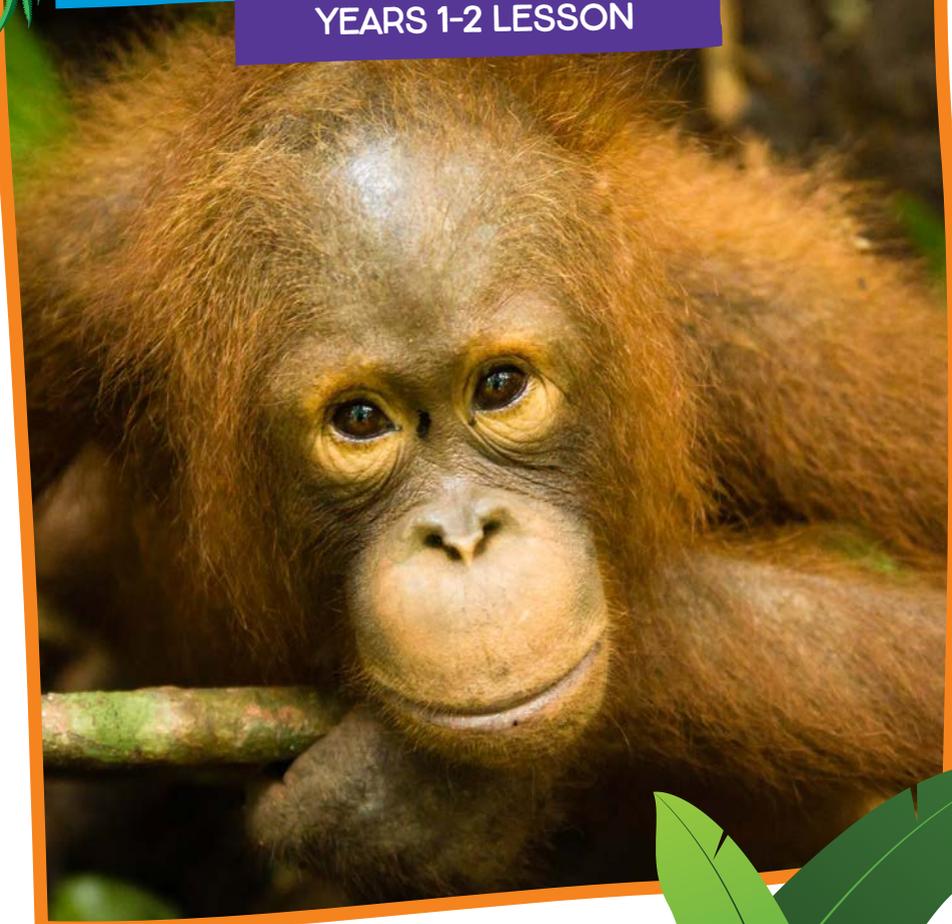




# ORANGUTANS

YEARS 1-2 LESSON



TEACHING RESOURCE



# LESSON PLAN



This lesson plan assumes that pupils will have seen the Orangutan Assembly presentation. Please refer to the Teacher's Guide for curriculum links and extension ideas.

## OVERVIEW

Pupils play a snakes and ladders game to explore how the rainforest provides everything orangutans need in order to be safe, healthy and happy, but that deforestation is making this more and more difficult.

## LEARNING OUTCOMES

- ✓ I know that orangutans need fruit and plants to eat, water and a place to nest.
- ✓ I know that deforestation is taking away the habitat where orangutans live.
- ✓ I can explain how International Animal Rescue helps orangutans by protecting where they live.

## BEFORE THE LESSON

- ✓ Print copies of the trees and axes game. You will need to provide dice and counters.
- ✓ Optionally, print copies of the orangutan face mask and/or template, for pupils to colour and use.



# LESSON PLAN

## STARTER ACTIVITY

**Slide 1.** Pupils identify an orangutan.

**Slide 2.** Ask pupils to imagine what it might be like to live high in the trees in a warm, wet rainforest. Share ideas about what they would need to look for during the day in order to be healthy and happy: food (orangutans mainly eat soft fruits and plants), water (although orangutans get most of the water they need from the fruits they eat), and a place to sleep (orangutans build nests by bending branches to form a 'mattress' and sometimes also a 'roof' when it rains).

## MAIN ACTIVITIES

**Slide 3.** Introduce the trees and axes game, which is just like snakes and ladders. Discuss what the symbols on the game might mean, and their significance:

A tree with fruit means food and water to enjoy during the day.

A tree with 'Z z z' means a place to rest by day or to make a nest for the night.

An axe means someone is cutting down trees and making the orangutans' rainforest home smaller.

In small groups, pupils play the trees and axes game and see who is first to reach their final nest for the night.



# LESSON PLAN

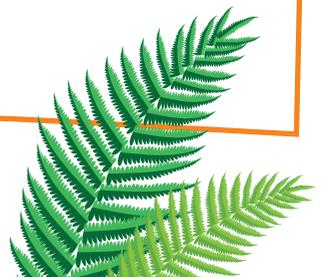


**Slide 4.** Ask pupils if they can remember why cutting down or burning rainforest is bad for the orangutans who live there. It means there is less and less space for the orangutans, who need lots of forest to roam for food and to remain solitary. Ask pupils how they think each orangutan will feel when it loses its forest space to live. Highlight that the orangutans can't explain this to us or tell us why it's a problem.

To emphasise this, ask pupils what it might be like if, one by one, the classrooms in your school were closed and pupils had to squeeze into the remaining classrooms (or that the playground got smaller and smaller). Could the whole school fit into just one or two rooms? What would lessons or play time be like?

Remind pupils that IAR rescues orangutans that have lost the forest in which they live. And on their behalf, IAR educates local people about the importance of rainforest for orangutans and works to protect the rainforest – like making sure all your classrooms are open.

If you have time, illustrate this by asking pupils to play the trees and axes game again, but this time ignoring the axes. How much more quickly can pupils get to the finish? Discuss what this represents – a rainforest that is safe from harm and large enough to meet the needs of all the orangutans who live in it. They can all be healthy, happy and safe.



# LESSON PLAN

## PLENARY ACTIVITY

**Slide 5.** Pupils imagine what an orangutan might feel when they are released back into a safe area of rainforest. They plan and share with the class what an orangutan might wish to say to a logger or farmer, if they were able to talk with humans, to help them understand their plight and to ask them to stop destroying their home.

## DIFFERENTIATION IDEAS

**Support:** Pupils aim to finish on square 36.

**Challenge:** Pupils discuss what the game might be like if it contained more axes. What would this represent, for the orangutans living in that 'forest'? Place one or two counters at the top of each fruit tree. When a pupil can climb to the top, they remove one counter, representing eating the fruit. But if no counters remain, all the fruit is gone from that tree.

## EXTENSION IDEAS

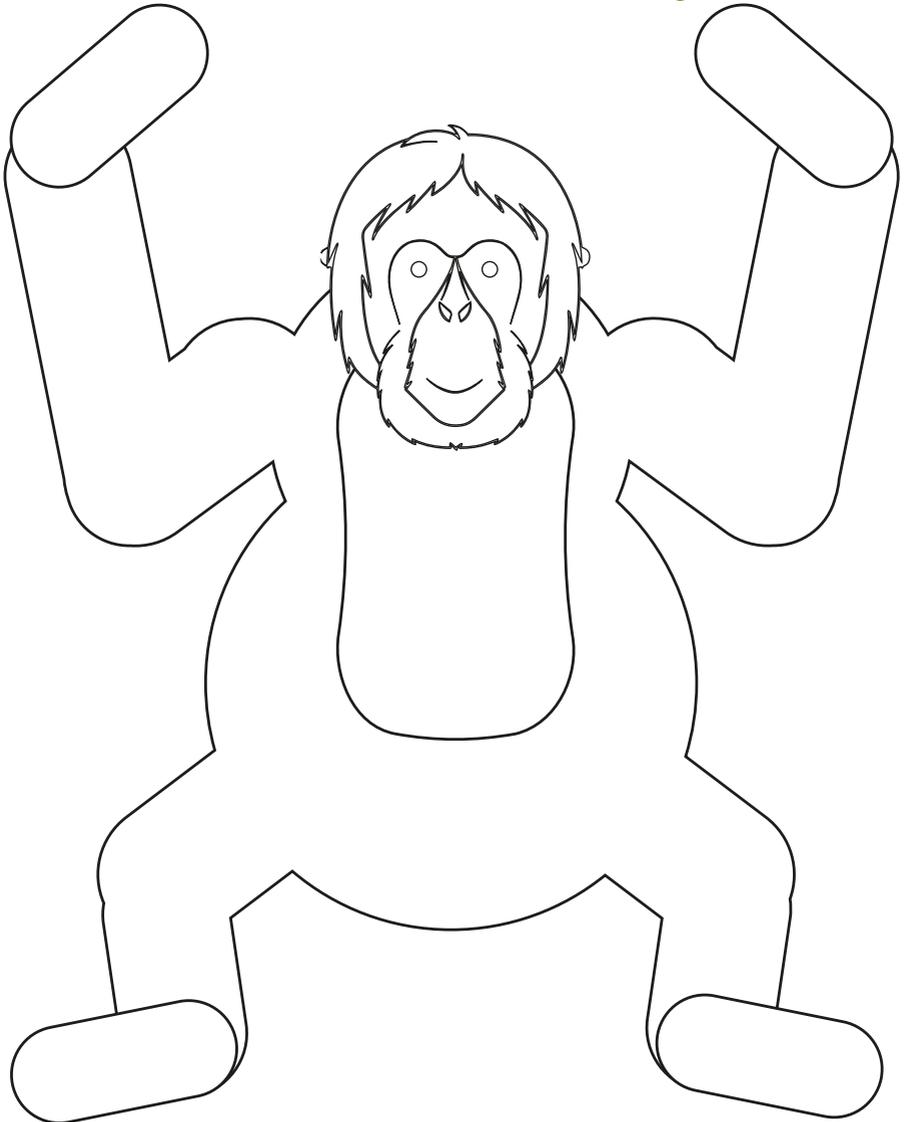
- ✓ Pupils can hang up their orangutan masks or templates to help create a simple rainforest display to show what orangutans need to stay safe and well, decorating them with wool strands to make them more realistic.

## WHAT NEXT?

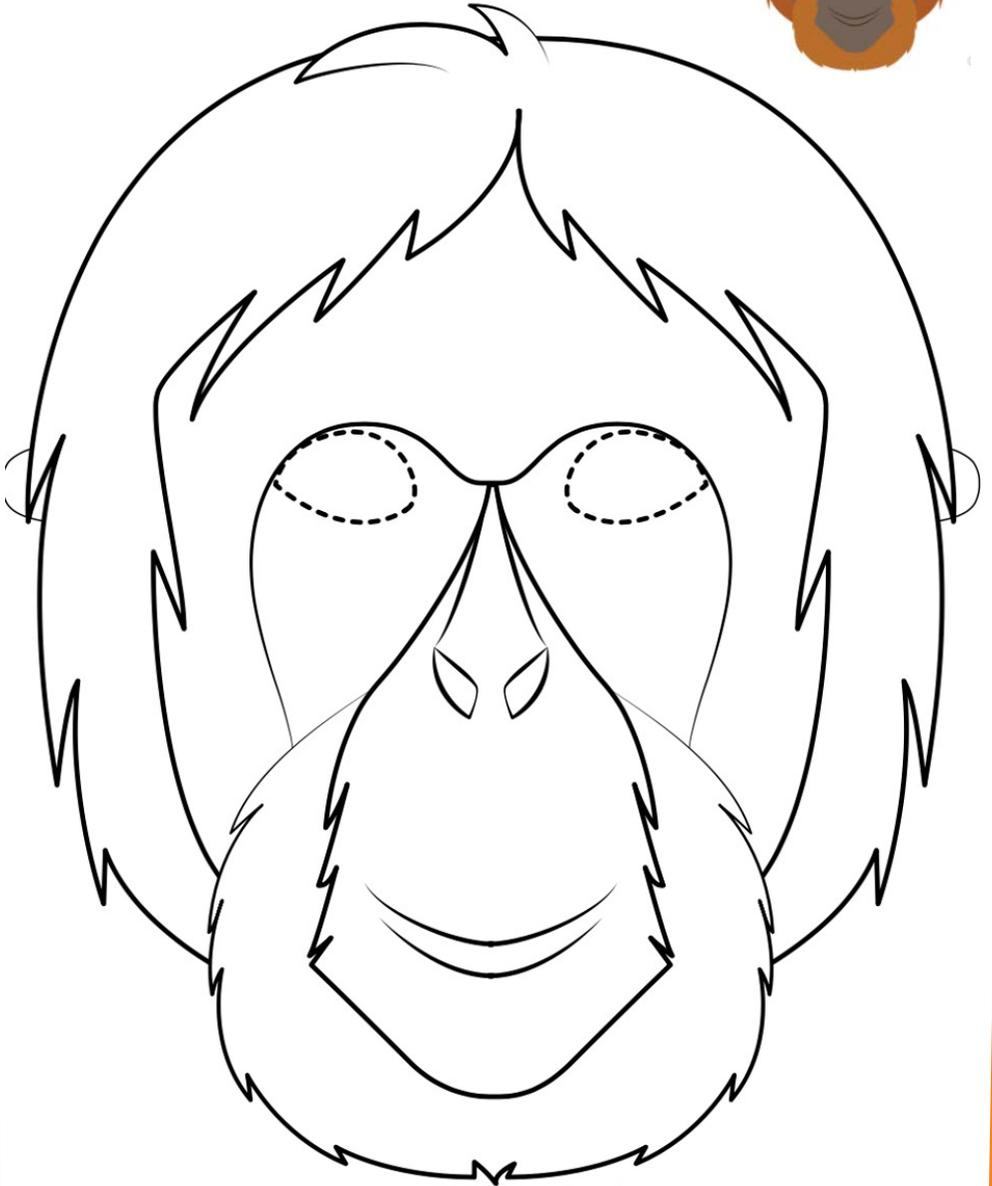
Check out our extra extension activities in the Teacher's Guide, ideas for fundraising and find out about adopting an orangutan too!



# MAKE AN ORANGUTAN



# MAKE AN ORANGUTAN MASK



# AXES AND TREES

FINISH

49	50	51	52	53	54
					
48	47	46	45	44	43
					
37	38	39	40	41	42
					
36	35	34	33	32	31
					
25	26	27	28	29	30
					
24	23	22	21	20	19
					
13	14	15	16	17	18
					
12	11	10	9	8	7
					
1	2	3	4	5	6
					

START

# FACTSHEET



- Orangutan means 'man of the forest'.
- I am very intelligent.
- I am much stronger than a human.
- I like to live high up in rainforest trees.
- I like to eat ripe fruit.
- During the day I eat and rest.
- I like to be alone in a very large area of forest.
- Each night, I sleep in a different place. I bend branches into a 'nest'. Then, I cover this with soft leaves.
- I snore loudly!
- I even help the rainforest to grow! In my poo are seeds from fruit I have eaten. The seeds grow into new fruit trees.
- I need humans to save the rainforest where I live. I want to have a safe home high up in the trees.

