: _____ Class: _____ Date: _____

Learning task: Students observe represented animals and weather patterns, compare north and south polar habitats, identify external features and communicate questions. The animals are moving digital images, not live animals.

1. Evidence capture during the experience

Use quick words or ticks while the show moves. Complete explanations later. Projected animals are representations, not live specimens or a field survey.

Scene	Direct observation	Possible inference	What evidence would check it?
_____ —	_____ _____	_____ _____	_____ _____
_____ —	_____ _____	_____ _____	_____ _____
_____ —	_____ _____	_____ _____	_____ _____

2. North or south?

Animal	Arctic / north	Antarctic / south	Evidence picture or word
Polar bear	☐	☐	_____
Penguin	☐	☐	_____
Walrus	☐	☐	_____

3. Cold-habitat features

Draw one animal. Label a body part that helps it move, keep warm or find food.

Circle one: The real animal is LIVING / NON-LIVING. The moving picture is LIVING / NON-LIVING.

4. Tell another class

My polar animal is _____. It lives in the _____. I noticed _____.

Source starting points

- Australian Antarctic Program — Penguins
- Australian Antarctic Program — Emperor penguin
- Australian Antarctic Program — Emperor penguin breeding cycle
- Australian Antarctic Program — King penguin
- Australian Antarctic Program — Aurora
- NOAA Fisheries — Beluga whale
- NOAA Fisheries — Killer whale