



## Welcome to the Sumatran Orangutan Society's Schools Pack

This pack was created to support teaching about rainforests, orangutans, endangered species and conservation. By exploring the rainforests of Sumatra, we hope that your pupils will understand how important it is to protect this precious ecosystem, and become inspired to help us in our mission to save the Sumatran orangutan and its forest home.

We have created materials to support learning in literacy, numeracy, science, geography, citizenship and art, so that you have lots of opportunities to incorporate rainforests into your lessons and achieve key learning objectives. The resources also support the development of key skills such as creativity, communication, team work and problem solving.

The pack is divided into two age groups: 5-7, and 7-11.

Not all the activities will take an entire lesson to complete, so you can mix and match to create an engaging and interactive session.

There is also an accompanying multimedia CD with a range of additional resources, including videos, a rainforest sounds audio track, photo packs and an orangutan song. To register for your free CD please go to our website: [www.orangutans-sos.org/schools](http://www.orangutans-sos.org/schools)

We have produced a special schools fundraising pack, as once your students have learnt about the plight of Sumatran orangutans, we hope that they will want to undertake some fundraising activities to support our work to protect them and their forest homes. This can be downloaded from our website, and is included on the multimedia CD too.

We will award an SOS certificate of achievement to a class when they complete the following levels:

- OranguFans – completed a lesson.
- Rainforest Guardians – completed a lesson and an assembly to the rest of the school.
- Rainforest Heroes – completed a lesson, an assembly, and a fundraising activity.

You can contact us on [schools@orangutans-sos.org](mailto:schools@orangutans-sos.org) to let us know when your class has completed one of the levels; we will send out your certificate and add your school's name to our website.

We want to create a network of engaged young people all around the world, and inspire the next generation of conservationists to take action to protect wildlife and forests. The Sumatran rainforest is a very special place, and we hope that you and your class enjoy the journey of discovery!

## Planning your rainforest learning

You can use the resources in this pack at any time of year, or choose a day, week or month to hold rainforest-themed lessons and activities. Here are some ideas:

### Ape-ril

In Ape-ril each year, we ask people all around the world to show their solidarity with orangutans, their Great Ape cousins in the animal kingdom.

Your class could create and wear orangutan masks, learn about orangutans and hold an assembly for the rest of the school to share what they have learned.

Earth Day is on 22<sup>nd</sup> April each year, so this could make a good focus date for activities.

### 22<sup>nd</sup> May: World Biodiversity Day

A perfect day to learn about and celebrate the amazing diversity of life found in Sumatra's rainforests – the only place on Earth where orangutans, tigers, elephants and rhinos all roam together under the same forest canopy.

### 5<sup>th</sup> June: World Environment Day

This would make a great day for an assembly about the Sumatran rainforest. The students can make a presentation about orangutans, and some of the ways that we can all help to save them and their forest homes. You could even plant some trees in the school grounds or in your local area, and raise money for us to plant trees in Sumatra for orangutans.

### Orange October

Do something positive for orangutans in October. Choose a day in October to raise awareness and funds for orangutan conservation – such as having an Orange Day at school with pupils and teachers wearing something orange for the day! Our fundraising pack has lots more ideas.

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## Activity 1: Humans and Orangutans: Similarities and Differences

**Objectives:** At the end of this activity students will be able to recognise the differences between each other, and be able to apply this to the similarities and differences between humans and orangutans.

### **Resources provided**

*Orangutan photos* (multimedia CD)  
Orangutan mask templates

### **Additional resources needed**

Coloured pens or pencils, scissors, glue, card, string or elastic.

### **Instructions**

Put students into pairs and ask them to write a description of the physical differences between them and their partner. They could focus on features such as hair colour, eye colour, height and gender. Introduce the fact that humans share 96.4% of their DNA with orangutans, making them one of our closest relatives in the animal kingdom.

As a class, encourage students to discuss the similarities and differences between humans and orangutans using the photographs provided (Orangutan photos on the multimedia CD).

Below are some of the similarities and differences; see how many more your class can think of:

#### Similarities

- We both have unique finger prints.
- We both have two arms and two legs.
- Orangutans have fingernails and toenails like us, not claws like other animals.
- Neither humans nor orangutans have tails.
- We both have opposable thumbs, which means that we can touch our thumb to the fingers of the same hand. This helps with gripping objects.
- They have individual personalities and are very intelligent.
- Young orangutans love to play!

#### Differences

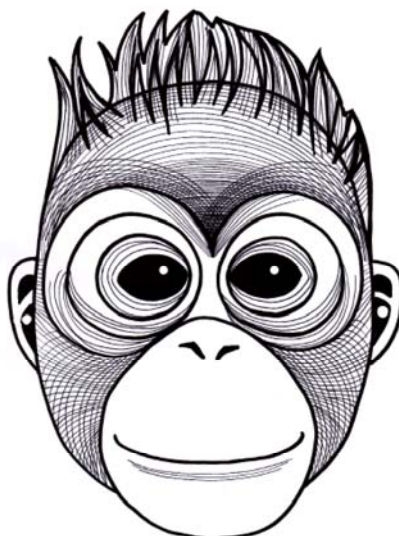
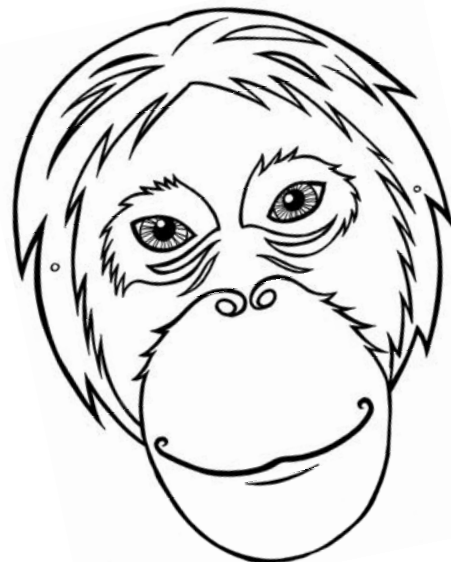
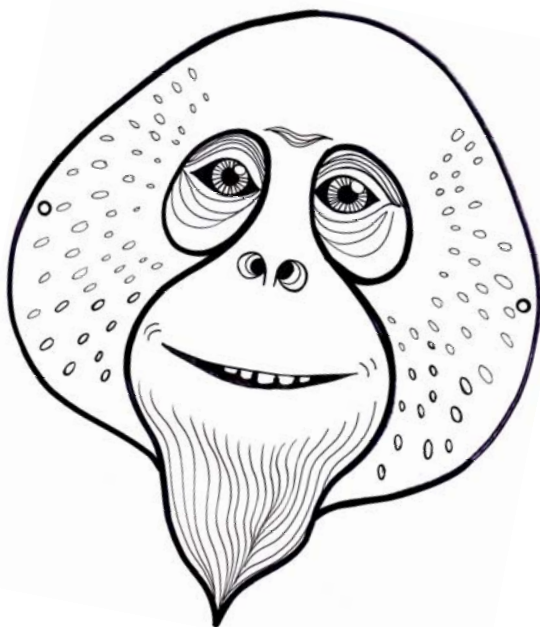
- Orangutans have hair all over their bodies.
- They have much longer arms than humans, useful for swinging through the trees.
- Their feet are like a second set of hands, with opposable big toes for climbing and gripping.
- When on the ground, they walk on all fours.
- Adult male orangutans develop large cheek pads.

The students can then make their own orangutan masks using the orangutan mask templates; there are three types included in the pack – male, female and baby orangutans.

Hand out one mask sheet to each student and a piece of card to glue the page onto to make it stronger, or photocopy the mask sheets directly onto card.

Ask them to colour in and decorate their masks, as all orangutans, like all humans, look different. Supervise the cutting out and help them attach the string or elastic.

The students can wear their masks during the song in Activity 3, take their masks home with them, or you could create a classroom display.



## Activity 2: Rainforest Sounds

**Objectives:** Rainforests are buzzing with life. Fire up your students' imaginations about what it would be like to visit the Sumatran rainforest by playing some of the sounds they might hear.

### **Resources provided**

*Rainforest Sounds* audio track (multimedia CD)  
*What Do I Hear?* worksheet and species illustrations  
*Orangutan's Tree Swing* song (multimedia CD)  
*Orangutan's Tree Swing* lyric sheet

### **Additional resources needed**

None

### **Instructions**

Stick up the 5 different species illustrations around the classroom or a hall, and gather the students in the centre of the room. Make sure each student has a copy of the *What Do I Hear?* worksheet, and something to write with.

Play the *Rainforest Sounds* audio track, pausing the track in between each sound. Ask the children to close their eyes whilst they listen, and to try and imagine what kind of animal might make the sound. They should then guess which of the 5 species they think makes the sound they have just heard. They should go and stand next to their choice, and fill in their worksheet by writing the number next to the species they have chosen. You can either reveal the answers as you go along, or go through them all at the end once all five have been played.

The answers are:

1. Leaf monkey
2. Peacock
3. Hornbill
4. Gibbon
5. Orangutan

Then hand out a copy of the *Orangutan's Tree Swing* lyric sheet to each pupil and play the *Orangutan's Tree Swing* song to the class once or twice with everyone listening. Then play it again and ask the class to sing along, following the words on the lyric sheet. You could divide the class into groups, each taking turns to sing a verse.

The class could perform the song to the rest of the school at an assembly, wearing the masks they made in Activity 1.

### Activity 3: Layers of the Rainforest

**Objectives:** At the end of this activity students will have an understanding of the different layers of the rainforest and what species live there.

#### **Resources provided**

*Rainforests* film (multimedia CD)  
*Where do I live?* worksheets

#### **Additional resources required**

Coloured pens or pencils, scissors, glue.

#### **Instructions**

Show the *Rainforests* film. Then introduce the 4 layers of the rainforest to the class:

Plants in tropical rainforests grow in several layers:

Emergents: Emergents are the tallest trees and can sometimes grow up to 76 metres in height, which can take hundreds of years!

Canopy: The tall trees of the canopy are supported by huge buttress roots that grow above the ground. This is the busiest part of the rainforest, as many animals feed on the leaves, flowers and fruit that grow here.

Under-storey: Small trees, shrubs and vines grow in the under-storey. This layer is shaded by the taller trees of the canopy.

Forest Floor: Little light reaches the forest floor and it is very warm and humid. There is a carpet of fallen leaves, which rot and return their nutrients to the soil.

Explain that different animals will be adapted to live within different layers of the forest. Using examples of the animals from the *Where do I live?* worksheet, pick out certain traits that will help students guess where the animals live, for example (don't read the parts in italics aloud – this is the answer!):

- a Sumatran elephant has four legs and cannot climb trees (*so lives on the forest floor*);
- a Sumatran orangutan has long arms to help it swing through the trees (*in the canopy*);
- a hornbill will fly high above the forest, landing on the tallest trees (*the emergent layer*).
- a slow loris is a nocturnal primate, which means it is active at night. It doesn't need much light to see (*so it can live in the under-storey*).

Instruct the students to complete the *Where do I live?* worksheet by cutting each of the animals out and sticking them in the appropriate layer of the rainforest; they can colour them in too. To finish the activity, go through the correct answers on the board.

## Activity 4: Create a Rainforest in the Classroom!

**Objectives:** A creative activity to help the students visualise a rainforest ecosystem.

### **Resources provided**

*Rainforest poster*

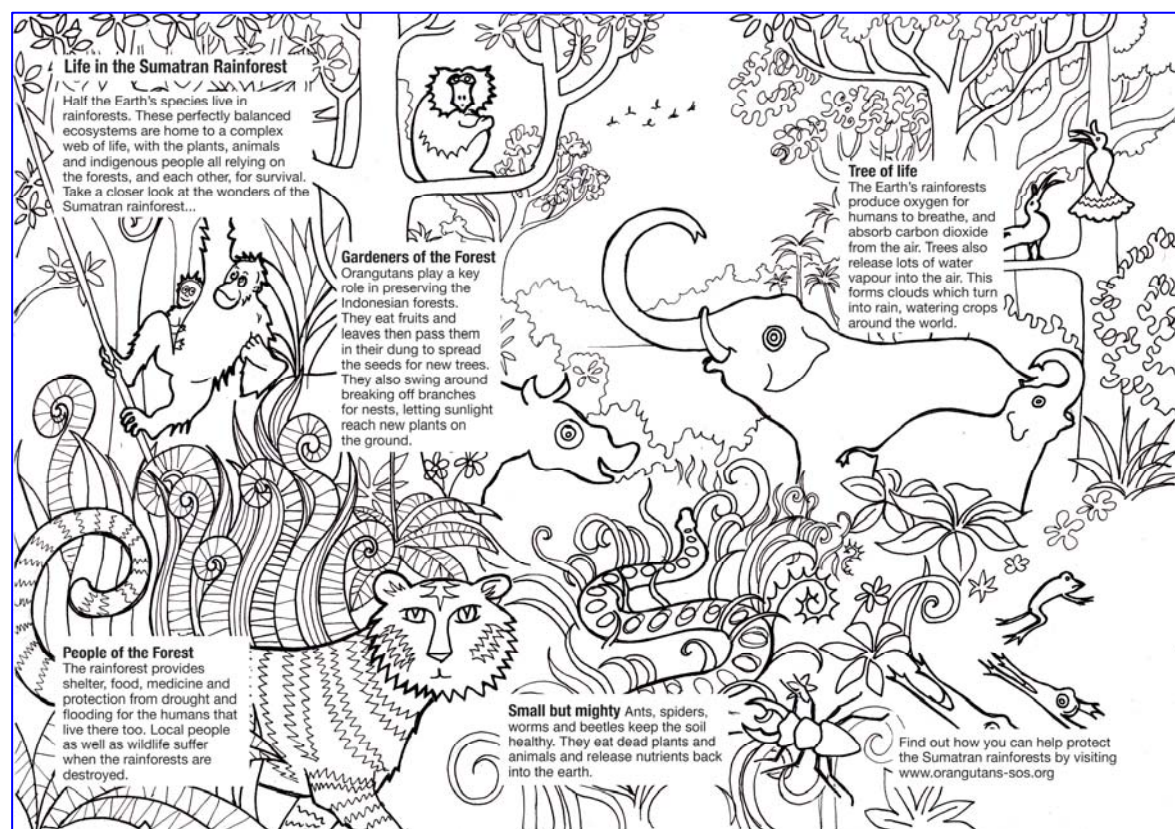
### **Additional resources required**

Coloured pens or pencils, scissors, glue, and decorative materials such as scrap paper / felt / wool / leaves.

### **Instructions**

Hand out a copy of the *Rainforest poster* to each student and select students to read out the text boxes to the rest of the class, to refresh their memories about some of the special features of rainforests.

They should use this as inspiration to create a collage together as a class, including trees, vines and flowers, and some of the animals that are found in the Sumatran rainforest ecosystem. The collage should be large and colourful for display on the classroom wall.





## Activity 5: Taking care of orangutans and forests

**Objectives:** The class should appreciate that taking care of the environment is everyone's responsibility, and understand changes we can all make to help make a difference.

### **Resources provided**

*What Can I Do To Help?* worksheet  
*Pledge to the Planet* worksheet  
*When I Am 18* film (multimedia CD)  
*Save Armstrong* film (multimedia CD)

### **Additional resources required**

Scissors

### **Instructions**

Show the *When I Am 18* film to the class.

Explain to the class that orangutans, and many other animals, need rainforests to be able to survive. Rainforests are also important to people as they produce the air that we breathe, and create rain to water our crops so we have enough food to eat.

Unfortunately, humans are cutting down rainforests for lots of different reasons, such as to grow crops, to build roads, and to get timber for building houses and making furniture. Some of the crops grown in Sumatra are used all over the world, such as palm oil, which is found in lots of different things, from chocolate bars and bread to shampoo and toothpaste. Palm oil comes from the oil palm tree, which is grown in huge plantations. Sometimes rainforests are cut down to use the land for these plantations, which is bad for orangutans as they lose their homes.

It is up to every one of us to make sure that we look after the environment.

Hand out a copy of the *What Can I Do To Help?* worksheet to each student. They should colour in the activities they have done, or do on a regular basis. They should keep the worksheet, and colour in additional activities as they try them.

Explain that the Sumatran Orangutan Society helps orangutans by making sure they have safe forests to live in. Show the *Save Armstrong* film (on the multimedia CD). If you will be doing some fundraising, explain that the money you raise will help to plant trees in Sumatra for orangutans and many other animals. (See the separate Fundraising Pack for ideas!)

Hand out a copy of the *Pledge to the Planet* worksheet to each student. Ask them to write a pledge about something they will do to help protect the environment. It could be something that they will do at home or at school, individually, as a family, or as a class. They should then cut out their pledge leaf. Create a classroom display with the pledges.