Introduction
This information pack is designed for primary classes 3 to 5. The worksheets contained within this pack are designed to provide interesting facts on the orangutan in a manner which prompts discussion on their intelligence and behaviour.

For more information please visit our website on www.orangutan.org.au

Target Audience

<table>
<thead>
<tr>
<th>School</th>
<th>Years</th>
<th>Ages</th>
<th>Topics</th>
<th>Material Required</th>
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</thead>
<tbody>
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<td>High School (Secondary)</td>
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Contents
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The Orangutan Project, National Program has been developed by qualified Early Childhood, Primary and Secondary School teachers.
1) What is the scientific name for the Bornean orangutan?
Answer: __________________________

2) Name 3 predators of the orangutan.
Answer: __________________________

3) A female orangutan has a baby on average every _______ Years?

4) How long do young orangutans normally stay with their mothers?
Answer: __________________________

5) Orangutans, bonobos, chimpanzees and gorillas are all part of what family?
Answer: __________________________

6) How old do orangutans live in the wild?
Answer: __________________________

7) What age does a Male orangutan reach full maturity?
Answer: __________________________

8) As a male orangutan gets older their faces develop – What?
Answer: __________________________

9) Orangutans live in the wild where?
Answer: __________________________

10) In the Malay language orangutan means?
Answer: __________________________

Ref: National Geographic kids
Notes:

This is the handprint of an adult female orangutan.

(Discuss first impressions.)

(NB it’s a bit hard to see the top of her fingers.)

On a scrap piece of paper, trace around your right hand. Also, trace around the hand of an adult woman.

Cut both of these out. Compare these to the orangutan’s handprint.

Discuss.

Think about this: If you had hands like an orangutan, which things would be easier to do?

As a class or as an individual, in what creative ways could you use your cut-outs of hands?

(Perhaps you could make some hand prints in shades of brown and green. These could then be used to create a tree. What else could you create?)
What are opposable thumbs? Humans have them. In fact, many primates have them. You’ve been using them all your life without realizing. So, what are opposable thumbs? If you look closely at your hand, you’ll observe that your four fingers point in the same direction (You can move them slightly to the side). With your thumb though, it can move much more than your other fingers. Humans can actually move their thumbs further across their hands than any other primate.
You might be wondering, “Why is this so important?” So, let’s complete some ordinary, everyday tasks to find out.

• First of all, you’ll need a partner.

• One person will complete all of the tasks in the table, (on the next page) the way you would normally. i.e. using your opposable thumb as well as your fingers.

• After each task, record how difficult it was on a scale of 1-5. i.e. 1 is extremely easy and 5 was extremely difficult (You must be honest, or none of your results will be valid).

• Then, it’s your partner’s turn to complete the same activities and records.

Now, let’s really find out how much you need your opposable thumbs. You are going to do exactly the same activities again. However, before you start, your partner (or teacher) will tape your thumb next to your fingers (NOT too tightly! Your hand should not hurt or go red!).

• Complete the same activities as before.

• If you are unable to record your results in the second section of the table, your partner will do this for you. If this is necessary, ask your partner to write an * next to his/her writing.

• If you are unable to do something to commence a task, ask your partner to do this for you and have them put *PH (Partner’s Help), into the difficulty box for that activity.

• Space has also been left in this table to allow you or your partner to write any special comments, observations or feelings.

Prepared by Heidi Bullo
<table>
<thead>
<tr>
<th>Activity</th>
<th>Using Thumb Normally Degree of Difficulty 1-5</th>
<th>Thumb Taped to Fingers Degree of Difficulty &amp; Comment</th>
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<tbody>
<tr>
<td>Writing my name.</td>
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<td>Picking up a pencil.</td>
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<tr>
<td>Tracing around my hand.</td>
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<tr>
<td>Picking up my scissors.</td>
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<tr>
<td>Cutting out my hand’s outline.</td>
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<td>Throwing an object _____ into a container-_____.</td>
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<td>Put something into your bag.</td>
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</table>
If you have more time, choose some other tasks to try at school.

You could also do this at home, but please explain to your family what you are doing (e.g. Try eating your dinner, getting dressed or sending a text message without your opposable thumb). DON'T do anything which could be dangerous! (Discuss this with a parent if you're unsure).

After doing these activities, hopefully you have a newly found appreciation of your opposable thumbs. What would life be like if you didn't have them?

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

A teacher called Kathleen Damonte did a similar activity with her class in Maryland in the USA. If you would like to read her report, go to - www3.nsta.org/main/news/stories/science_and_children.php?news_story_ID=49036

**Something to think about:** Humans are the only primates which do not have opposable big toes! Just imagine what you could do if you did have opposable big toes.
Science – Life Systems

Framework for Primary Years 3 - 5

Key Idea:
Students construct and explain their ideas about the diversity of living things and how they reproduce and grow. They identify and communicate the importance of maintaining diversity of living things in order to sustain life on earth.

1) Investigates the features and needs of living things, and demonstrates an understanding of their interdependence with each other and the physical world.

2) Explores relationships between things posing investigable questions about features and functions.

3) Explains the interrelationships between systems within living things, and between living things in ecological systems. They relate these ideas to the health of individuals and to threats to the sustainability of ecological systems.

Based on links to SACSA framework – By Helen Clifton – B.App.Sc.O.T.,B.Ed.
Framework for Primary  Years 3 – 5

Key Idea:
Students consider sustainability and care of resources and places as they explore how people’s attitudes and values affect their interaction with natural features and cycles.

1) Explain and communicate how people interact and identify with environments.

2) Shows and report on understanding of the interrelationships between natural and built environments, resources and systems.

3) Identify and describe significant resources, explains the threats which endanger them, and suggest strategies to combat threats.

4) Participate actively in projects to show understanding of the importance of caring for local places and natural environments.

5) Understand that people cause changes in natural, built and social environments, and they act together in solving problems to ensure ecological sustainability.

6) Identify factors affecting an environmental issue, and report on ways to act for sustainable futures.

Based on links to SACSA framework – Helen Clifton  B.App.Sc.O.T., B.Ed
Key Idea:
Students recognise the importance of collecting and evaluation information and source material as evidence, consider other points of view, and arrive at justifiable conclusions.

1) Identify and value aspects of environments, and of family and community life, that have endured or changed, and make predictions about the future in relation to these.

2) Analyse peoples lives and heritages in relation to broader social issues and events, and imagine future possibilities.

3) Explain why local and international communities have changed and are likely to change in the future.
When you search for the words in the grid, you’ll discover that they are written horizontally, vertically and diagonally (Some are even written backwards! There are over-laps as well).

To make the words very clear, highlight them with as many colours as possible. Also, please colour highlight the words on the grid to match their partners on the list, e.g. if you colour the word orangutan orange on the grid, then it should also be orange on the list.

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**Words List**
- Orangutan
- build
- Indonesia
- branches
- leaves
- protect
- carers
- swinging
- climb
- berries
- nest
- fruit
- learn
- six
- bee
- ate
- ten

**Activity:** When you have found all of the words, there will be sixteen letters left over. If you re-arrange them correctly, they will spell the name of the state in which the TOP was established.

My left-over letters are: __________________________________________________________

The state is: __________________________________________________________________

Around the outside of this text, create a border with a jungle theme. (Shades of green and brown should be your predominant colours.)
Orangutan Word Search - #4

When you search for the words in the grid, you’ll discover that they are written horizontally, vertically and diagonally (Many are written backwards in all forms and there are numerous over-laps as well).

To make the words very clear, highlight them with as many colours as possible. Also, please colour highlight the words on the grid to match their partners on the list, e.g. If you colour the word rehabilitate blue on the grid, then it should also be blue on the list.

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<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orangutans</td>
<td>rehabilitate</td>
<td>quarantine</td>
<td>captives</td>
<td>adopt</td>
<td>rainforests</td>
<td>palmoil</td>
<td>illegal</td>
<td>orphans</td>
<td>confidence</td>
<td>humans</td>
<td>destruction</td>
<td>AOP</td>
<td></td>
</tr>
<tr>
<td>rescue</td>
<td>escape</td>
<td>trees</td>
<td>build</td>
<td>nest</td>
<td>play</td>
<td>learn</td>
<td>milk</td>
<td>zoo</td>
<td>ape (twice)</td>
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</table>

Activity: Imagine that you are creating a crossword puzzle using the first twelve list words. As part of your preparation, rewrite these words and next to each, write out the clue which you would supply.

E.g. rescue – to free from danger or imprisonment.

Activity prepared by – Heidi Bullo
Now it’s time for you to create your own word search. All of the words must be associated with the real lifestyles of orangutans living in the wild, in captivity or in care centres.

Instructions for my activity.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

My Words List

________________

________________

________________

________________

________________

________________

________________

________________

My Activity:

___________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Don’t forget to create a solutions page to match.

Activity prepared by – Heidi Bullo
This word search is the same as the previous ones, except for one feature. The words on this grid are Indonesian! So that you will understand the meaning of these words, an English translation has been given to you in the list.

When you search for the words in the grid, you'll discover that they are written horizontally (across) and vertically (down). Some of the words overlap as well. As before, please colour highlight the words on the grid (Indonesian this time), to match their partners on the list, e.g. if you colour the word hutan green on the grid, then it should also be green on the list. Colour the translation too.

### Activity:
When you have highlighted all of the words, there will be nineteen letters left over. If you re-arrange them correctly, they will spell (in English) the missing words in the sentences below (Four of them are translations from the list above).

My left-over letters are: _______________________________________________________

Young orangutans like to drink ______________________ from __________________.

They need to learn how to build a ______________________ in a ________________.
Before you commence, decide which type of orangutan will be travelling through your maze, i.e., is it an adult male, a female or a female with a baby? Draw and name it/them in the box next to the entrance to the maze. Next, decide what is at the end of the maze. i.e., why is your orangutan travelling through the maze? Is it to find food, another orangutan, a safe place, a Care Centre or something else? Draw what is at the destination in the box at the exit.

Draw your Orangutan/s here

Now, use your imagination to describe what happened to your orangutan/s as it/they travelled through the maze of forest to reach its/their destination. Make your story as realistic as possible.

__________________________________  __________________________________
__________________________________  __________________________________
__________________________________  __________________________________
__________________________________  __________________________________
__________________________________  __________________________________
__________________________________  __________________________________

Draw what is at your destination here

Activity prepared by – Heidi Bullo
This book was written by: ________________________________

It is a non-fiction book which contains a huge number of interesting facts. If you are unsure about some of the terms used, please check in the glossary to see if it is explained. A lot can also be learnt from the beautiful photos.

If you feel inspired to try and help orangutans, you should consult the section entitled “How You Can Help”.

You could help as an individual, a family or even with a group of friends.

Should you be interested in purchasing this book, it is available on the TOP web-site. www.orangutan.org.au

1) Female orangutans usually grow up to _____ in height and _____ in weight.

2) Male orangutans usually grow up to _____ in height and _____ in weight.

3) The red colour of the orangutans actually gives them perfect _____________ in the rainforest. This seems strange. What makes it possible?

_____________________________________________________________________________

4) Orangutans use leaves in many clever ways. Name three uses.

_____________________________________________________________________________

5) How many different foods do orangutans eat? _____ . Name at least 8.

_____________________________________________________________________________

6) Where do orangutans find water? ____________________________

_____________________________________________________________________________

7) If the orangutans’ habitat continues to be destroyed at the current rate, they will be extinct in the wild in ________ years. Explain how you feel about this possibility.
As you read this story, think of the word: **anthropomorphic**
What does it mean?
Some humans think that animals like orangutans have feelings and personalities like us.
The beautiful illustrations in this book certainly convey lots of emotions.
Try to place yourself in Mang's situation.
Ask yourself, "How would I feel if this happened to me?"
(Remember, an adult orangutan is about as clever as a 5 or 6 year old human child.)

1) The Indonesian word orangutan translated into English is?
_____________________________________________________________________________

2) Why are baby orangutans easy for poachers to catch?
_____________________________________________________________________________

3) What were some of the skills which Mang’s mother taught him?
_____________________________________________________________________________

4) Towards the end of the story, there’s an illustration of Mang walking round and round and round and round. This is very negative behaviour. What does it mean?
_____________________________________________________________________________

5) After Mang’s capture, the illustrations change dramatically. As the pages are not numbered, find the one where it states: “That was a long time ago. Often now, I just sit in a corner and do nothing.” Put yourself in Mang’s position. How would you feel?
_____________________________________________________________________________

* Something to possibly research and discuss: If Mang had been a female, his mother would have treated him differently when he was 7. How and why would the treatment for a female orangutan be different to that of a male?
_____________________________________________________________________________

** Some issues to think about and discuss. When you visit the zoo, how do you react with the animals? Have you ever thought about the animals’ reactions? Should you?
_____________________________________________________________________________
At the end of the book we are given the translations for the Indonesian names of the characters in the story.

Sibu means busy. Pronounced - See boo.

Hati means heart or careful. Pronounced - Hah tee.

Baka means eternal. Pronounced - Bah kah.

*Afterwards, try to find some other Indonesian words which would be good names for orangutans. Record these.

1) At the beginning of the story, Sally Grindley writes that Hati was a devoted mother. How did she care for her baby?

_____________________________________________________________________________

2) What did Little Sibu learn in the first three years of his life?

_____________________________________________________________________________

3) When Little Sibu was seven, his mother started treating him differently. Why was that?

_____________________________________________________________________________

4) Slowly, Little Sibu learnt to be independent. There was a special time each day, though, when he liked to be with Hati. When was that?

_____________________________________________________________________________

5) Little Sibu loved __________________ fruit. Because of this, he put himself in an extremely dangerous situation. Explain what happened and what important lesson he learnt.

_____________________________________________________________________________

6) At the end of the story, Hati knew that she had done her job as a mum well. Why was that?

_____________________________________________________________________________
In this set of five, thirty minute segments, Steve Leonard and Michaela Strachan visit the Nyaru Menteng Centre in Borneo. Steve is a qualified and experienced vet who works with the BBC Natural History Unit. Michaela is a TV presenter, singer and actor. Since 1990, she has presented many wildlife programmes.

At the Centre, they meet Lone Droscher-Nielson, the carers, rescue workers and - of course - many orangutans in a variety of circumstances.

Each segment represents a day, so, we are able to see the progress of several of the orangutans.

The following questions are based on Episode 1.

1) Ellie was an orphaned orangutan who was being kept illegally as a
_____________________________________________________________________________

2) Who is Lone Droscher-Nielson? _____________________________________________

3) Kesi is the biggest orangutan in her group at the Care Centre. What is her
disability? _________________________________________________________________

3b) How did she become disabled? _____________________________________________
_____________________________________________________________________________

4) Michaela met an orangutan called Lomon. Why was she worried about him?
_____________________________________________________________________________

5) Orangutans can easily catch viruses and diseases from humans. In this
episode, lots of orangutans in the nursery group became ill with the
_____________________________________________________________________________

Describe the symptoms __________________________________________________________
Why were the carers so concerned about this? ____________________________________
_____________________________________________________________________________

6) At the end of this episode, a wild orangutan is shot with an anesthetic
dart. Why was this done? _____________________________________________________
Describe this dramatic rescue ___________________________________________________
This charming account of orangutan intelligence and enterprise is excerpted from Pongo Quest (Fall/Winter 1999, magazine of Orangutan Foundation International). Orangutans never swim, but they love to eat flowers from big flowering trees. One of the orangutans in Biruté Galdikas’ sanctuary in Indonesia found a way to cross the river that bounds Camp Leakey so she and her young son could feast on such flowers.

“We had been told that there was a thief on the premises, but we thought the term too harsh. Perhaps ‘borrow’ is more accurate, for Princess never takes the canoe permanently, and only when it is urgently needed. Lured by the tempting white blossoms that cover a glossy-leafed tree across the Sekonyer Kanan River from the Camp, she borrowed the canoe again today.

“We saw her purposefully striding down the dock toward Camp, son Pan clutching the hair on her back as he struggled to keep up. Where the swamp becomes land she disappeared under the dock, to reappear with the canoe in tow. Lowering Pan inside, she moved the canoe to the river by pulling herself, hand over hand, along the dock. When she reached the river, she launched the canoe out into the current, paddling with her hands, one side and then the other around the tethered speedboat.

“My last glimpse was of her sitting in the front of the canoe, an arm on each side, paddling with determination to get to her next destination. Later, when the assistants inquired as to the location of their canoe, we silently pointed downriver...

“They swam out to the speedboat (since there was no canoe) and headed downriver, where in a mile or so they came upon Princess and Pan sampling blossoms from another tree. Knowing the jig was up, Princess took her son and climbed up into the canopy, and the assistants reclaimed the canoe. By the next morning Princess and Pan had made their way back to Camp, but on the wrong side of the river…” She had to be helped into the canoe.

“Princess lifted Pan onto her back and climbed in, settled herself right in the middle and with arms resting on the gunwales, calmly, patiently waited for Mr. Yatra to deliver them back to the dock. There Princess and Pan disembarked and went on their way, looking back only once to see where the canoe would be tethered the next time it was needed.”
Questions Based on: “Thief Caught at Camp Leakey”

In this recount, we are given a description of one occasion on which Princess “borrowed and used” a canoe. This is obviously not normal behaviour for an orangutan. We are told that orangutans don’t like water.

1) What motivated Princess to “borrow” the canoe?

_____________________________________________________________________________

2) Why do you think that she took Pan with her?

_____________________________________________________________________________

3) How do you think Princess learnt to “paddle” a canoe?

_____________________________________________________________________________

4) In the second last paragraph, it says that Princess and Pan were on the wrong side of the river. Why did Mr. Yattra use the canoe to return them to the dock?

_____________________________________________________________________________

5) Do you think that Pan would know how to “borrow” and use a canoe?

_____________________________________________________________________________

Please explain your answer? ________________________________________________

6) How is the paddling technique of Princess different to that of a human?

_____________________________________________________________________________

The last paragraph is very interesting. (There are lots of issues which could be discussed.) For the next 3 questions, please answer yes or no and give a reason.

Does Mr. Yattra think that Princess has done something wrong? ___________

_____________________________________________________________________________

Do you think that Princess has done something wrong? ________________

_____________________________________________________________________________

Does Princess think that she has done something wrong? ________________

_____________________________________________________________________________
Palm Oil

This text is a simplified version of what is found in the TOP Schools Pack presentation.

- Palm oil is a vegetable oil which comes from the fruit of the African oil palm tree.
- These trees grow well in hot environments which also have high rainfall.
- Most of the world’s palm oil is now grown in Borneo and Sumatra.
- Palm oil is used in many foods, cosmetics and bath products.
- In Indonesia, many wet, swampy rainforests are being cleared so that palm oil trees can be planted. This means that the environment of the orangutans and many other animals is being destroyed.
- People are also losing their homes! Many of them are forced to give up their land so that palm oil plantations can be established. Often, they are paid very little for their land.
- The palm oil companies often don’t employ the local people, so they don’t have any work to earn an income for their families.
- On many palm oil plantations, lots of pesticides are used. This pollutes the rivers which are used for drinking water. It also kills the fish which the local people need for food.
- To clear the land, fires are often illegally lit. When this happens, lots of carbon goes into the air. (You can discuss with your teacher why this is so bad for the entire world.)
- Indonesia will probably be written into the Guinness Book of World Records for destroying forests faster than any other country between 2000 – 2005.
- Local people need to learn how to grow products in an “Environmentally Sustainable” way. In fact, we all do! (Discuss what this means with your teacher.)
- The TOP is trying to slow down the growth of the palm oil plantations. At the same time, it is supporting the local people so that they don’t suffer as a consequence of this.

Something to think about: Lots of oil palms are being planted because the oil is used in a huge number of products which we use.

What does this mean?

____________________________________________________________________________________

What can we do about it?

____________________________________________________________________________________

Activity: Explain what you have learnt about palm oil to one or both of your parents. Ask for permission to look at the labels of the food in your pantry, to discover which of them contain palm oil. Write down a list of these products. Even better, ask if you may bring the packaging to school. This packaging could be used to create a display.

(***Sometimes, instead of stating “Palm Oil”, the label may simply say “Vegetable Oil”.)
Orangutans are found in the wild on the islands of Sumatra and Borneo. It is good for us to understand where these islands are in relation to Australia. Use an atlas to help you with the following tasks (When you’ve completed these tasks, you might like to mark in extra features which you’ve read about, e.g. some of the care centres, cities, rivers, mountains, other islands, etc.).

**On the map above:**
1. Label Australia.
2. Place an X to show where you live in Australia. Label your suburb and state.
3. Rule a line for the equator.
4. Rule a line for The Tropic of Capricorn.
5. Label the island of Sumatra.
6. Label the island of Borneo.
7. Temara was released in Bukit Tigahpuluh National Park, which is close to Jambi. Label Jambi.
8. The other main island of Indonesia is Java. Label Java.
9. Find the capital of Java and label it.
10. Label the oceans and seas around Australia.
*11. Some of Borneo is owned by Indonesia and some by Malaysia. Discuss this with your teacher and other students before you label them. Use different colours to highlight the different countries.

Now it’s your turn. Add in your special features.

Activity prepared by Heidi Bullo
Orangutan Infants

Orangutan youngsters are like human children - they need lots of care and attention. They also need to learn many things from their mother to enable them to live by themselves when they are older. Male orangutans stay with their mother until they are about eight years old. Females stay with their mother until they are about 12 years old, so they can observe their mother raising her younger brother or sister. By watching their younger sibling being raised for a couple of years, they will then know how to look after their own baby. Orangutans don’t live in large family groups like gorillas and chimpanzees do in Africa. They mostly live by themselves, so young orangutans learn everything they need to know from their mother.

Orangutan babies cling onto their mother’s hair immediately after birth so their mother is still free to use her hands and feet for climbing. Orangutan babies start to venture away from mum at about 8 months of age, but they stay very close to her and will always scoop her baby up when she starts to travel again through the canopy. Young orangutans suckle until they are 5 years of age, but start to eat some solid food at about six months of age.

Things that young orangutans have to learn from their mums before they can leave home include -

• A mental map of the forest so they know the location of fruit trees in the jungle.
• When certain trees fruit during the year so they can travel to them to eat the food.
• What food they can eat and what is poisonous.
• How to open some fruits/nuts or get to food sources - eg. May use sticks to get honey out of a bees' nest or use sticks to help open spiky fruit.
• How to move from tree to tree without falling. Orangutans don’t leap through the trees or ‘brachiate’ like gibbons because they are too heavy. They try to always have a grip on a branch with a hand or foot in case they fall. Orangutans learn to sway trees with their body weight, so they lean into the next tree and make travelling through the canopy safer.
• How to make a nest to sleep in at night. Wild orangutans make excellent night nests in which to sleep. They fold over small branches and then pack them with leaves to make it comfortable. Orangutans sleep from dusk until dawn so about 6pm-6am.
• A timetable of what to do during the day. Orangutans generally travel and forage from dawn until about 11am. They then make a quick day nest and rest during the heat of the day (11am - 2pm). They will then travel and eat more until making their night nest at about 5pm.
When baby orangutans’ mothers are killed and they are stolen by people to become pets, the baby orangutans will be very upset. They have only ever known their mothers and people are loud and scary. People think baby orangutans are very cute and often want them as pets. This is illegal and extremely bad for the baby orangutan who needs to be with his/her mother. Many of these infant orangutans are rescued and taken to care centres to be looked after and hopefully one day be released back into the jungle. Because they have lost their mothers, baby orangutans are given a human surrogate mother to take care of them. That person gives them lots of love and affection as their own orangutan mother would have done. When the babies become toddlers, they are often then looked after by men as orangutans are very strong and toddlers can be very cheeky. The men take the young orangutans out into protected areas of forest and teach them how to be wild orangutans again. Things that the human carers teach them include -

- Teaching them and encouraging them to climb and stay off the ground.
- Giving them wild fruits to eat.
- Showing them all the different types of food they can eat in the forest. eg. Termites.
- How to make a nest in which to sleep.

If a baby orangutan arrives at a care centre, it will be many years before it can be released into the forest again. Young orangutans cannot survive on their own, so they need to stay at the care centre until they graduate from wild orangutan training classes and can survive on their own in the jungle.

Many wonderful documentaries have been made about orangutans which are being looked after at care centres. One documentary which is currently available (2009) is called “Orangutan Diary - Taking Care of the Relatives”. It contains some very interesting and entertaining vision of young orangutans learning skills from their carers, which they would have learnt from their mother (Learning how to build a nest is especially entertaining).

If you go to the web-site listed below, you’ll be able to find a synopsis (recount), of what happens in each episode of “Orangutan Diary”.

www.noga.co.il/new/pr/images/pictures8/5881.PDF
How well do you remember what you have just read and discussed?

When baby orangutans’ mothers are ___________________________ and they are stolen by people to become_____________________________. The baby orangutans will be very __________________________________________

They have only ever __________________________________________ their mothers and _________________________________________ are loud and scary. People think baby orangutans are very ______________________ and often want them as pets. This is __________________________________________ and extremely bad for the baby orangutan who needs to be with his/her mother. Many of these infant orangutans are __________________________ and taken to Care Centres to be looked after and hopefully one day be ____________________________________ back into the jungle.

Because they have lost their mothers, baby orangutans are given a __________ surrogate mother to take care of them. That person gives them lots of love and ___________________________ as their own orangutan mother would have done.

When the babies become__________________________, they are often then looked after by men as orangutans are very ______________________ and toddlers can be very________________________________. The men take the young orangutans out into ___________________________ areas of forest and teach them how to be __________________________________ orangutans again. Things that the human carers teach them include:

• Teaching them and encouraging them to ___________ and stay off the _______

• Giving them __________________________________________ fruits to eat.

• Showing them all the different ________________________________________ of food they can eat in the forest, e.g. Termites

• How to make a __________________________________________ in which to sleep.

If a baby orangutan arrives at a Care_________________________ , it will be many years before it can be ______________________________________ into the forest again. Young orangutans cannot ______________________ on their own, so they need to stay at the Care Centre until they __________________________ from wild orangutan ________ classes and can survive on their own in the jungle.

Using the information above, create and write down three questions (You must fully understand and know where to find the answers).

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Find a partner. See if you can correctly answer each other’s questions.
How well do you remember what you have just read and discussed?

When baby orangutans’ mothers are ___________________________ and they are stolen by people to become ________________________, The baby orangutans will be very ________________________________.

They have only ever ___________________________ their mothers and ___________________________ are loud and scary. People think baby orangutans are very ___________________________ and often want them as pets. This is ___________________________ and extremely bad for the baby orangutan who needs to be with his/her mother. Many of these infant orangutans are ___________________________ and taken to Care Centres to be looked after and hopefully one day be ___________________________ back into the jungle.

Because they have lost their mothers, baby orangutans are given a __________ surrogate mother to take care of them. That person gives them lots of love and ___________________________ as their own orangutan mother would have done.

When the babies become ___________________________ , they are often then looked after by men as orangutans are very ___________________________ and toddlers can be very ___________________________. The men take the young orangutans out into ___________________________ areas of forest and teach them how to be ___________________________ orangutans again. Things that the human carers teach them include:

• Teaching them and encouraging them to __________ and stay off the _______.
• Giving them ___________________________ fruits to eat.
• Showing them all the different ___________________________ of food they can eat in the forest. eg. Termites
• How to make a ___________________________ in which to sleep.

If a baby orangutan arrives at a Care ___________________________ , it will be many years before it can be ___________________________ into the forest again. Young orangutans cannot ___________________________ on their own, so they need to stay at the Care Centre until they ___________________________ from wild orangutan ___________________________ classes and can survive on their own in the jungle.

Using the information above, create and write down three questions. (You must fully understand and know where to find the answers.)

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Find a partner. See if you can correctly answer each other’s questions.