

Polar Animal Detectives

teacher guide | Foundation-Year 2 | Arctic experience

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

Program position: 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.

At a glance

Phase	Suggested time	Evidence
Before / arrival	10–15 minutes	Vocabulary, pole map and representation expectations
During	About 16 minutes plus movement	Three brief observations and questions
Post-show	45–75 minutes	External features; Habitat needs; North and south patterns; Observation communication
Communication	20–40 minutes	Audience-focused explanation, model or briefing

Learning intentions

- Students develop evidence about external features.
- Students develop evidence about habitat needs.
- Students develop evidence about north and south patterns.
- 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 check where polar animals live and explain a habitat choice.
VC2S2U01	Living things have features and can be grouped.	Feature hunt and animal-group sort.
VC2S2U02	Living things grow, change and have life cycles.	Adult, chick, cub and calf comparisons.
VC2S2U03	Living things live in habitats that meet their needs.	Arctic and Antarctic habitat-needs 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 polar-animal guide.

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

Teaching sequence

- Before: locate Arctic and Antarctic; introduce observation, inference, source evidence and creative representation.
- During: ask students to watch first and capture only three quick observations where safe.
- After: use supplied authoritative sources to correct mixed-pole scenes and develop the level task.
- Communicate: require a named audience, accurate vocabulary and visible source acknowledgement.

Answer and feedback guidance

- Accept labelled drawings, oral answers or scribing.
- Polar bears and walrus belong in the Arctic/north; penguins belong naturally in the Southern Hemisphere.
- The real animal is living; the projected image and hardware are non-living.

Operational, factual and ethical controls

- Call the animals representations. The show is not a live-animal encounter, field survey or population sample.
- Keep uncertain penguins as crested, emperor-like or king-/emperor-like until the venue confirms the assets.
- Keep seal labels generic unless the asset list supports a species.
- Explicitly correct Arctic–Antarctic mixtures; never imply that polar bears, walruses and penguins naturally share one polar habitat.
- Treat multi-adult polar-bear groups, fireplace, attacks, flooding and several chicks beside one adult as creative design.
- Use blubber rather than body-shaming language, and use evidence-based wording rather than villain or attack stereotypes.

Accessibility and differentiation

- Offer oral, drawn, typed, photographed or scribed responses and a reduced-writing sheet.
- Preview low light, moving viewpoint, animal sounds, close whales, giant-squid drop, seal surprise, orca impacts, flooding and close bear effects.
- Teachers and venue staff should agree on movement, seating, quiet-space and alternative-viewing arrangements.
- Do not require writing while walking; provide vocabulary and north/south animal cards in advance.

Approval gate

Check	Reviewer	Status
All 20 installed files match register and runtime		Pending
Penguin and seal labels confirmed or kept generic		Pending
Science and curriculum review		Pending
Spoken timing, silence windows and accessibility checked		Pending

Authoritative sources

- [Victorian Curriculum F–10 Version 2.0 — Science](#)
- [VCAA — Science scope and sequence](#)
- [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](#)
- [NOAA Fisheries — Sperm whale](#)
- [NOAA Fisheries — Humpback whale evidence](#)
- [U.S. Fish & Wildlife Service — Polar bear](#)
- [U.S. Fish & Wildlife Service — Walrus](#)
- [Smithsonian Ocean — Giant squid](#)
- [NOAA NESDIS — How snowflakes form](#)

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