

Building Bridges for Slow Loris Conservation Education Pack



Content

Literacy and drama

- Listen to slow loris stories
- Fill out the gaps in the story activity sheets
- Create your own story, poem or song
- Act out story, poem or song in groups: include props

Resources

- Slow loris stories
- Activity instruction worksheets
- Teachers note

Art and Design

- Create props for performance story, poem or song from recycled materials
- Create a wildlife bridge
- Colour in line drawings
- Use recyclable materials to create your own animal

Resources

- Colour in line drawings
- Activity instruction worksheets
- Teachers note

Science

- Scavenger hunts and nature trails
- Keep a diary documenting outdoor experiences
- Plant seeds and monitor saplings
- Monitor bridges and examine camera trap footage
- Be a researcher for the day

Resources

- Activity instruction worksheets
- Teachers note
- Slow Loris Protector Award
- Connecting Classrooms
- Acknowledgements

Building Bridges Education Pack (BBEP)



Dear Educator

Welcome to the Little Fireface Project's *Building Bridges for Slow Loris Conservation* Education Pack. The pack aims to provide primary school and nature club children aged 8-12 years with an informative, insightful and engaging introduction to, and understanding of the Javan slow loris, the importance of wildlife and forests and habitat connectivity. After the completion of this pack, children should be presented with a Slow Loris Protector award.

For more information or further resources, visit Nocturama.org or email info@littlefireface.org

We hope you enjoy this pack!



Pre and Post Test – to be completed before and after the programme

Name:

Age:

Sex:

1) What is a slow loris?

2) What does a slow loris look like?

3) Where do slow lorises live?

4) What do slow lorises eat?

5) When do slow lorises sleep?

6) Where do slow lorises sleep?

7) Why are slow lorises helpful to the forest?

8) Why is the forest important for the slow loris?

9) Why is the forest important for humans?

10) How are slow lorises helpful to farmers growing food?

11) How is forest connectivity helpful for the slow loris?

Dear Educator

Building Bridges Education Pack (BBEP)



- The activities within the literacy and drama section of this pack have been designed for Indonesian children aged 8-12. You will find 8 slow loris stories, one story can be assigned per week. You as the educator can read the stories out loud to the children, or in case of language barriers a translator or Indonesian teacher could carry out this task. The stories which will be translated into the local language can also be read by the children. Children can work in pairs, and older children can help young children if needed. Please also find a voice recording of each story in both Bahasa Indonesia and English. By listening to the stories in both languages, the children will be enabled to learn English.
- Please find 'fill in the gap' activity sheets on each of the 8 stories. The worksheet assigned should be the same theme as the story for each week, and should be completed at the end of the week after the story has been learned.
- After each story has been reviewed, the children can be set the task of creating their own story, poem or song. It is up to the children which they would like to create. Children may work in groups or individually. Please find an activity instruction worksheet that you can give out to the children during the lesson.

- When the children have completed the creation of their story, poem or song the children can take it in turns to perform their creation to the class. The students could make props for their performance from recycled materials. Props could be slow loris face masks, leaves or sticks from the forest etc. The performance writing activity and actual performance should take place towards the end of the programme. This will enable analysis of what information the children have learned and synthesised throughout the programme.

Literacy and drama

**Building Bridges
Education Pack
(BBEP)**



Aims

- To learn about slow loris behaviour and its habitat.
- To learn about how slow lorises contribute to the ecosystem
- To learn about the threats that slow lorises are facing

Activities

- Listen to and read slow loris stories
- Fill out the gaps in the story activity sheets
- Create your own story, poem or song
- Act out story, poem or song in groups: include props

Objectives

- Listen to and read 8 slow loris stories (one story per week)
- Complete 8 'fill in the gap' activity sheets on slow loris stories
- After the 8 stories have been revised, children should be set the task of creating their own slow loris story, poem or song using the factual information they have learned. When the children have finished writing and creating, they should then act out their story, poem or song using props made from recycled materials. This task should take place at the end of the programme

Resources

- Print out sheets of stories (translated into Bahasa Indonesian)
- Voice recording of stories (Bahasa Indonesian and English version)
- Activity sheets
- Paper and colour pencils
- Household rubbish to be used in art and crafts session to make props for performance of stories, poem or song

Time scale

- 1 hour per activity

Kukang yang Menemukan Jalan Pulang

Kebun di Cipaganti penuh dengan hewan liar seperti musang, kucing hutan, dan kukang. Kadang-kadang ketika seorang petani bekerja di siang hari dan memotong bambu untuk menanam labu, mereka biasa melihat kukang. Kadang-kadang kukang dibawa pulang untuk dijadikan _____.



Salah satu kukang yang pernah dijadikan hewan peliharaan adalah Bintang. Dia adalah kukang yang cantik. Ketika dia ada di dalam rumah manusia, dia tidak tahu apa yang harus dia lakukan. Dia tidak bisa memperoleh _____, _____, dan _____ yang menjadi makanan kesukaannya. Nasi dan sinar matahari membuatnya _____ dan dia rindu memanjat dengan bebas di _____. Tubuhnya terlihat kotor dan matanya _____.

Seorang warga melihat Bintang kesakitan. Dia tahu tentang LFP dan tahu bahwa kukang tidak _____ dipelihara. Dia sadar bahwa hutan dan kebun merupakan _____ mereka, jadi dia membawanya ke rumah hijau.

Bintang sangat tidak sehat, tetapi setelah dirawat di LFP, dia menjadi sehat dan kuat lagi. Dia bisa pulang lagi ke hutan dimana rumahnya berada. Bintang sangat _____ ketika melihat _____ dan _____ kaliandra merah lagi. Tidak lama, dia langsung menjilati sari bunga. Sambil tersenyum senang, dia berjalan di antara pepohonan.

Satu tahun kemudian, Bintang melahirkan seekor bayi. Dia _____ bayinya, Cium, semua _____ untuk hidup di hutan. Dia membantu para petani memakan hama dan menyerbuki bunga. Bintang sungguh beruntung dia bisa hidup _____ lagi.

Kalau kamu melihat seorang warga yang punya kukang atau hewan liar yang dijadikan peliharaan, jangan takut untuk memberitahu tim LFP atau BKSDA. Kamu bisa memberitahu Pak Dendi, kepala sekolah MI Al-Hidayah dan Ia akan membantu hewan itu kembali ke hutan. Manusia dan hewan sangat _____ satu sama lain untuk menjaga alam tetap _____. Biarkan hewan liar dan kukang tetap di alam liar.



The Loris Who Found Her Way Back Home

Sometimes, wild animals are taken from their forest homes to human homes to become _____. One slow loris kept as a pet was Star. She is a very beautiful loris, but outside the forest, she did not know what to do. She could not have her favourite foods of _____, _____ and _____. Human food and the bright sun made her _____, and she missed climbing freely in the _____. Her fur looked dirty and her eyes looked _____.



One day, a human saw that Star was sick. He knew that slow lorises should _____ be pets – that the forest is their true _____, and that it is _____ to keep a slow loris as a pet. So he brought her to a rescue centre named the Little Fireface Project.

Star was very sick, but with the care of the Little Fireface Project she became strong again. She could go back to her forest home. Star was so _____ when she saw the _____ and the _____ again, that within minutes of returning, she was licking flower nectar and smiling as she smoothly moved through the trees.

A year later, Star has a baby of her own. She is so wild she can _____ her baby named “Kisses”, all the _____ to live in the forest. Star is lucky that the human knew she should always be _____.

Humans and animals _____ on each other to keep nature in _____. Always keep wild animals like slow lorises in the wild.



Kukang si Tetangga yang Ramah

Ketika para petani menanam _____ di kebun, kadang-kadang mereka menggunakan zat kimiawi yang disebut _____, sehingga tanaman menjadi kuat dan serangga pengganggu pun tidak mau memakannya. Tetapi tahukah kamu bahwa beberapa hewan juga dapat berperan sebagai pestisida?



Burung, kelelawar, dan tupai suka memakan serangga, begitu juga dengan _____! Kukang dapat memakan dan mengunyah serangga bagaikan makan kerupuk. Satu ekor kukang dapat memakan lebih dari 100 ekor _____ dalam satu malam. Sungguh tetangga yang baik!

Kukang di Cipaganti yang paling suka _____ serangga bernama Lucu. Dia dinamai “Lucu” karena dia memang terlihat lucu ketika mengejar serangga. Lucu tinggal di dekat desa. Dia dapat melihat sekolah MI Al Hidayah dari rumah bambunya. Dia dan anak-anaknya, Lili dan Lupak tertarik mendatangi cahaya lampu dari _____ karena cahaya itu juga menarik ngengat dan serangga lain. Serangga itu sering sekali memakan tanaman petani dan menyengat manusia. Orang-orang yang hidup di sekitar Lucu dan keluarganya sungguh beruntung karena _____ oleh kukang yang sedang lapar.

Pestisida buatan bisa menjadi _____ bagi kesehatan manusia. Zat kimiawi dari pestisida dapat masuk ke dalam air dan membuat orang _____. Jadi, tidak ada hal baik selain membiarkan burung dan hewan semacam kukang bekerja bagai pestisida alami untuk membantu manusia.

Kamu bisa mendukung kukang hidup di kebun keluargamu dan membiarkan mereka melindungi kamu dan keluargamu dengan cara menanam pohon _____ dan _____. Kukang juga suka makan tanaman itu. Dengan begitu, kamu dan keluargamu bisa menjadi lebih sehat dan tanamanmu masih aman dari serangan serangga. Terima kasih kepada kukang si tetangga yang ramah.



The Loris Who Was a Kind Neighbour

When farmers plant their _____ they sometimes use chemicals called _____ so that insects will not eat the plants. But did you know that some animals can be a natural pesticide?

Some birds, bats and shrews love to eat insects, but so does the

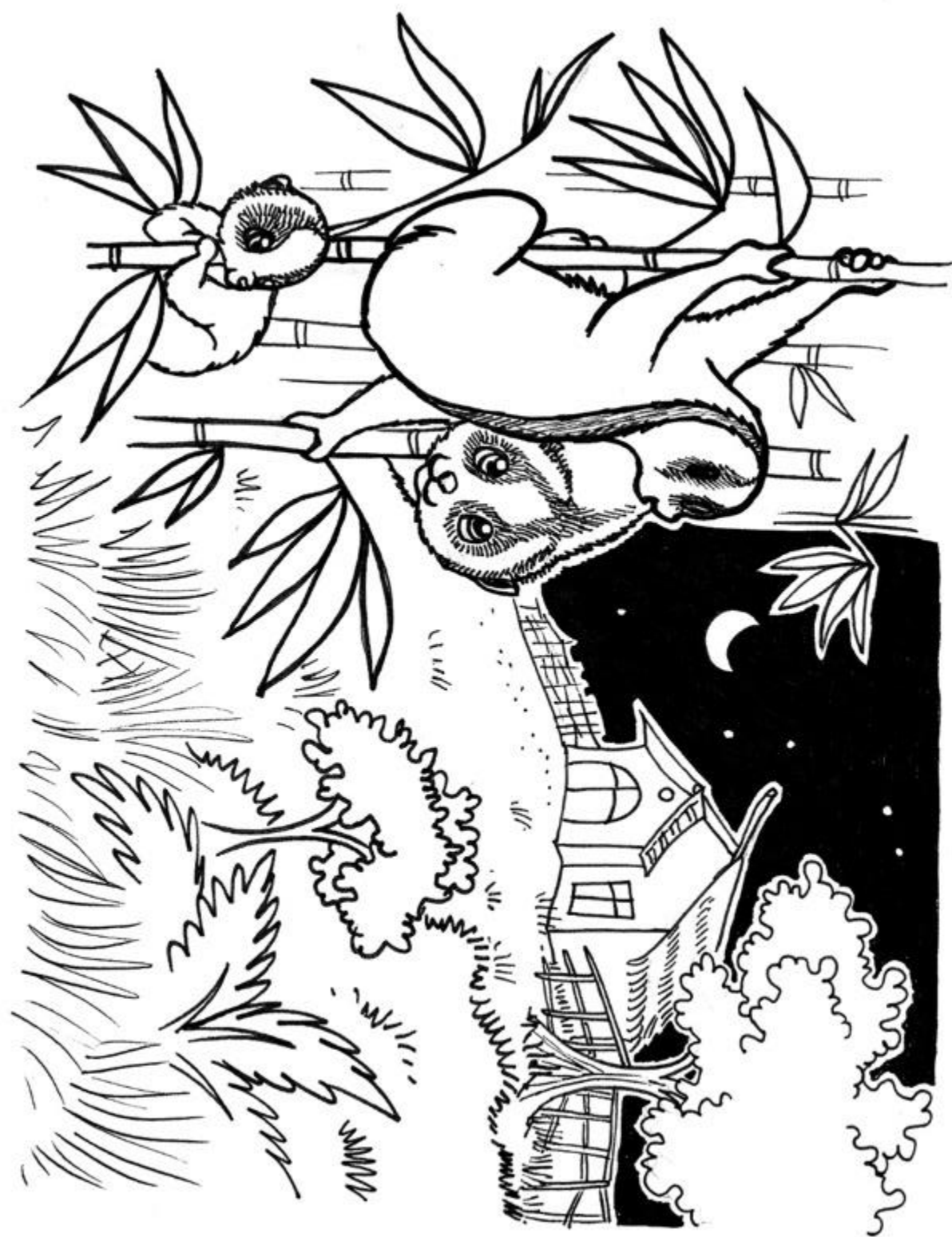
_____.! Slow lorises love eating insects, crunching happily on them all night. One slow loris can eat more than 100 _____ in a night!

One slow loris who loves to _____ insects the most is named Lucu. Lucu lives very close to a human village in her forest. She and her daughters Lily and Lupak are attracted by the lights of the _____, where moths and other insects fly at night. Some of these insects can eat farmers' crops or sting humans. The humans who live near Lucu and her family are so lucky to be _____ by these hungry lorises!

Pesticides can be _____ to human health. They also can enter the water and make people _____. So there is nothing better than allowing birds and animals like slow loris to work like a natural pesticide.

You can encourage slow lorises to live on your family's farm and to protect you and your family by growing _____ and _____ plants, their other favourite foods. Then you and your family can be healthier and your plants still safe thanks to your kind loris neighbour!





Kukang yang suka bernyanyi

Ketika kamu pergi ke hutan di _____ hari, kamu akan mendengar suara jangkrik, katak, dan burung hantu. Tetapi, apakah kamu pernah mendengar suara kukang? Mungkin belum! Kenapa?



Kukang suka bernyanyi. Di hutan di Cipaganti, Maya, sang Ibu kukang bernyanyi lebih sering dibandingkan kukang lain. Tiap malam, ketika dia terbangun, dia dan suaminya, Fernando, _____ bersama. Maya juga bernyanyi dengan anak laki-laknya, Mungkin, dan anak perempuannya, Maaf. Nyanyian itu memberikan tanda dimana mereka dapat memperoleh sarapan serangga, getah pohon, dan makan malam sari bunga. Terkadang, mereka bernyanyi terlalu _____ hingga mengganggu kelelawar. Sampai-sampai kelelawar pun menutup telinganya dengan sayapnya.

Jadi, mengapa seekor kelelawar dapat mendengar suara kukang, tetapi manusia tidak? Ini karena kukang menghasilkan suara ultrasonik. Artinya, _____ mereka sangat tinggi sampai-sampai hanya kelelawar, katak, dan serangga saja yang bisa _____ mereka. Kukang adalah salah satu _____ yang dapat _____ dengan cara ini. Jadi, ketika manusia masuk ke hutan, mereka tidak bisa mendengar suara kukang, padahal kukang-kukang sedang bernyanyi.

Suara _____ ini istimewa dan penting bagi keluarga kukang karena membantu mengeratkan kebersamaan mereka. Sama seperti manusia yang saling mengobrol dengan sesamanya, kukang dapat memberitahu kukang lain dimana mereka berada, apa yang sedang ia lakukan, dan betapa saling mencintainya mereka. Karena _____ seperti macan tutul dan elang tidak akan bisa mendengarnya, sehingga keluarga kukang dapat merasa _____. Suara kukang dapat mencapai lokasi yang jauh dan menembus tumbuhan setebal apapun seperti halnya labu!

Jadi, tiap malam, Ibu Maya bernyanyi bersama keluarganya melalui lagu kukang. Dan bila kamu nanti berjalan melewati kebun malam hari, tutup matamu dan dengarkan baik-baik. Kamu akan dapat membayangkan alunan musik kukang.



The Loris Who Loved to Sing

If you go into the forest at _____ in the land where lorises _____, you will hear the sound of crickets, frogs and owls. But did you ever hear the sound of the slow loris? Probably not! But why?



Slow lorises love to sing, and Maya the mother loris sings more than any other loris. Every night when she wakes up, she and her husband Fernando _____ to each other, making plans for the night. She also sings with her _____, her little boy Mungkin and little girl Maaf, making sure they know where to find their breakfast of insects, lunch of tree gum and dinner of flower nectar. Sometimes they sing so much that the forest bats complain that the slow lorises are too _____, and cover their ears with their wings.

So why can a bat hear the slow loris but not a person? This is because the slow loris makes ultrasonic sound. The frequency of their _____ is so high, that only bats, some frogs and insects can _____ them. Slow loris is only one of few _____ that can _____ in this way.

_____ sound allows slow loris families to form strong bonds. Just like humans talking to each other, slow lorises can tell each other where they are, what they are doing, and just how much they love one another. Because _____ like leopard cat and eagle cannot hear them, it keeps their families _____. The loris sound can travel far and through thick plants. Ultrasonic communication is one reason that the slow loris is one of the most _____ mammals in the world.





Kukang yang Suka Madu

Ketika kamu berjalan di kebun di sekitar Cipaganti, kamu akan menemukan banyak bunga yang berwarna-warni.

Di hutan, pohon yang berbunga sangat _____ pada hewan untuk _____. Salah satu hewan yang dapat membantu memperbanyak pohon adalah _____.

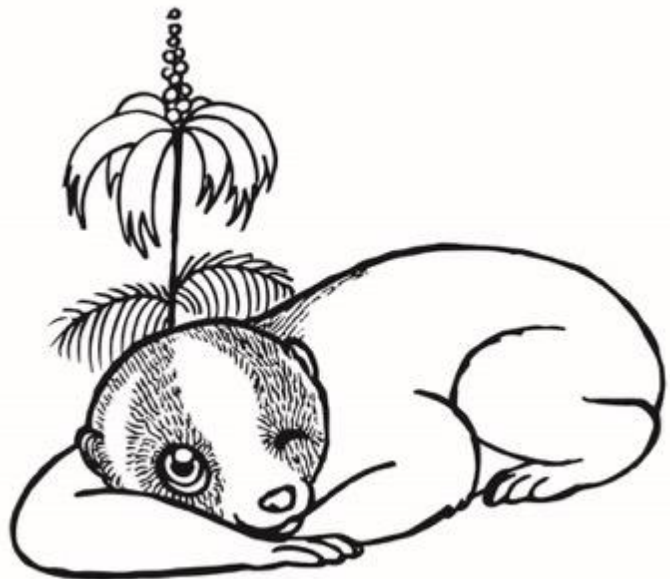
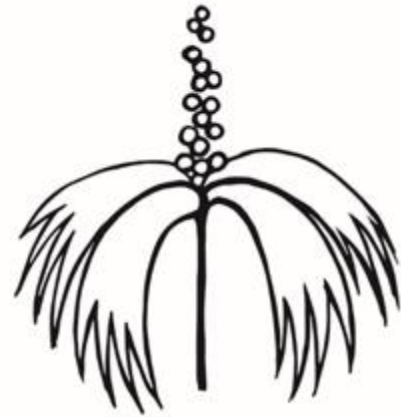
One Eye adalah salah satu kukang yang paling tua dan bijak di Cipaganti. Dia itu sangat tua, bahkan dia hanya punya satu mata. Dia tinggal di area yang banyak tanaman kaliandra merah. Dia sangat suka meminum _____ dari Kaliandra dengan cara menjilati

_____ yang ada. Anak One Eye, Oniks dan Opal mengikuti ibunya dan _____ bagaimana cara meminum madu itu tanpa merusak bunganya. Mereka suka hidup di tempat yang banyak kaliandra merah.

Seperti kukang lainnya, One Eye memiliki _____ yang besar. Dia ingat jalan mana yang perlu dilalui untuk mendapatkan bunga dan ingat kapan saja bunga-bunga bermekaran. Seperti manusia dan _____, kukang juga memiliki ingatan yang bagus!

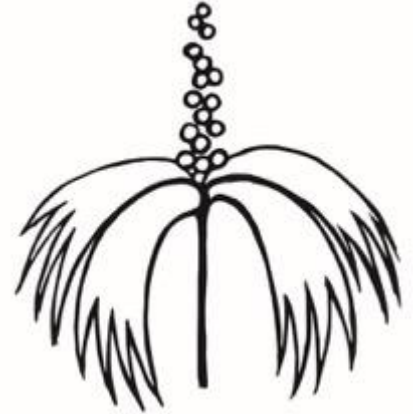
Terima kasih kepada kukang, bunga semacam kaliandra merah bisa semakin bertambah banyak di perkebunan melalui cara yang disebut polinasi atau _____. Artinya, ketika kukang menjilati bunga kaliandra merah, serbuk sarinya akan menempel di wajah mereka, dan ketika mereka menjilati bunga yang lain, serbuk itu akan menempel di bunga lain, sehingga suatu saat akan muncul bayi pohon kaliandra baru.

Jadi, untuk membantu kukang seperti One Eye, kamu bisa meminta sahabat petanimu untuk menanam kaliandra merah. Kamu juga bisa meminta mereka untuk tidak menebang pohon yang digunakan oleh kukang yang lewat, karena mereka pasti ingat dengan pohon-pohon itu, sehingga mereka akan sedih ketika pohon kesukaan mereka hilang. Kukang membantu hutan _____, kita manusia bisa _____ menumbuhkan hutan dengan mengganti pohon yang telah ditebang.



The Loris Who Loved Honey

When you walk through the forest, you will see many beautiful colourful flowers. In the forest, the flowering trees _____ on animals to _____. One animal that helps the trees is the _____.

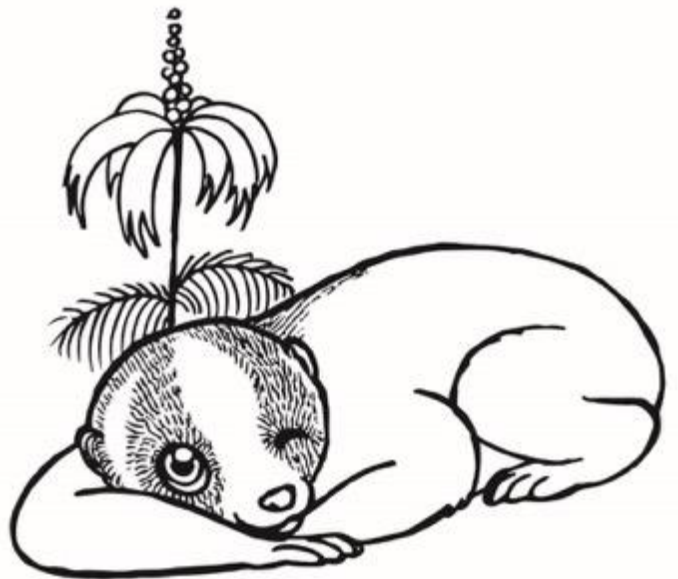


One Eye is one of the oldest and wisest slow lorises in the forest. She is so old she has only one eye!! She lives in area with many flowers. She loves to drink the _____ from them by carefully licking one _____ after the next.

Slow lorises can live up to around 20 years. So they need to be very _____ to remember how to find their food, and to teach their _____ to find it too. One Eye's babies Onyx and Opal follow their mother, and _____ how to gently drink nectar without hurting a single flower.

Like all slow lorises, One Eye has a big _____. She remembers the path to every flowering tree in her area, and can remember at what time of year the trees will flower. Like humans and other _____ too, slow loris has a very good memory!

Thanks to the slow loris, flowers can spread through the forest through a process called _____. This means One Eye gets pollen from the flower on her face, and by drinking a second flower, she can ensure it will grow and have its own baby plants. The slow loris helps the forest to _____; we humans can also _____ by replacing any tree we cut.





Kukang yang Malu

Di beberapa bagian Indonesia, ada yang menyebut kukang sebagai hewan malu-malu. Kukang tidak punya ekor dan dapat membungkuk seperti _____ kecil ketika mereka _____. Mirip seperti anak kecil yang malu! Tetapi ada alasan lain mengapa ketika kukang tidur dia menyerupai bola kecil, sehingga mereka menjadi salah satu hewan menyusui yang paling menarik di dunia. Kita rasa Shirley adalah kukang paling pemalu di Cipaganti, tetapi kita akan buktikan kalau kita salah!



Manusia dan hewan menyusui lainnya disebut memiliki darah _____, sehingga pada saat _____ dingin, kita harus _____. Manusia biasanya memakai topi dan jaket, tetapi beberapa hewan seperti tikus, beruang, dan kukang menurunkan suhu tubuhnya untuk menghadapi cuaca yang sangat dingin. Kondisi ini disebut sebagai torpor. Pada situasi “_____” yang istimewa ini, hewan nampak membeku dan _____ sama sekali selama berjam-jam, sehari-hari, bahkan berminggu-minggu. Mereka menunggu matahari datang untuk bangun dan bisa _____ tubuh mereka lagi.

_____, khususnya Shirley yang hidup di hutan yang lebih dingin daripada tetangganya bisa melakukan torpor. Jadi, ketika para peneliti LFP mengamati Shirley, mereka awalnya mengira bahwa Shirley adalah kukang yang malu dan membosankan, tetapi sekarang kita tahu bahwa dia hanya _____ saja.

Salah satu cara agar Shirley tetap merasa hangat adalah dengan bersembunyi di _____ yang lebat. Pada siang hari, matahari menghangatkan bambu, sehingga saat malam bambu itu bisa menjadi selimut yang hangat bagi kukang. Oleh karena itu, saat malam hari, Shirley sembunyi di sana agar _____. Dia tidaklah malu atau membosankan. Dia sangatlah cerdik!

Bambu sangatlah _____ bagi manusia, tetapi juga penting bagi kukang, terutama untuk Shirley. Salah satu cara untuk melindungi kukang adalah dengan tidak menebang seluruh tanaman bambu. Kalaupun harus menebang, tinggalkan sebagian batang. Bambu tidak hanya penting untuk membangun suatu bangunan, tetapi juga dapat mencegah _____ dan _____. Menjaga bambu berarti membantu kukang dan manusia.



The Loris Who Seemed Very Shy

In some parts of Indonesia, slow lorises are called the “shy shy”. Slow lorises have no tails and can curl into small _____ when they _____. It looks like a shy child! But there are other reasons that a loris needs to sleep in a ball that makes them one of the most interesting mammals in the world.



Humans, like other mammals are _____ blooded. Some mammals, including mice and bears, have special _____ when the _____ gets very cold. We humans can wear a hat and jacket. But mice and bears can reduce their body temperature and enter a behaviour called ‘torpor.’ When in _____, an animal can stay completely _____ for hours, days or weeks, waiting for the sun to become _____ enough to wake up.

We now know _____ can enter torpor too, especially lorises like the beautiful Shirley whose forest patch is a few degrees colder than her neighbours. So when researchers observed Shirley, before they thought she was shy or boring – but now we know she was just _____!

One way Shirley keeps warm is to stay deep inside _____. During the day, the sun warms the bamboo making it like a warm blanket for slow lorises. So even in the night, Shirley stays in the bamboo to keep _____. She is not shy or boring – she is extra intelligent!

Bamboo is _____ not just for human, but also for slow lorises, especially for Shirley! One way to protect slow loris is not to cut the whole bamboo trees, even if the bamboo is cut we should leave some part of it. Bamboo is also not important to build but it can also prevent _____ and _____. Protecting bamboo means protecting the slow lorises and humans.





Kukang yang Hampir Terbang

Ketika kamu melihat ke langit, kamu kadang-kadang melihat burung, kupu-kupu, atau bahkan kelelawar. Mungkin juga seekor kukang.... Kok bisa? Untuk membantu pertumbuhan _____ dan _____, petani harus _____ kebun mereka. Kadang-kadang, petani di Cipaganti menggunakan _____ yang tinggi untuk mengalirkan air ke kebun mereka.



Kebanyakan hewan adalah _____ – artinya mereka lebih memilih hidup di _____ dan hampir tidak pernah berjalan di atas tanah. Berjalan di atas tanah menyebabkan mereka mudah dimangsa oleh _____, sehingga menetap di atas pepohonan adalah cara yang paling aman, tetapi kalau kita melihat perkebunan kita, jarak antar pepohonannya _____. Sehingga, hewan-hewan tersebut memiliki cara unik. Mereka bisa menggunakan pipa air untuk _____ dari satu pohon ke pohon yang lain.

Di Cipaganti, musang, tikus, dan burung hantu sering _____ pipa air sebagai jembatan. Tetapi, cara mereka menyebrangnya tidak selincah ibu kukang, Tereh. Ibu Tereh bisa bergerak sangat cepat di atas pipa air. Awalnya, mereka malu untuk menggunakan pipa air, tetapi kukang lain pun tidak mau kalah dengan Ibu Tereh.

Bagaimana kamu tahu ketika kukang kecil melewati pipa air? Kukang memiliki _____ istimewa yang dapat berkilau ketika disinari cahaya. Dan tidak ada hal lucu lain kecuali melihat sepasang mata berkilauan di udara, di atas kebun. Ibu Tereh terlihat seperti terbang!

Jadi lain kali, kalau kamu malam-malam datang ke kebun dan melihat mata berkilauan di udara, jangan takut. Itu bukan hantu atau jenglot. Itu hanyalah kukang yang sedang bergembira _____! Kamu bisa ceritakan kepada para petani kalau Ibu Tereh mengucapkan _____ kepada manusia yang membuat pipa air untuk dia gunakan sebagai jembatan, sehingga Ibu Tereh dan keluarganya bisa mencari makan dengan leluasa.



The loris who could almost fly

When the children of Indonesia look up in the sky, they see birds, butterflies, and even bats. But sometimes they also see.... slow lorises!! How is this possible?

In order to grow _____ and _____, it is important for Indonesian farmers to _____ their gardens. Sometimes in the gardens around where the lorises _____, farmers need to bring in extra water, and they might do this with a _____ erected high in the air.



Many animals are _____ – this means they prefer to live in the _____. Walking on the ground might make them vulnerable to _____. So staying in the treetops is the safest place, but in the gardens, sometimes the trees are very far _____. So the animals have learned a funny trick – they can use the water hose to _____ between their favourite trees!

Many animals in the forests of Indonesia have _____ to _____ on these water hoses, such as civets, mice and owls. But none of them is so good at it as _____ loris, Tereh. Tereh also teaches her _____ to move on the water hose- in the beginning they are shy but soon they are as fast as she is!

How do you know when a small loris is on the water line? Slow lorises have special _____ that glow in the light of a torch. And there is nothing so funny to see than a pair of glowing eyes high in the air above the gardens. It looks like mother Tereh is flying!

Next time if you come to the farm at night and you see eyeshine floating in the air don't be afraid, that is not a ghost, it is just a slow loris which is happily _____ on the _____! You can tell the farmers that Tereh says _____ to the farmers who help to build the waterline which she uses as a bridge, so Tereh and her family can forage freely.





Kukang yang Tidak Takut Gelap

Ketika kamu berjalan di malam hari yang gelap dan sepi, tidak ada orang di sekelilingmu, kamu mungkin akan merasa takut. Tetapi sebagian hewan suka _____, sama seperti ibu kukang, Bu Toyib.

Seperti halnya hewan _____ (hewan yang aktif di malam hari), kukang memiliki _____ yang besar untuk menangkap cahaya, sehingga mereka bisa _____ di kegelapan. Untuk Bu Toyib, tidak ada waktu paling aman kecuali ketika langit sedang _____ dan _____ ada bulan. Dengan matanya yang besar dan hidungnya yang basah dan bagus untuk membaui, Bu Toyib dapat _____ bebas. Dan karena terlalu gelap, dia aman dari _____ semacam kucing besar.



Bahkan pada saat paling gelap pun, Bu Toyib dan suaminya, Pak Toyib, serta anak mereka, Kacang, bisa berlari sangat _____! Seperti pahlawan super, mereka bisa berlari melewati hutan dengan _____ dan _____ yang tajam. Kadang-kadang, mereka bisa berlari sejauh 5 km dalam satu malam di tempat yang ukurannya sama dengan 10 kali lapangan bola. Kukang mungil itu butuh banyak ruang gerak untuk mencari _____.

Terkadang kamu bisa melihat para peneliti dari *Little Fireface Project* berjalan di bukit di Cipaganti. Kamu bisa melihat _____ bersinar dari hutan, bukan _____ . Karena kukang bisa melihat dengan baik di tempat gelap, maka cahaya putih akan sangat menyakiti mata mereka.

Sifat kukang yang mudah sakit juga menjadi alasan mengapa mereka _____ baik untuk dijadikan _____ . Ketika manusia _____, kukang _____, dan ketika kukang terbangun, kita manusia justru tertidur. Jadi, nanti malam ketika kamu bermimpi, kamu bisa membayangkan Bu Toyib dan keluarganya berlomba lari di kebun pada malam hari.



The Loris Who Was Not Afraid of the Dark

When you walk outside at night, and it is very dark and there are no people around, you may feel scared. But some animals love the _____, just like slow loris mother Toyib!



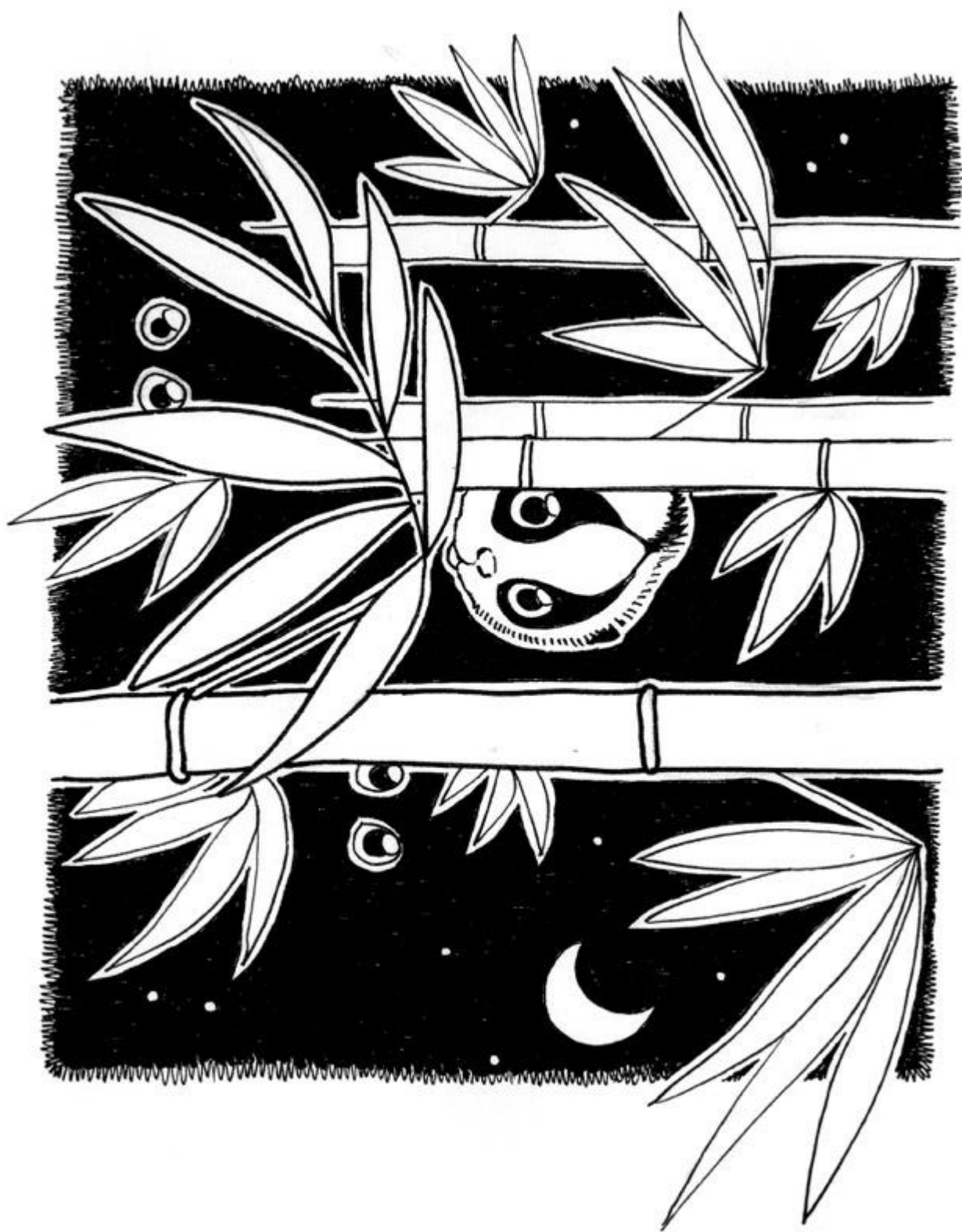
Like other _____ animals, slow lorises have huge _____ that absorb light so they can _____ in the dark. For mother Toyib, there is no safer time than when the moon is _____ and the sky is _____. With her huge eyes and wet nose with good smell, she can _____ with ease. And because it is so dark, she is safe from _____ like large cats!

Even on the darkest night, Mother Toyib and her daughter Peanut can run very _____! Like super heroes, they can run through their forest home using their powerful _____ and _____. Sometimes they can run 5 km in one night in an area the size of 10 football pitches. These small lorises need a lot of space to find enough _____!

Sometimes you can see researchers from *Little Fireface Project* walking on the mountain in Cipaganti. You can see the _____ shining from the forest, not the _____ because the lorises can see really well in the dark, the white light can harm their eyes.

The sensitive nature of the loris eyes is also why they do _____ make good _____. When humans are _____ the loris is _____, and when the loris is awake, we humans are in bed. So tonight when you are dreaming, you can think of mother Toyib and her family racing through the night forest.





Sang Ibu Kukang yang Baik

Anak-anak biasa tumbuh bersama ibu, bibi, dan bahkan nenek yang akan selalu melindungi dan _____ banyak hal kepada mereka. Menjadi ibu yang baik juga _____ bagi kukang. Di Cipaganti, salah satu Ibu kukang yang penyayang adalah Xena!



Kukang Xena memiliki seekor bayi baru tiap _____. Manusia menunggu 9 bulan untuk melahirkan seorang bayi, tetapi untuk kukang hanya butuh waktu 6,5 bulan saja. Setelah melahirkan, Xena biasanya menyembunyikan bayinya di sebuah _____, meninggalkannya sendirian untuk mencari _____. Bayi kukang tinggal bersama ibunya selama _____ tahun. Untuk hewan kecil, itu adalah waktu yang cukup lama. Setelah berumur 3 atau 4 tahun, seekor kukang baru bisa hamil dan memiliki bayi.

Kukang butuh banyak belajar dari ibu, ayah, dan kakaknya. Mereka harus tahu dimana mereka bisa _____, _____, dan _____ makan. Salah satu makanan kesukaan kukang adalah getah, terutama getah pohon jiengjen.

Xena dan anaknya, Gula sangat suka getah jiengjen. Untuk makan getah, mereka bergelantungan di pohon dan menggigit _____ dengan _____ yang sangat tajam. Gigi ini bentuknya mirip seperti sisir. Mereka memiliki _____ yang panjang untuk menjilati getah. Perut mereka bisa kenyang hanya dengan makan getah jiengjen!

Gigi sisir Xena sebenarnya tidak hanya untuk memakan getah saja. Dia juga bisa memandikan _____ Gula dengan giginya. Mereka sungguh Primata yang unik - Mereka itu beracun. Gigi sisir mereka dapat menyuntikkan racun ke tubuh lawan. Xena biasanya berpatroli di dekat areanya untuk berjaga agar tidak ada penyusup. Apabila ada musuh yang mendekat, dia akan _____ untuk menjaga _____ dan bayinya.

Bayi kukang, terutama Gula sangat imut dan lucu. Kalau kamu melihatnya _____, ingat bahwa ibunya pasti di dekatnya, jadi jangan menculik bayinya. Ingat bahwa bayinya harus _____ dari _____. Jadi Gula pasti belajar dari Xena agar bisa hidup di hutan dan kebun. Karena di situlah tempat terbaik untuk kukang _____.



The Loris Who Was a Very Good Mother

Human children grow up with adults who _____ them lessons and protect them. Being a good parent is also very _____ to slow lorises! In the forests of Indonesia, one loving mother is named Xena!



Slow lorises like Xena have a baby every _____.

Humans wait nine months to have a baby; for slow lorises, pregnancy lasts 6.5 months. After giving birth, Xena parks her baby in a _____, leaving it alone while she forages for _____ nearby. Babies stay with their mothers for nearly _____ years. For a small animal this is a long time! Only when they are 3 or 4 year old will a slow loris have a baby of their own.

Slow lorises have a lot to learn from their mothers, fathers and brothers and sisters. They need to learn where to _____, how to _____ and how to _____ food. One of the favourite foods of slow loris is tree sap. Slow lorises will chew on the _____ of a tree until they dig deep down and get the juices within. Slow lorises have very strong _____!

Xena and her son Sugar love the sap of the _____ in their _____. To eat it, they cling to the tree and bite the bark with their sharp teeth, which form a shape of comb. They have a very long _____ that licks the sap. They fill their whole stomach! It takes almost 40 hours for Xena and her babies to digest tree sap!

Xena's comb-shaped teeth are not only used for tree sap. She also brushes or "grooms" Sugar's _____ with her teeth. They also are very strange primates – they are venomous! Their tooth comb allows them to inject venom into their enemies. Xena patrols the edge of her area looking for intruders – if they get too close, she will _____ them to defend her _____ and her babies. Like this, her loris family stays _____ and happy in their forest home!



Loris babies, especially Sugar, are small and cute.

If you see them _____, remember that their mothers must be close by, so do not take their babies. Remember that they have to _____ from their _____. Sugar must learn from Xena how to live in the forest and farm because those are the best places for them to _____.



In groups, act out your story, poem or song.

Include props

Here are some factors to think about ...

- 1) Work together and make sure that each person has a role within the performance.
- 2) Speak loud and clear so the audience can hear you.
- 3) Make props from recycled materials such as cardboard, paper or other household rubbish and use them in your performance.
Here is an example made from lolly pop sticks, paper toilet rolls, pencils and sequin stars.

- 4) Have fun!



Dear Educator

Building Bridges Education Pack (BBEP)



- The activities within the Art and Design section have been designed for Indonesian children aged 8-12. The children should be set the task of drawing a slow loris at the beginning and end of the programme. This will allow for analysis of what the children have learned and synthesised through the programme.
- Please find an activity instruction worksheet that should be handed out to children when they are considering their performances and creating props for their performances.
- When children have finished making their props, children should begin to create a wildlife bridge. Children can work as a whole class to do this, or in groups. The wildlife bridge could be made outdoors, using recycled boxes or plastic bottles etc. When the bridge has been made, the children could extend the bridge across a field and measure how long the bridge is and discuss what animals could utilise the bridge. Children could also work in groups to make bridges with their bodies. This activity should familiarise children with wildlife bridges, and teach them why habitat connectivity is important for animals. The educator should explain how the cutting of trees has created gaps in the forest, and because of this animals need bridges to enable them to travel to areas of the forest. The science section explores this topic in more detail.

- Please find line drawings of a slow loris. One version includes English writing and the other in Indonesian. The line drawings could be handed out early on, and also towards the end of the educating period. The educator can then compare the differences in colouring, for example at the beginning of the educating period children may colour the slow loris in bright random colours, after a few weeks the children may use what they have learned and colour in the slow loris more realistically.
- When the above activities have been completed, you could assign the children a task of imagining and creating their own animal. Please find an activity instruction worksheet that you can hand out to the students for this task. When the children have completed their designs on pen and paper, the children could then make 3D versions of their animals from recycled materials. The children may use the information that they have learned over the weeks and apply it to their animal creations.

Art and design

Building Bridges Education Pack (BBEP)



Aims

- To learn about habitat connectivity

Activities

- Draw a picture of a slow loris
- Create props for performance of story, poem or song from recycled materials
- Create a wildlife bridge
- Colour in line drawings
- Use recyclable materials to create your own animal

Objectives

- Set the students the task of drawing a slow loris free hand at the beginning of the programme and each following week. The educator can compare how the drawings differ over the weeks
- To create props for performance of story, poem or song using recycled materials. For example the students could make binoculars from paper toilet rolls or face masks from paper
- To create a bridge for a slow loris. The students could create a bridge using recycled materials or they could also make a bridge in groups using their bodies
- Colour in line drawings of a slow loris. The children can think about what they learned in the slow loris stories. For example, the colour of a slow lorises eyes are when a torch shines on them in the night and what colour fur a slow loris has

- The students can use recycled materials to create their own animal. They should think about the animals habitat, what the animal eats and how the animal travels

Resources

- Recycled materials such as boxes and plastic
- Paper, pencils and erasers
- Print out of line drawings

Time scale

- 1 hour per activity





Dear Educator

Building Bridges Education Pack (BBEP)



- The activities within the Science section have been designed for Indonesian children aged 8-12. Please find an activity instruction worksheet for the scavenger hunt and nature trail activities that you can hand out to the children before the session. This activity can be carried out each week and children should document each experience.
- Please find an activity instruction worksheet to be handed out to the children for the planting of seeds and monitoring saplings session. Depending on the amount of seeds, the children could plant multiple seeds each, one plant pot per child could be taken home for observation and the rest can be kept in a tree nursery near the school or nature club.
- Please find an activity instruction worksheet to be handed out before the monitoring bridge activity as well as an instruction sheet for the examining camera trap footage activity.
- Please find an example ethogram sheet to accompany the camera trap examination activity. Children can fill out the ethogram when watching the videos. Children could also take ethograms to the forest and document the behaviour of animals or insects that they find. The children could even take the props that they have made such as pretend binoculars into the forest and pretend to be researchers.

Science

Building Bridges Education Pack (BBEP)



Aims

- To develop an understanding of how dependent the slow loris is on its forest and how important the slow loris is for the forest

Activities

- Scavenger hunts and nature trails
- Keep a diary documenting outdoor experiences
- Plant seeds and monitor saplings
- Monitor bridges and examine camera trap footage
- Be a researcher for the day

Objectives

- To learn about slow loris habitat, behaviour, locomotion and diet through outdoor scavenger hunts and nature trails. Here the children could consider the 8 concepts of each of the 8 stories. Children could carry out observational drawings of, for example, a slow loris food source such as a Calliandra flower or their favourite animal that they found in the forest. The students could also examine and measure the gaps between trees and assess whether it is a gap a slow loris could cross
- The students could keep a diary, and document what activities they carried out in the forest, what they saw, what they could smell and hear and how they felt. By keeping a diary, the children can revisit and reflect on their outdoor experiences

- By planting seeds and monitoring saplings, the children will be enabled to witness the cycle of growth
- Through monitoring bridges and camera trap footage, the students will gain an understanding of the importance of forest connectivity and learn about slow loris locomotion and behaviour
- By using the example ethogram, children can gain an insight into how researchers document animal behaviour. The children can act as researchers by using an ethogram and documenting animal behaviour within the forest

Resources

- Paper, coloured pencils, erasers
- Small note books
- Projector and computer access
- Example ethogram

Time scale

- 2 hours per activity

Scavenger hunt and nature trail

- 1) Consider what you have learned in the stories. See if you can identify a slow loris sleeping site, slow loris food or a wildlife bridge and note this down in your dairy. Also note of the date and whose home range you saw it in.
- 2) Write down or draw what you can see, smell and hear.
- 3) If you come across gaps in the forest, work together to measure the gaps between the trees. You could do this with measuring tape or by how many steps it takes you to get from one edge to the next. Write down how big the gap was and whether you think a slow loris could get across the gap.
- 4) Complete observational drawings of your favourite living things that you find in the forest. This could be your favourite animal, insect, flower or tree. Write a message by your drawing as to why you choose to draw the living thing. Does the living thing have any relation to the slow loris? For example, a Caliandra flower produces nectar that slow lorises love to eat.
- 5) Collect any items that are not biodegradable, such as plastic bottles and rubbish. You can use this material in art and craft sessions.
- 6) Have fun!

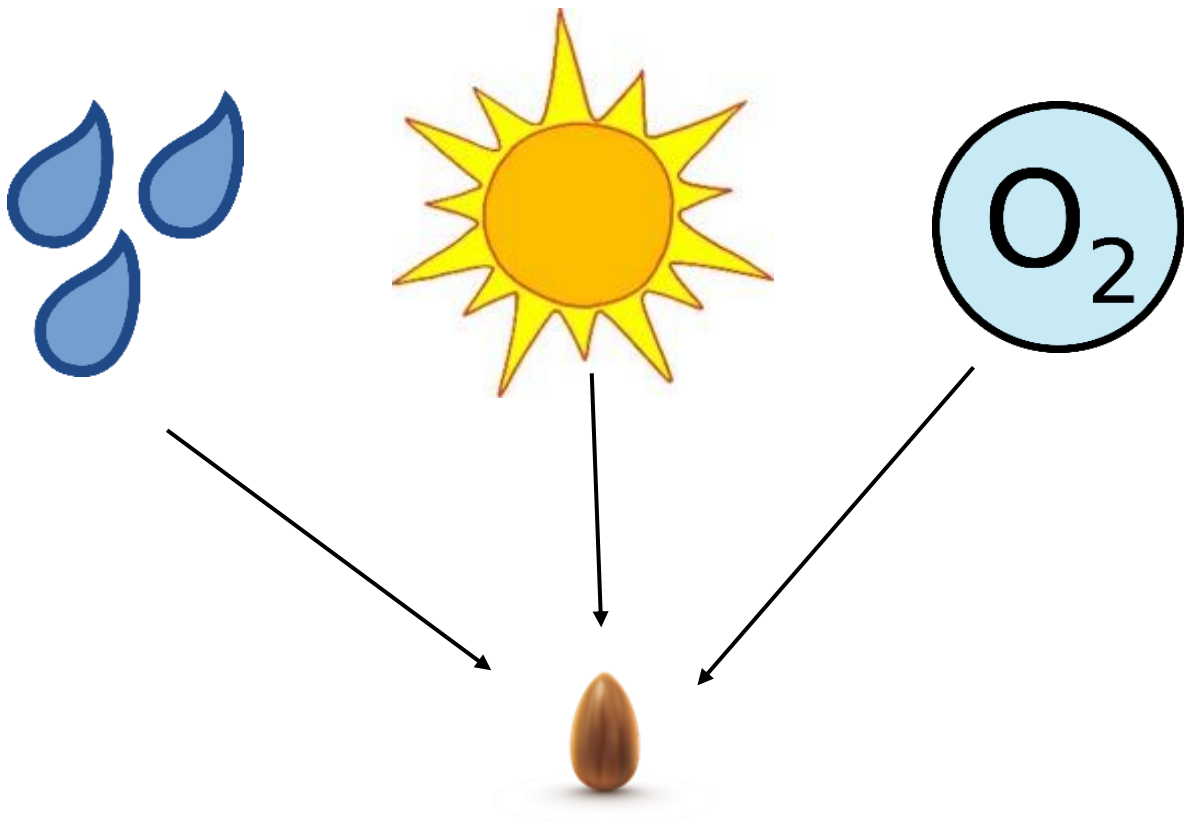
DIARY worksheet



Planting seeds and monitoring saplings



1. Find some trays, pots, plastic bottles
2. Fill the seed tray with compost
3. Moisten the surface of the compost with water
4. Sprinkle the seeds evenly over the compost
5. Cover the seed tray
6. Place the seed tray in a warm place
7. Uncover the seedlings once they germinate (have grown into tiny seedlings)
8. Replant the seeds into a bigger pot
9. Keep these seedlings in the shade
10. When the seedlings are little plants you can replant into bigger pots and move them into a more suitable area
11. Note down each stage of plant growth in your diary. You can draw the plant each week or take photographs to compare growth rates
12. The plants will need water, the sun's heat and oxygen (O_2)



Monitoring wildlife bridges

- You are a slow loris conservationist!
- Use the table below to collect important information about slow loris bridges
- Work in groups
- Ask the teacher if you have any questions
- You will need a pencil and eraser
- Have fun!

[illegible]

Ethogram

An ethogram is a list of all the behaviours an animal can perform! Be a researcher and use the ethograms below to help you identify slow loris behaviours, locomotion and positions from the worksheet pictures and camera trap footage

Locomotion and position ethogram

Sit - Remain stationary with body hunched and head erect

Stand - Remain stationary in upright position using all four limbs

Horizontal Suspension 1 - Hanging from one foot

Horizontal Suspension 2 - Hanging from two feet

Horizontal Suspension 3 - Hanging from three feet

Horizontal Suspension 4 - Hanging from four feet

Sleeping Ball - Remain stationary with body hunched and head erect, head between the knees

Walk - Quadrupedal walking on support

Suspensory Walk – Walking while hanging upside down

Climb Up - Moving upwards on a tree

Climb Down - Moving downwards on a tree

Bridge - Climbing from one support to the next, stretching over a gap of more than 15 cm

Behaviour ethogram

Alert - Remain stationary like in “rest” but active observation of environment or observer

Feed - Actual consumption of a food item

Forage - Movement associated with looking for food

Freeze - Interrupt locomotion to maintain motionless, rigid posture in standing or sitting position for at least three seconds

Groom- lick or use tooth comb on own fur or another slow loris

Rest - Remain still, often with body hunched, eyes open

Sleep - Remain still in huddled position with head between the knees, or eyes visible but closed

Social- All interactions with other animals, including aggression, grooming other slow lorises, play and other social behaviours

Aggression - Fight, bite, threat, chasing; often accompanied by vocalizations

Allogroom - Lick or comb with toothcomb other slow loris’ face or fur

Play - Behaviours serving no definable purpose, including friendly attempted bites or manual attacks and grabbing, dangling by feet and wriggling bodies with arms over head. No vocalizations as when fighting

Other social - Social activity while being in contact or close proximity to another animal (<5 m), social follow, sniffing, social explore

Travel - Continuous, directed movement from one location to another

Other - Other behaviours not included above

Ethogram practise



Pretend that you are carrying out a night-time behavioural observation shift. Can you identify any slow loris behaviours, 🌙 locomotions or positions? Comment below 🌙



Ethogram practise



A

Can you identify any slow loris behaviours, locomotions or positions? Comment below

C



B

D



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*Certificate of
Achievement*

Awarded to

*Congratulations! You are now an
official Slow Loris Protector*

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Connecting Classrooms

**Building Bridges
Education Pack
(BBEP)**



Does anyone want to join the journey with us?

The educator and children can connect with other classrooms and nature clubs in different areas of the world. The educator can enable the children to show what they are learning and doing in Indonesia for the slow loris, and encourage others to join in.

You could connect with others through social media, skype, email and contacting organisations, schools or charities.

‘The Hedgehog That Was Stuck’ story can be used to teach children living in the United Kingdom about the importance of habitat connectivity.

‘The Possum That Was Stuck’ story can be used to teach children living in the USA about the importance of habitat connectivity.

‘The Tree Kangaroo That Was Stuck’ story can be used to teach children living in Australia about the importance of habitat connectivity.

Children from across the world can become pen pals, and write to each other about the mammals that live in their country. This is a great way to share knowledge, learn and make friends!

Acknowledgements

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