

U Orangutan Project – National Education Program Specific Classroom Pack: Class 3 to 5



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

School	Years	Ages	Topics	Material Required
High School (Secondary)	10	15		
	9	14		
	8	13		
	7	12		
Primary School	6	11		
	5	10	Comprehension Geography / Mapping Language Biology	www.orangutan.org.au Activity Sheets – K to 2 Books (Comprehension): Orang-utan Baby Little Sibü An Orangutan Tale Mang the Wild Orangutan DVD: Orangutan Diary
	4	9		
	3	8		
	2	7		
	1	6		
Reception / Early Childhood	K	5		

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Orangutan Fast Facts

Year Level
3-5

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: _____

Notes

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.

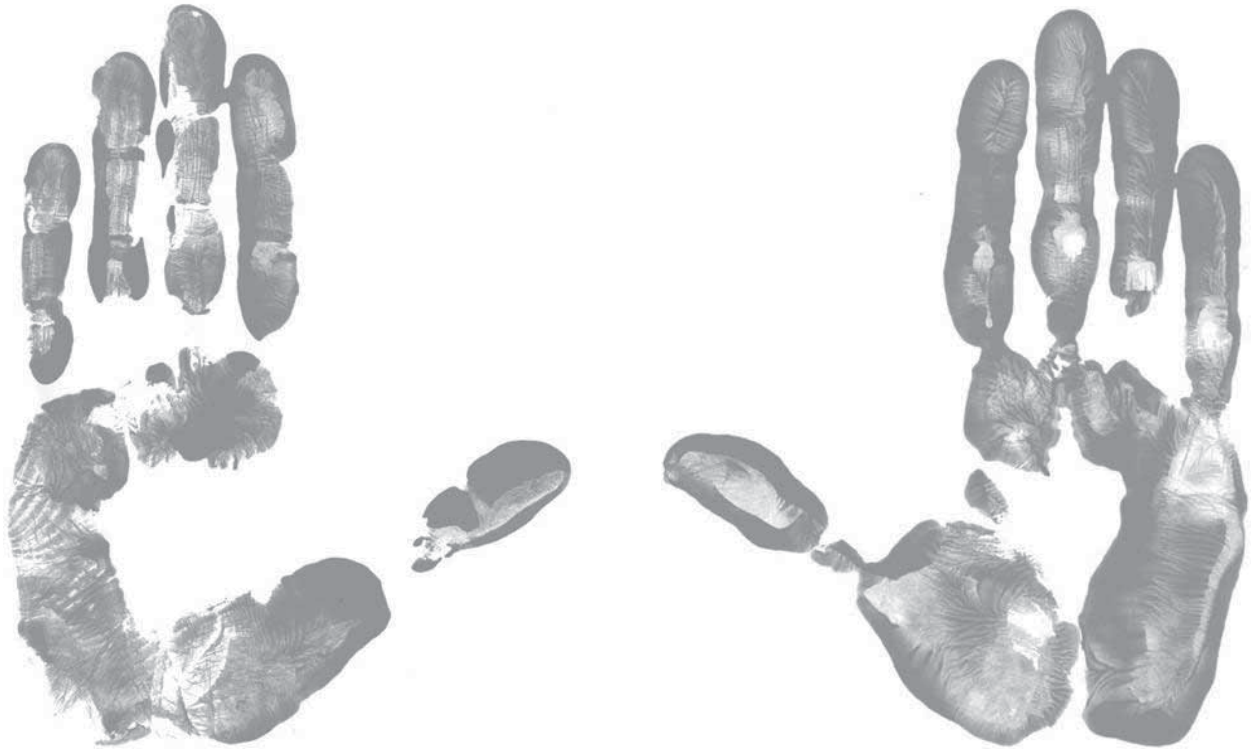
Cut both of these out. Compare these to the orangutan's handprint.

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. ie. using your opposable thumb as well as your fingers.
- After each task, record how difficult it was on a scale of 1-5. ie. 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.

Handprints – Opposable Thumbs (cont...)

 Activity	<u>Using Thumb Normally Degree of Difficulty 1-5</u>	<u>Thumb Taped to Fingers Degree of Difficulty & Comment</u>
Writing my name.		
Picking up a pencil.		
Tracing around my hand.		
Picking up my scissors.		
Cutting out my hand's outline.		
Throwing an object _____ into a container- _____.		
Put something into your bag.		

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.



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.

Notes



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.

Notes

Orangutan Word Search – #3

Year
Level
3-5

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.

O	I	L	E	A	R	N	F	G	B
B	R	E	E	T	R	E	R	N	R
U	C	A	R	E	R	S	U	I	A
I	N	V	N	L	S	T	I	G	N
L	A	E	U	G	A	I	T	N	C
D	T	S	S	T	U	T	X	I	H
P	R	O	T	E	C	T	W	W	E
S	E	I	R	R	E	B	A	S	S
R	C	L	I	M	B	E	E	N	S
A	I	N	D	O	N	E	S	I	A

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

Year
Level
3-5

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.

S	N	A	T	U	G	N	A	R	O	D	E
C	A	P	T	I	V	I	T	Y	E	T	N
Z	J	A	S	P	L	A	Y	S	A	Z	I
I	L	L	E	G	A	L	T	T	P	O	T
R	A	M	N	W	V	R	I	E	E	O	N
E	M	O	Y	B	U	L	T	P	O	D	A
S	I	I	P	C	I	E	R	A	R	L	R
C	L	L	T	B	P	A	E	C	P	I	A
U	K	I	A	Q	U	R	E	S	H	U	U
E	O	H	U	M	A	N	S	E	A	B	Q
N	E	C	O	N	F	I	D	E	N	C	E
R	R	A	I	N	F	O	R	E	S	T	S

Words List

Orangutans
rehabilitate
quarantine
captivity
adopt
rainforests
palmoil
illegal
orphans
conf dence
humans
destruction
AOP
rescue
escape
trees
build
nest
play
learn
milk
zoo
ape (twice)

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.

My Orangutan Word Search

Year
Level
3-5

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.



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

b	e	r	m	a	i	n	k	b	s
u	l	s	i	t	t	a	e	h	a
a	p	o	n	a	t	i	d	u	r
h	o	r	u	s	t	k	m	j	a
s	h	b	m	e	r	a	h	a	n
u	o	o	e	h	u	t	a	n	g
s	n	t	s	a	k	i	t	n	l
u	t	o	i	t	o	r	a	n	g
p	u	l	a	n	g	d	u	a	n
e	e	b	e	r	b	a	k	a	t

Words List

Indonesian	English Translation
------------	---------------------

orang	person
hutan	forest
pulang	go home
bermain	play
berbakat	clever
susu	milk
botol	bottle
tidur	sleep
buah	fruit
minum	drink
naik	climb
sarang	nest
pohon	tree
merah	red
sehat	healthy
sikit	sick
duan	leaf
hujan	rain

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 _____.

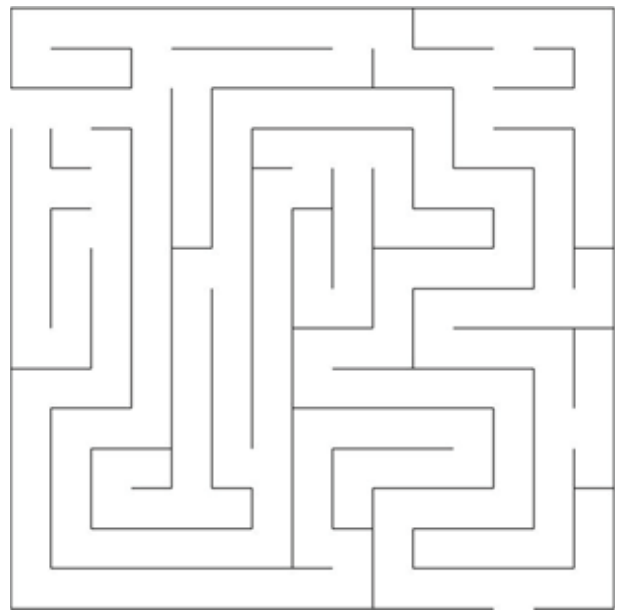
They need to learn how to build a _____ in a _____.

Orangutan Maze – #2

Year Level
3-5

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.

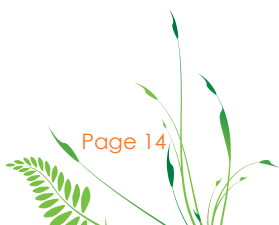
Draw your Orangutan/s here



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.

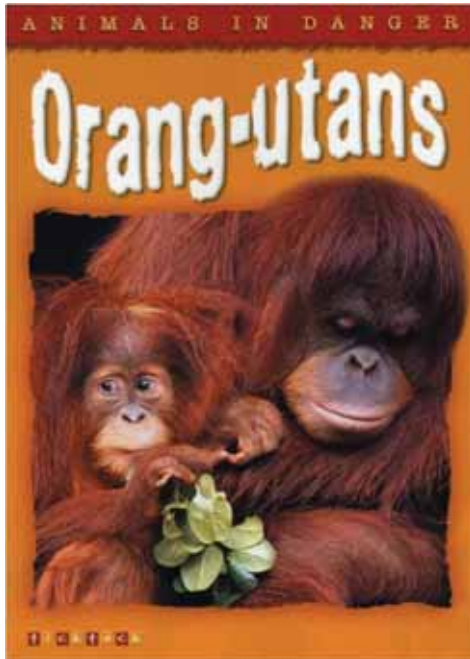
Draw what is at your destination here

Activity prepared by – Heidi Bullo



Animals in Danger – Orang-utans

Year
Level
3-5



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

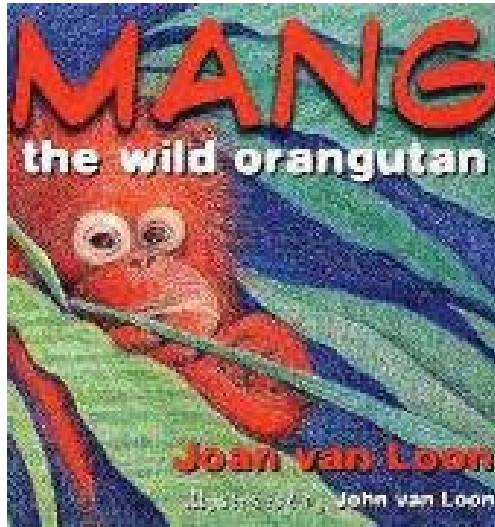
- 1) Female orangutans usually grow up to _____ in height and _____ in weight.
- 2) Male orangutans usually grow up to _____ in height and _____ in weight.
- 3) The red colour of the orangutans actually gives them perfect _____ in the rainforest. This seems strange. What makes it possible?

- 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?

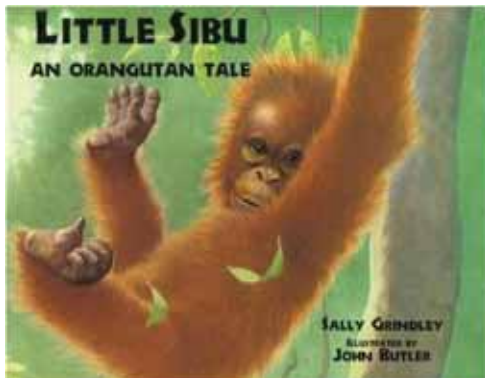
5) After Mang's capture, the illustrations change dramatically. As the pages are not numbered, find the one where it states: "That was a long time ago. Often now, I just sit in a corner and do nothing." Put yourself in Mang's position. How would you feel ?

* 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 ?

Animals in Danger – Orang-utans

Year
Level
3-5



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 ?

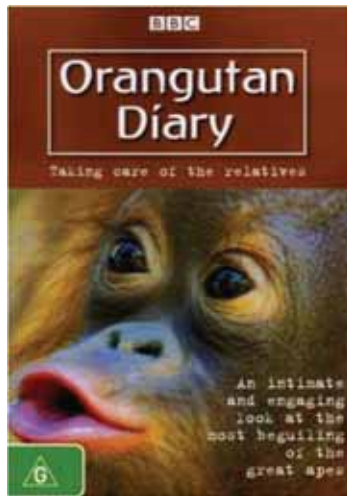
5) Little Sibu loved _____ fruit. Because of this, he put himself in an extremely dangerous situation. Explain what happened and what important lesson he learnt.

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

Orangutan Diary – DVD – Activity Sheet

Taking Care of the Relatives

Year
Level
3-5



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 _____

Princess – “Thief Caught at Camp Leakey”

Year
Level
3-5



Animal Welfare Institute **QUARTERLY** *Spring 2000 Volume 49 Number 2*

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-leaved 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. Yattra 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.”

Princess – “Thief Caught at Camp Leakey”

Year
Level
3-5

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? _____



This text is a simplified version of what is found in the TOP GMCC'g 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, trees 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.

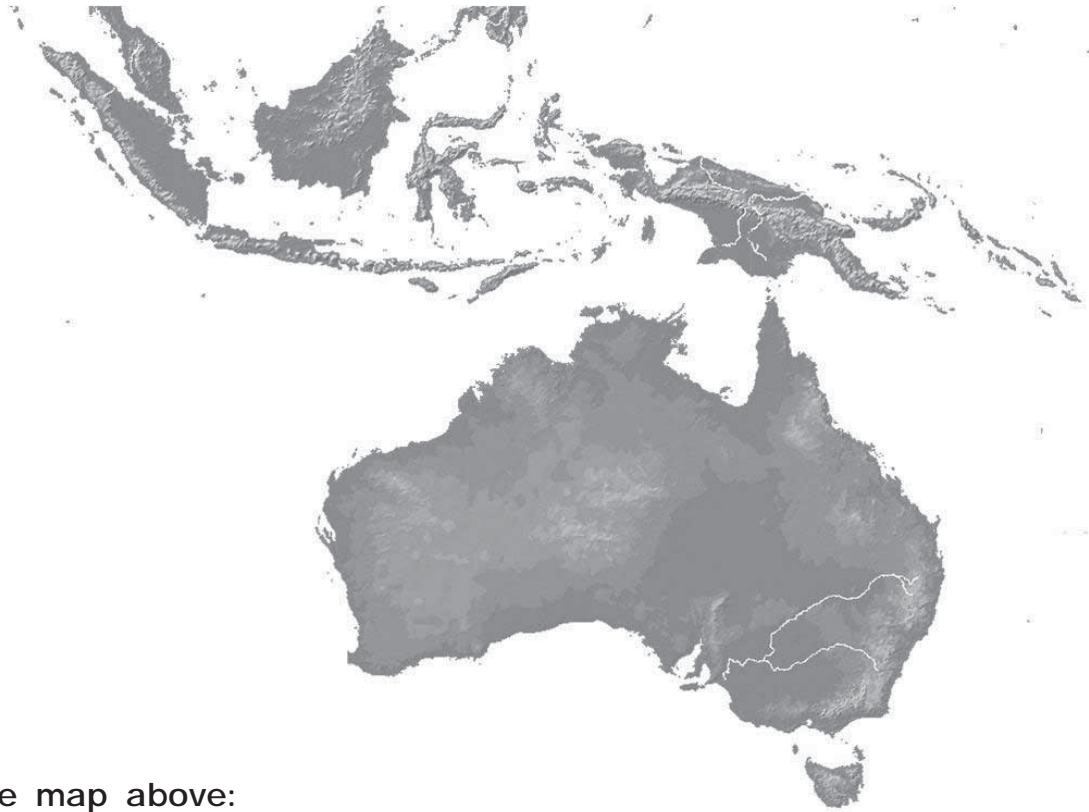
What does this mean? _____

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 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 she 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

Orangutan Infants – Activity #1

Year
Level
3-5

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.



Orangutan Infants – Activity #2

Year
Level
3-5

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.

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- 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.

