

Asia Animal and Story Detectives

teacher guide | Foundation-Year 2 | Asia experience

CURRICULUM-LINKED RELEASE CANDIDATE

Program position: Students observe represented animals and settings, identify external features and habitat needs, and separate living animals from moving images and cultural stories.

At a glance

Phase	Suggested time	Evidence
Before / arrival	10-15 minutes	Vocabulary, Asia map and representation expectations
During	About 16 minutes plus movement	Three brief observations and questions
Post-show	45-75 minutes	External features; Habitat needs; Living and represented things; 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 living and represented things.
- 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 an animal or habitat claim using a source.
VC2S2U01	Living things have features and can be grouped.	Feature hunt and animal grouping.
VC2S2U02	Living things grow, change and have life cycles.	Tiger cub and adult comparison.
VC2S2U03	Habitats meet the needs of living things.	Bamboo forest, wetland and mountain habitat task.
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-and-habitat 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 Japan, China, Nepal and Hong Kong; introduce observation, inference, source evidence and cultural/creative representation.
- During: ask students to watch first and capture only three quick observations where safe.
- After: use the supplied sources to check animal identity, habitat and cultural claims before completing the level task.
- Communicate: require a named audience, accurate vocabulary, respectful cultural wording and visible source acknowledgement.

Answer and feedback guidance

- Accept labelled drawings, oral answers or scribing.
- The real animal is living; the projected image and equipment are non-living.
- A strong response names one feature, one habitat need and whether a detail is science, story or special effect.

Operational, factual and cultural controls

- Call the animals representations. The show is not a live-animal encounter, field survey, population sample or proof of range.
- Keep unresolved assets at group level: bovine, dog-like canid, goat-like mountain animal, macaque-like, koi-like and crane-like.
- Do not present Asia as one culture. Name the specific place or tradition only where the scene and sources support it.
- Treat zodiac, moon-rabbit and dragon scenes as cultural representations, not biological classification or evidence.
- Treat the Hong Kong underwater scene as a creative composite and the Hanako longevity number as disputed.
- Use neutral behaviour language and preserve intentional silence during jumps, impacts and close approaches.

Accessibility and differentiation

- Offer oral, drawn, typed, photographed or scribed responses and a reduced-writing sheet.
- Preview low light, moving viewpoint, animal sounds, horse impact, snake approach, rabbit jump, adult tiger reveal and close dragon effect.
- Teachers and venue staff should agree on movement, seating, quiet-space and alternative-viewing arrangements.
- Do not require writing while walking; provide vocabulary, animal-feature and science/story cards in advance.

Approval gate

Check	Reviewer	Status
All 20 installed files match register and runtime		Pending
Controlled animal labels confirmed or retained		Pending
Science, curriculum and cultural 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](#)
- [Smithsonian National Zoo - Tiger](#)
- [Smithsonian National Zoo - Giant panda](#)
- [PubMed / Primates - Japanese macaque hot-spring study](#)
- [San Diego Zoo Wildlife Alliance - Chinese giant salamander](#)
- [Smithsonian National Zoo - Red-crowned crane](#)
- [Hong Kong AFCD - Reptiles of Hong Kong](#)
- [Smithsonian - Chinese zodiac sequence](#)
- [Smithsonian Hirshhorn - Zodiac dragon](#)
- [Smithsonian Hirshhorn - Moon rabbit story](#)
- [Nature - Grey wolf genomic history and dog ancestry](#)

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