Introduction
This information pack is designed for Kindergarten (Reception) through to Year 2 in Primary. The worksheets contained within this pack are designed from the simple colouring in sheets, mazes and word searches through topics such as Society and the Environment, feeding Orangutan and background information on orangutan infants.

For more information please visit our Schools Website on www.orangutan.org.au/schools

Target Audience

<table>
<thead>
<tr>
<th>School</th>
<th>Years</th>
<th>Ages</th>
<th>Topics</th>
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<td>7</td>
<td>Life systems</td>
<td><a href="http://www.orangutan.org.au/schools">www.orangutan.org.au/schools</a> Activity Sheets – K to 2</td>
</tr>
<tr>
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<td>6</td>
<td>Society &amp; Environment</td>
<td>Books (Comprehension):</td>
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<td>Orangutan Nutrition</td>
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<td>Orangutan Infants</td>
<td>Little Sibu An Orangutan Tale</td>
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<td>Mang the Wild Orangutan</td>
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<td>Reception / Early Childhood</td>
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<td>K</td>
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Contents
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Science – Life Systems ................................................... Biology .......... Page 6
Society & Environment ................................................. Place & Space .......... Page 7
Feeding Orangutans ...................................................... Nutrition .......... Page 9
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Orangutan Infants ..................................................... Comprehension & Retention Page 20

The Orangutan Project, National Schools Program has been developed by qualified Early Childhood, Primary and Secondary School teachers.
#1 Opposing Thumbs

This is the handprint of a female adult human. You might like to make some prints of your hands. When you do, try to move your thumb to the side. Then you will really notice your opposable thumb.

Orangutans have opposable thumbs too.

Ask your teacher to explain what an “opposable thumb” means. Then, do some activities to show why it is so important, e.g. draw a picture of an orangutan (The best you can.) Then, ask your teacher to tape your thumb to your fingers. Now, draw another orangutan (The best you can). Was this easy or hard to do? Which drawing was better? Talk about this.

Activity prepared by Heidi Bullo
What are opposable thumbs?

You’ve had them all of your life. Look carefully at your hands. You’ll notice that your fingers point in one direction, but your thumb is different. Move your fingers and thumb to see how differently they move.

Talk about your discoveries. Why is this important?

To find out, you need to do some ordinary activities just the way you usually do.

After each activity, write down if it was easy or hard.

Then your teacher will tape your thumb to your other fingers so that you can’t use your opposable thumb.

Do the same activities again and write down if they were easy, hard or impossible.
# How important is your opposable thumb?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Using my hands normally. Easy or hard?</th>
<th>My opposable thumbs taped. Easy or hard or impossible?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pick up my pencil.</td>
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<td></td>
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<tr>
<td>Sharpen my pencil.</td>
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<tr>
<td>Write my name.</td>
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<tr>
<td>Draw around my hand.</td>
<td></td>
<td></td>
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<tr>
<td>Cut out my hand's outline.</td>
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<tr>
<td>Turn a page in a book.</td>
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<tr>
<td>Rule a line using my ruler.</td>
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<tr>
<td>Use my eraser.</td>
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<td></td>
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<tr>
<td>Tie my shoelaces.</td>
<td></td>
<td></td>
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<tr>
<td><strong>My Activities</strong></td>
<td></td>
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</tr>
</tbody>
</table>
My name is:______________________________________________________

I will call the mother orangutan:____________________________________

I will call the baby orangutan:_______________________________________

Colour in the orangutans and draw some trees.

* This picture was drawn by Di Murphy. She kindly donated it to the TOP.
Orangutan Colouring Activity #2

A lady called Di Murphy drew this sketch of two ________________________________ for the TOP.

Please colour the mother and her ________________________________ using mainly shades of brown. You might like to add some orange or red to make them look more realistic. Draw lots of forest around them. Try to create many shades of green.

Choose two names for the orangutans.

I will call the mother orangutan: ________________________________

I will call the baby orangutan: ________________________________

Do you think she is a good mother? Yes / No

Please explain the reasons for your answer.

* This picture was drawn by Di Murphy. She kindly donated it to the TOP.
**Framework for Early Years R – 2**

**Key Idea:** Children investigate the features and behaviours of plants and animals through direct and virtual experience. They explain, and share with others, their understandings of the connection between living things, and between themselves and natural environments.

**Key Idea:** Students construct and explain their ideas about 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 living things by 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.

4) Communicates understandings of life cycles and the importance of diversity for the future.

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Based on links to SACSA framework – By Helen Clifton – B.App.Sc.O.T.,B.Ed.
**Key Idea:** Children develop an understanding of the concept of sustainability, conservation and care of resources and places, and take action consistent with these. They assess the ways in which values affect behaviour.

**Key Idea:** Children develop and show their understandings of the significance of places and resources. They examine different ways in which places and resources are used to satisfy needs and wants.

1) Explains and communicates how people interact and identify with environments.

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

3) Participates actively in projects to show understanding of the importance or caring for local places and natural environments.

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

<table>
<thead>
<tr>
<th>Resource Notes</th>
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</table>
Key Idea: Children link personal and community histories with broader social issues, events and changes in Australia and the world, in order to develop and value a sense of heritage and to imagine the future.

1) Analyses aspects of people’s lives and heritages in relation to broader social issues and events, and imagines future possibilities.
We humans need to eat a well balanced nutritious diet if we want to be healthy. It’s exactly the same for orangutans. We are often told that we should have at least two serves of fruit and five serves of vegetables each day. You might think that’s a lot, but the orangutans at zoos have more than triple that number!

On the next page you will find a table which lists some of the foods which they have each day. You’ll notice that the foods have been put into seven groups. Each morning, the zoo-keepers give the orangutans one serve of food from each of these seven groups. In the evening, they receive a different food from each group.

That means, in these two meals, they eat fourteen different foods which are fruits or vegetables.

If you don’t know what some of the food group titles mean, please find out. Some of the foods might also be unknown to you.

Try to find and taste some. You may also be surprised by some of the food groups. Eg. celery is a herb and red and green capsicums are in different groups.

Discuss the “surprises”.
## Feeding Orangutans at the Zoo

<table>
<thead>
<tr>
<th>Brassicas</th>
<th>Large Fruit</th>
<th>Small Fruit</th>
<th>Gourds</th>
<th>Herbs</th>
<th>Legumes</th>
<th>Rhizomes &amp; Tubers</th>
</tr>
</thead>
<tbody>
<tr>
<td>broccoli heads</td>
<td>apple</td>
<td>apricot</td>
<td>cucumber</td>
<td>basil-fresh leaves</td>
<td>snake beans</td>
<td>beetroot</td>
</tr>
<tr>
<td>brussel sprouts</td>
<td>capsicum - red</td>
<td>capsicum - green</td>
<td>honeydew melon</td>
<td>celery</td>
<td>snap beans</td>
<td>carrot</td>
</tr>
<tr>
<td>cabbage - green</td>
<td>eggplant</td>
<td>*cherries</td>
<td>pumpkin</td>
<td>coriander</td>
<td>snow peas</td>
<td>parsnip</td>
</tr>
<tr>
<td>cabbage - red</td>
<td>*figs</td>
<td>cranberries</td>
<td>rockmelon</td>
<td>fennel</td>
<td>sweet potato</td>
<td></td>
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<tr>
<td>cauliflower</td>
<td>grapefruit</td>
<td>cumquat</td>
<td>*squash</td>
<td>lemon grass</td>
<td>taro</td>
<td></td>
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<tr>
<td>pak-choi</td>
<td>guava - common</td>
<td>grapes - seedless</td>
<td>watermelon</td>
<td>lettuce head</td>
<td>*yam</td>
<td></td>
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<tr>
<td>kiwifruit</td>
<td>longan</td>
<td>zucchini</td>
<td>mint sprigs</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>mandarin</td>
<td>loquat</td>
<td>parsley</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>mango</td>
<td>lychee</td>
<td>shallots</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>oranges</td>
<td>*okra</td>
<td>spring onions</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>pawpaw</td>
<td>plums</td>
<td>rosemary sprigs</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>peaches</td>
<td>strawberries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pears</td>
<td>*tamarinds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pineapple</td>
<td>tomato</td>
<td></td>
<td></td>
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<tr>
<td>pomegranate</td>
<td>*rambutan</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>starfruit</td>
<td></td>
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</tbody>
</table>

*Only eaten sometimes as these foods often aren’t available.*
**Feeding Orangutans at the Zoo**

**Key:** Please colour each food group as stated below.

<table>
<thead>
<tr>
<th>Colour</th>
<th>Food Group Name</th>
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</thead>
<tbody>
<tr>
<td>red</td>
<td>legumes</td>
</tr>
<tr>
<td>green</td>
<td>large fruit</td>
</tr>
<tr>
<td>black</td>
<td>small fruit</td>
</tr>
<tr>
<td>purple</td>
<td>brassicas</td>
</tr>
<tr>
<td>blue</td>
<td>rhizome</td>
</tr>
<tr>
<td>yellow</td>
<td>gourds</td>
</tr>
<tr>
<td>orange</td>
<td>herbs</td>
</tr>
</tbody>
</table>

1. The group which has the most foods is:

__________________________________________________________________

__________________________________________________________________

2. The group which has the least foods is:

__________________________________________________________________

3. The two groups which have the same number of foods are:

__________________________________________________________________

and

__________________________________________________________________
This book was written by: ____________________________________________  
It is a non-fiction book. 
It has lots of interesting facts about orangutans. If you look at the Contents page, you will see that there are eleven different sections. 
On pages 22 and 23, there are some Yes/No questions from the facts in the book for you to answer. On page 24, there are also some activities which you might like to do. If you would like to buy this book, the TOP has it for sale on its web-site. www.orangutan.org.au

1) The father orangutan lives with the mother and baby: True / False

2) The first thing that baby orangutans drink is ________________ from their ______________________________________________________

3) When it is a bit older, it eats fruit. Before the baby eats the fruit the mother ________________________________ it to make it ______________________________________________________

4) When the baby is older, it starts to find its own food. It eats __________________________________________________________________

5) How does it know what is good to eat? __________________________

6) Perhaps you have already learnt about opposable thumbs. If you look at the photos on pages 4 & 17, you can clearly see the orangutans’ opposable toes. How would these help orangutans? __________________________________________________________________________

Activity prepared by Heidi Bullo
The person who wrote this story is:  
_____________________________________

The person who drew the pictures is:  
_____________________________________

1) Little Sibu’s Mum was called __________________________

2) When Little Sibu was a baby, did his Mum ever leave him alone?  
Yes / No       True / False

3) At night time, Hati always built a ___________________________  
for them to sleep in.

4) When Little Sibu was three years old, he had learnt to do many things by himself.  
However, he still needed his  
____________________________________________________________________

5) When Little Sibu was seven, his Mum had another baby.  
Her name was: ___________________________

6) When Hati wanted Little Sibu to look after himself, did he like the idea?  
Yes / No

What did Little Sibu do that told you the answer to this question?  
____________________________________________________________________
____________________________________________________________________

7) Out of all of the beautiful pictures, which is your favourite?  
____________________________________________________________________

Why do you like it so much?  
____________________________________________________________________
1) Now, Mang lives in the ________________________________

2) When he was young he lived in the _______________________
    with his ________________________________________________

3) His Mum taught him to____________________________________
    __________________________________________________________________

4) Why was Mang chased by a swarm of bees? _________________
    __________________________________________________________________

5) How did the poachers catch Mang? __________________________
    __________________________________________________________________

6) How do you think Mang felt when he arrived at the zoo? 
    __________________________________________________________________

7) Draw a picture to show where you think Mang would like to live.
Orangutan Maze - #1

Draw an orangutan at the start of the maze.
Draw some fruit at the end of the maze.
Draw a line to show how the orangutan will travel through the maze.
Draw forest, all around the maze.
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.

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
When you search for the words in the grid, you’ll discover that they are written horizontally (across) and vertically (down).
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 nest brown on the grid, then it should also be brown on the list.

<table>
<thead>
<tr>
<th>l e e f e n e s t</th>
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<tbody>
<tr>
<td>o r a n g n t a n</td>
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<tr>
<td>t m j l e a f z s</td>
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<td>r o d r i n k m o</td>
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<td>e m m t d a d i f</td>
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<td>e r u r s h m l t</td>
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<td>a e m e i o i k t</td>
</tr>
<tr>
<td>w d v a x l l s s</td>
</tr>
<tr>
<td>h e l p e d c u p</td>
</tr>
</tbody>
</table>

**List Words**
- orangutan
- up
- nest
- help
- tree
- leaf
- drink
- hold
- milk
- soft
- dad
- mum
- six
- red

**Activity:** On a separate piece of paper or on the back of this sheet, draw a very tall tree in the forest. Near the top of the tree is a very large nest. A red orangutan is in the nest. She is holding a green leaf. Her mum is climbing up the tree. At the bottom of the page is the forest floor. First, draw the dirt and lots of leaves. What else would be down there? Draw those things too.

Activity prepared by Heidi Bullo
Orangutan Word Search - #2

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. 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. Eg. If you colour the word forest green on the grid, then it should also be green on the list.

List Words
- orangutans
- Sumatra
- baby
- forest
- trees
- nest
- good
- soft
- old
- rain
- mum
- climb
- carer
- fall
- leaf
- play
- food
- love
- dad
- six
- milk
- up

Activity: Use some words from the list to write a sentence about an orangutan (Use as many list words as you can). Highlight the list words.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

How many list words did you use?
__________________________________________________________________

Illustrate your sentence.
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 List Words

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

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

Prepared by Heidi Bullo
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, e.g. 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?

Orangutan youngsters are like human __________________________ - they need lots of ____________________________ and attention.

They also need to learn many things from their __________________________ to enable them to live by themselves when they are ____________________________.

Male orangutans stay with their mother until they are about eight __________________________ old.

Females stay with their mother until they are about 11 years __________________________, so they can observe their mother raising her younger brother or ____________________________.

By watching their younger sibling being raised for a couple of years, they will then know how to look after their own ____________________________.

Orangutans don't live in large family groups like gorillas and chimpanzees do in ____________________________.

They mostly live by themselves, so young orangutans learn ____________________________ they need to know from their mother.

Orangutan babies cling onto their mother's immediately after ____________________________ so their mother is still free to use her ____________________________ and feet for climbing.

Orangutan babies start to venture away from mum at about 8 __________________________ of age, but they stay very close to her and she will always scoop her baby up when she starts to ____________________________ again through the canopy.

Young orangutans suckle until they are 5 __________________________ of age, but start to eat some solid __________________ at about six months of age.

Write down two new facts which you learnt when you read this information.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Find a partner. Tell each other what you have just learnt.