

ADELAIDE  
ZOO



# South East Asian Rainforest



Government of South Australia  
Department of Education and  
Children's Services

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## Acknowledgements

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## For the Teacher

### General Information

Welcome to Adelaide Zoo!

The Zoo is a great place for learning. Adelaide Zoo Education aims to support student learning by providing resources to assist classes to have educational and enjoyable experiences at the Zoo.

This booklet will provide a range of activities which may be undertaken by your students during their visit to the Zoo. A map and suggested order of activities is provided to give a logical circuit to travel during the visit.

Animal species change from time to time, and sometimes animals are “off limits” or out of sight during visits, so a flexible approach to completion of activities is recommended.

In planning, please consider whether

- ◆ you would like your class to regroup for lunch, animal feeds, the Discovery Zone or at the Entrance at the end of the visit. If so, relay the times and meeting places to students or supervisors (in writing if possible.)
- ◆ you would like to see the Pandas or use the Nocturnal House: if so, book a time when making the Zoo booking so your students are not disturbed by other school groups.
- ◆ you would like a session with a Zoo Education Officer to support your study theme. Lesson requests are met wherever possible, though at busy times of the year you may need to have a few options with dates to enable a time to be negotiated. Again, this time is arranged at the time of booking your class visit.

If your class is not booked in to a program involving an Education Officer, we will attempt to meet your class at the Entrance on arrival at the Zoo. At this meeting the group will be welcomed and given some information about the Zoo to assist their visit. General behaviour expectations will also be outlined.

Specific information relating to this Zoo Trail will follow for the teachers and for adult supervisors. Please ensure that supervisors have a copy of the relevant pages **before they come to the Zoo** so they can also be mentally prepared to maximise the learning for the students in their care.

# South East Asian Rainforest Trail - Junior Primary

## TEACHER INFORMATION

### Pre-visit ideas

- On a large map of the world, mark in the world's tropical rainforests. Find pictures of animals that inhabit them. Research to find out which ones are threatened species.
- Write a diary for a rainforest animal, considering what it likes to eat, where it would sleep and what predators it may need to look out for.
- Classify, group and graph rainforest animals.
- Research foods that come from rainforests then cook with them or eat them at school.
- Role-play loggers clearing the rainforest, selling the wood or making something from the wood.
- Write a poem or short story about your favourite rainforest animal.

The following words and terms would be useful as prior knowledge to your visit to the zoo:

- What and where is South East Asia?
- Habitats
- Adaptations
- Rainforest
- Camouflage
- Threatened species

### Post visit ideas

- Design an enclosure for a South East Asian rainforest animal, considering their needs and natural habitat.
- Design and construct a large mural of a South East Asian rainforest. Try to use recycled materials for this.
- Research cultures, languages and traditions of people living in and around the South East Asian rainforests.
- Plan and implement a recycle program for the school/community.

### Assessment ideas

- Write a report on the visit to the Zoo
- Give an oral report to the class on the visit to the Zoo.

## **Links to SACSA Framework**

### **Science- Life Systems**

1.1, 1.2 Children investigate the features and behaviours of plants and animals through direct and visual experience. They explain and share with others their understandings of the connections between living things, and between themselves and natural environments

### **Society and Environment- Place, space and environment**

1.1, 2.1 Children develop and show their understanding of the significance of places and resources. They examine different ways in which places and resources are used to satisfy needs and wants.

1.6, 2.6 Children develop an understanding of the concepts of sustainability, conservation and care of resources and places, and take action consistent with these. They assess the ways in which values affect behaviour.

## Background notes for teachers and supervisors on the day.

This trail is designed to be completed by small groups of students, each with an adult supervisor. Plenty of time should be allocated to allow reasonable movement, observations and discussions to take place.

Adult supervisors should encourage the children to come up with their own, individual ideas by initiating questions and beginning suitable discussions.

Children can take turns to record the information and contribute ideas.

Supervisors should be aware that they are not expected to finish all of the pages and should take the time to study each animal and observe them carefully.

### Key



Observe Carefully



Discuss and share ideas with your group



Write down your thoughts

### Sun Bears

A Sun Bear's diet consists of fruit, vegetables, seeds, nuts, eggs, small mammals and insects.

Sun Bears have large claws on their feet. This helps them to climb the trees where they can search for food and find a place to sleep.

The Sun Bears dark fur helps it to hide in the shadows of the rainforest.

### Aviary

There are approximately 30 birds in the South East Asian rainforest aviary from about 8 different species. They are all flying birds.

### South East Asia board walk

Siamangs and White-cheeked Gibbons live and sleep in the canopy of the rainforest. They swing through the branches searching for fruit, seeds, eggs and small mammals to eat. They rarely venture to the rainforest floor where they would be in danger of predators such as Tigers.

Tapirs live on the floor of the rainforest. They eat the fruit that grows on the trees and has fallen onto the rainforest floor. If they can't reach the fruit from the tops of the trees they use their strong shoulders to bump the trunk to make the fruit fall to the ground.

Like the Siamangs, the Dusky Leaf Monkeys spend almost all of their time in the trees of the rainforest.

### **Siamangs**

Siamangs can't swim, so they are never like to leave the islands that they live on.

The Siamangs have great upper body strength, long arms and an opposable grip (thumb and fingers) to help them swing through the trees easily.

Siamangs are now a Threatened Species because the rainforests in South East Asia are being cleared leaving the Siamangs homeless and hungry. Some Siamangs are also stolen and sold for thousands of dollars on the pet trade.

### **Malayan Tapir**

Malayan Tapirs would need to hide from Tigers and Sun Bears, although their huge size and strength make them difficult prey to catch.

The Malayan Tapir eats only fruit. This makes it an herbivore.

The Tapirs use their long snouts to smell for fruit. They can push the trees with their strong shoulders to make the fruit fall from the trees.

### **Sumatran Tiger**

Tigers are critically endangered due to habitat loss. They are also hunted for their fur and various other parts of their bodies to be used in traditional Asian medicines.

Tigers are very good swimmers and spend a lot of time in the water.

Tigers have a home range of up to 100 square kilometers. They need this area to find enough food to stay healthy. If part of the rainforest is destroyed many animals like monkeys and deer lose their food source and often die. Consequentially the Tigers then lose their food source and also perish.

### **Sumatran Orang-utan**

Sumatran Orang-utans are critically endangered, due mainly to deforestation. As their habitat shrinks and forests are surrounded by plantations, the amount of conflict with humans has increased and they are often killed by plantation workers if they encroach on the plantation land.

Adelaide Zoo supports sanctuaries in Sumatra which care for orphaned Orangutans and try to teach these to live independently in the rainforest.

1 2 3 4 5 6 8 9 10 11 12 13 14 15 16 17 18

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

South East Asia Rainforest Entrance

- M3 Leopard
- K4 Lion
- L11 Lyrebird
- M7 Malayan Tapir
- P6 Mandrill
- G7, Q9 Meerkat
- E12, G6 Otter
- P5 Orangutan
- IM13 Peccary
- J8 Pelican
- U13 Penguin
- H5 Pheasant
- L12 Quokka
- S9 Sealion
- K3 Serval
- K7 Squirrel Monkey
- L6 Sun Bear
- I6 Tamarin
- H9 Tasmanian Devil
- P3, M5 Tiger
- N9 White-cheeked Gibbon
- D10 Wallaby
- R9 Water Dragon
- P10 Westpac Envirodome
- G8 Wombat

- Q7 African Wild Dog
- C14 Aldabra Tortoise
- P8 Baboon
- C11 Barbary Sheep
- Q9 Binturong
- E8 Brazilian Tapir
- L9 Cassowary
- I3 Colobus
- IM7 Dusky Langur
- G9 Emu
- L3 Fennec Fox
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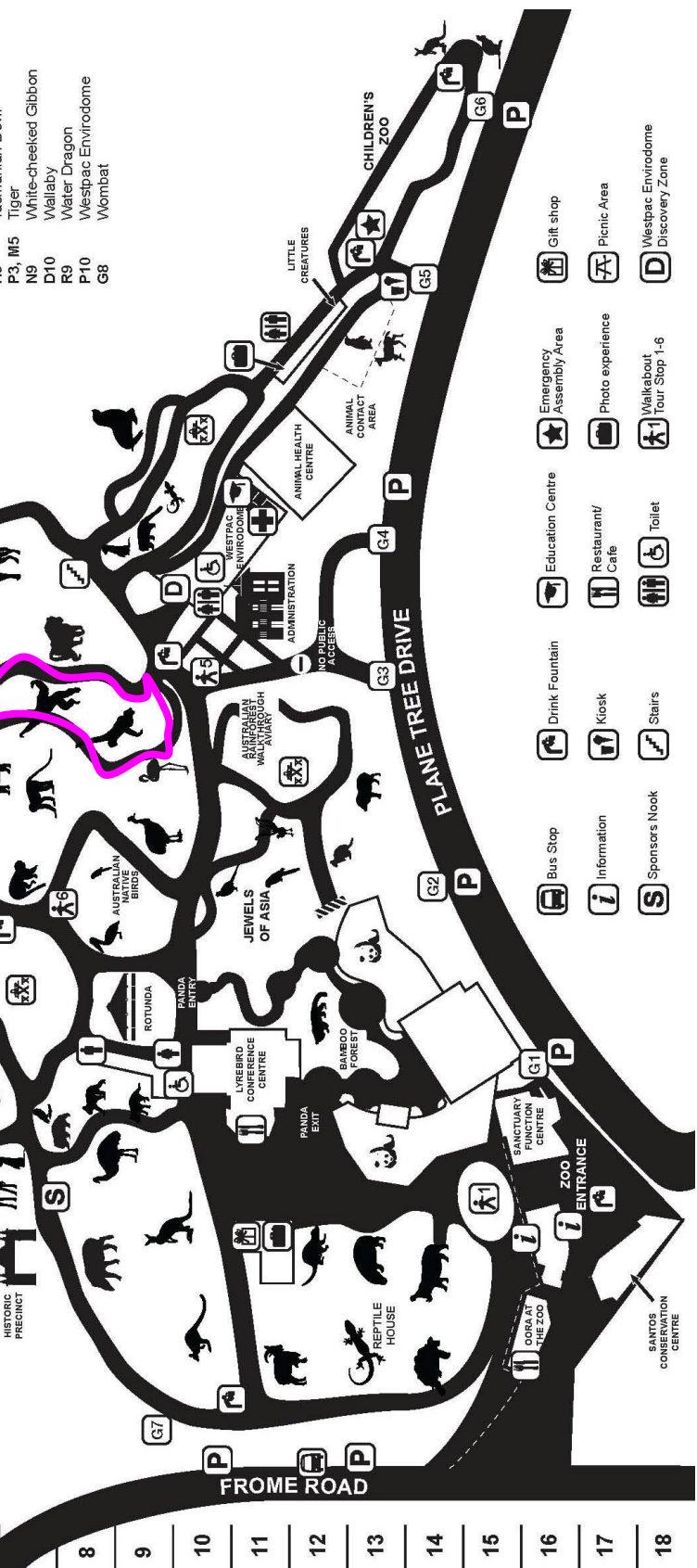
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- Bus Stop
- Drink Fountain
- Education Centre
- Emergency Assembly Area
- Gift shop
- Information
- Kiosk
- Restaurant/Cafe
- Photo experience
- Sanctuary Function Centre
- Sponsors Nook
- Stairs
- Toilet
- Walkabout Tour Stop 1-6
- Westpac Envirodome Discovery Zone

# Sun Bears

 Write a list of things that Sun Bears eat.

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 Do you think Sun Bears are good climbers? **YES** **NO**



 Draw the part of the Sun Bear that shows this.

**Why do you think Sun Bears need to climb trees?**

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 What colour is the sun bears fur?

  Black  Grey  Purple

 How would this colour fur help the sun bear in the rainforest?

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People who live near the South East Asian Rainforests use parts of Sun bears for food and to make medicines.

Just like some Aboriginal people in Australia use native animals for food and medicine.

Move through the Aviary quietly and slowly. Look carefully, some of the birds are hard to see because they have good camouflage.



 How many birds did you see? \_\_\_\_\_


 Find a bird that is your favourite and draw it here.

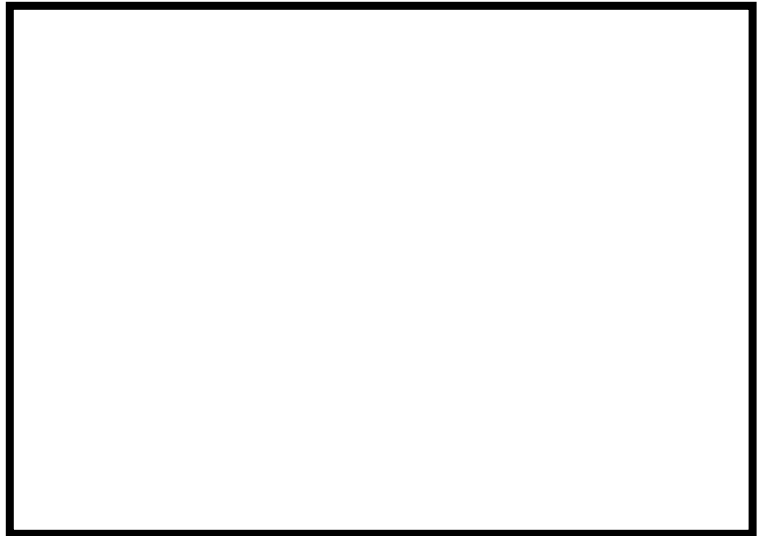


Look carefully at your bird.  
**Is it a flying bird?**


 **YES**

**NO**

 Name the parts that help it to:



**Hide** \_\_\_\_\_


 **Move** \_\_\_\_\_

**Catch its food** \_\_\_\_\_

**Keep warm and dry** \_\_\_\_\_




# South East Asian Boardwalk


 Look at the large fig trees in the boardwalk enclosures.  
Can you find all of the animals that live here?

 What do these animals use the trees for?


**Siamangs** \_\_\_\_\_

 **Tapirs** \_\_\_\_\_

**Dusky Leaf Monkeys** \_\_\_\_\_

 Draw a picture of the animals using the large fig trees. Think about whereabouts in the trees the animals would be found.



 What would it be like if all the trees in a rainforest were destroyed?

# Siamangs



How many Siamangs can you find?



Look closely at their enclosure. Why do you think the Siamangs stay on their island?

What part of the Siamang's body helps it to swing through the trees?



Draw it here.



This symbol tells us that an animal is a Threatened Species. What does this mean?



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Tick the reasons you think the Siamang is now a Threatened Species.

Their rainforest habitat is being destroyed.

They are hunted for their fur.

They are stolen for pets.



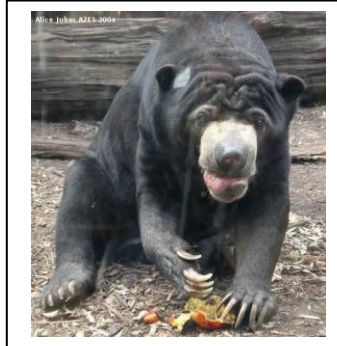
Look for the symbol around the zoo and find out which other animals are now a Threatened Species.



# Malayan Tapir

The Malayan Tapirs have large black and white bands on their bodies. These help them to camouflage with the shadows of the rainforest floor.

Circle the animals the Malayan Tapir would want to hide from?



The Malayan tapirs eat only fruit and plants. We call these animals:

**Carnivores**

**Omnivores**

**Herbivores**



Look at the tapirs' feet. It is easy to see they would not be able to climb the trees to find fruit like the Siamangs.

**Think about how the Tapirs could get the fruit from the trees.**

Clue: Look at their strong shoulders and big bodies.



How would the Tapirs' long snouts help them find their food?

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Draw a picture of a Tapir's feet.

# Sumatran Tiger

Look for our Sumatran Tigers hiding in the bushes or swimming in their water. You will find one tiger in the large enclosure opposite the Sun Bears and the other in the enclosure next to the Orangutans.


 You will see the Threatened Species symbol outside the tiger enclosure. They are classified as critically endangered.

 **List 2 reasons why the Sumatran Tigers are now critically endangered**



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 **Write the names of two other animals that have the Threatened Species sign outside their enclosure.** Think about what might be happening to these animals in the wild.




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 Look at the Tiger's enclosure. **Do you think Tigers like to swim?**



**Yes                      No**

 Discuss with your friends some of the animals a Tiger could find to eat in their rainforest habitat. Think of the area of rainforest required for all of these animals to live happily. **What would happen if part of this rainforest was destroyed?**

# Sumatran Orang-utan



Can you see the Orang-utans in their enclosure? If you cannot see them on the ground, they might be higher up on a platform.

In the wild, Orang-utans not only **eat** the leaves of many plants, but they break off branches each night to make a fresh **nest** in the trees to sleep in.

Why do wild Orang-utans spend most of the day and night in the trees?



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Much of the rainforest in Sumatra has been knocked down to sell the timber and to plant palm oil trees (the oil is used in some food products, soap, shampoo and biofuels.) That is why Sumatran Orang-utans are **Critically Endangered**.

**Draw an Orang-utan sleeping in its nest in the tree**

