An illustration of a Slow Loris, a primate with large yellow eyes and a dark stripe across its face, clinging to a tree trunk on the left. The background shows a forest at night with a full moon, small trees with red flowers, and a field of green plants.

# Slow Loris - Forest Protector

## Teacher's Pack and Learning Exercises

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Translated by Iing Iryantoro  
Illustrated by Shelley Low



## Little Fireface Project

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Welcome!

We at the Little Fireface Project (LFP) are so glad you are using this teacher's pack. First we want to tell you about ourselves and our passion about one of the world's most unique little primates. LFP is a UK Charity based out of Oxford Brookes University set up to help save the slow loris through studying them in the wild and through education projects.

Why the slow loris and why a charity dedicated to one group of animals? Well, the eight species of slow lorises, found only in Asia, are facing a tough time. They are threatened for many reasons beyond the habitat loss causing many of Asia's species to go extinct. These reasons include their use in traditional medicines, in the tourist photo prop trade and the illegal pet trade. Indeed, the slow loris has been said to be cursed by cuteness, and the pet trade, both in slow loris range countries and internationally, is on the way to driving these species to extinction. The trouble is, hardly anyone seems to know this is happening.

One day we hope our book can be used throughout Asia and translated into the languages of all the loris range countries, so that teachers and children can learn about the slow lorises. We hope to add more resources regularly to our web site. Part of the power of our project is sharing, so please share photos of yourself using the pack to our Facebook and Twitter pages or email them to us.

Thank you from the LFP Team!



## INTRODUCTION

Welcome to the *Slow Loris—Forest Protector's Teacher's Pack and Learning Exercise Book*. The purpose of this short booklet is to explain how to use the book and to help to reinforce its message through a series of fun and easy-to-use exercises.

In this pack, you will find the following materials to help you and your students explore the story of two night-active (nocturnal) primates, slow lorises: a mother (Tereh—speedy) and her young son (Bunga—flower). Tereh lovingly teaches her son the life skills he needs to be a grown-up slow loris. At the same time, Bunga learns that by doing his job in the forest, he helps the forest to grow, while helping protect the crops grown by people.

The purpose of this book and pack is to introduce children to the concept that primates, like slow lorises, depend on each other for learning, and like humans, these primates have emotions and feelings. Children should also learn that all life on earth has its purpose, and for the earth to be healthy, the animals should be allowed to play their role in the ecosystem.

The messages in this book do not only apply to slow lorises. We hope that if children can learn to appreciate and have pride in the slow loris, an unusual and little-known animal, they can begin to appreciate the diversity of animals in the world around them.



## BACKGROUND

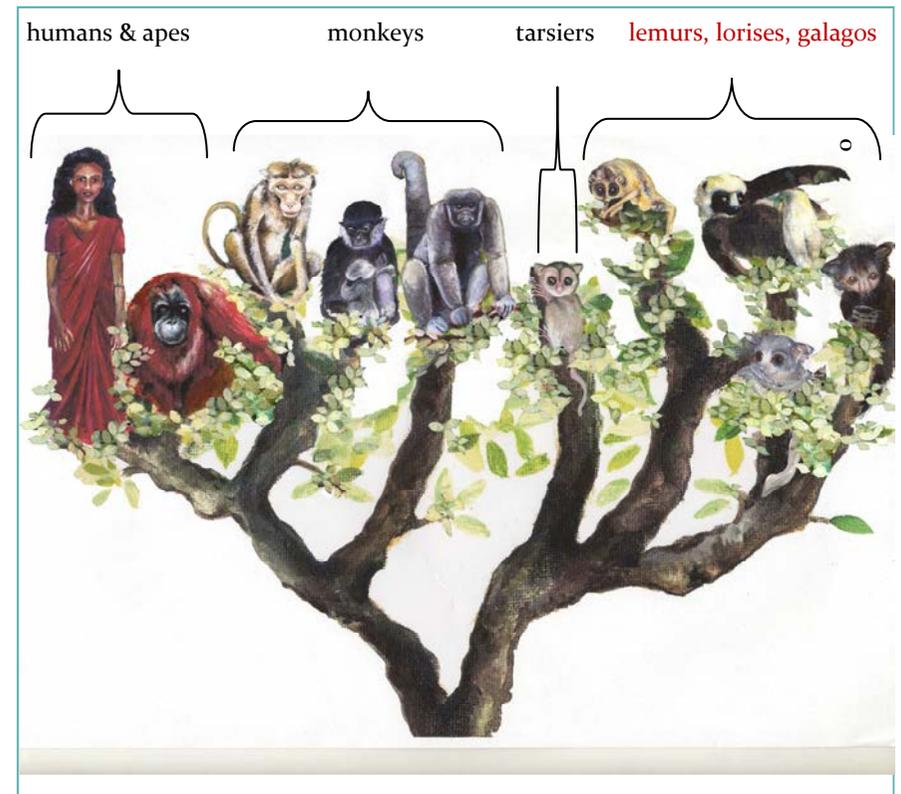
Slow lorises are **mammals**. They have a four-chambered heart and are warm-blooded. They nurse their young with milk, and have a brain with a neocortex and a limbic system, allowing for the processing of complex emotions.

Slow lorises are **primates** like monkeys and apes. They have four fingers and a thumb, with fingerprints on all their fingers and toes. They have very large brains for their body size. They have a long period of pregnancy (6-7 months), and their young are not dependent from the parents until about two years old. They have forward-facing eyes and nails instead of claws (but for one claw on each foot used for grooming called the toiled or grooming claw).

Slow lorises are **strepsirrhine or prosimian primates**. They are cousins to the lemurs of Madagascar and the galagos and pottos of Africa. They have a wet nose (rhinarium) and have a better sense of smell than monkeys. Their front teeth line up closely together to form a toothcomb, that they use to gouge gum, and groom each other's fur. They have two tongues; the second smaller tongue is used to clean the toothcomb as well as to lick pollen from flowers.

Slow lorises are **unique**. Eight species live in South and Southeast Asia. They weigh from 250 g - 2000 g. They are white to yellow to dark brown in colour. They are highly social. They have a tiny tail & cannot jump. They eat gum & nectar, insects and small animals, and sometimes fruit. They are the world's only venomous primate — before biting, they put their arms above their head and mix arm oil with saliva. Their bite can even kill humans.

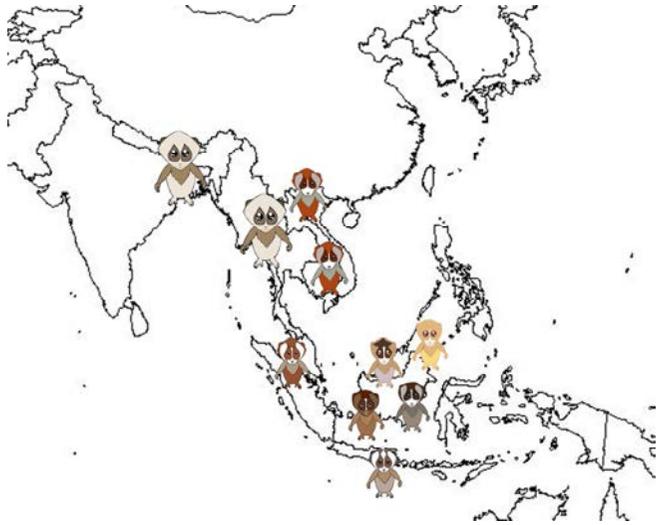
## Primates



Slow lorises, like humans, are primates, but are distant cousins of humans. Their closest relatives are the galagos (left, *Galagoides matschei*), from whom they diverged about 40 mya, and the slender lorises (right, *Loris tardigradus*) from whom they diverged about 30 mya.



## The Slow Loris

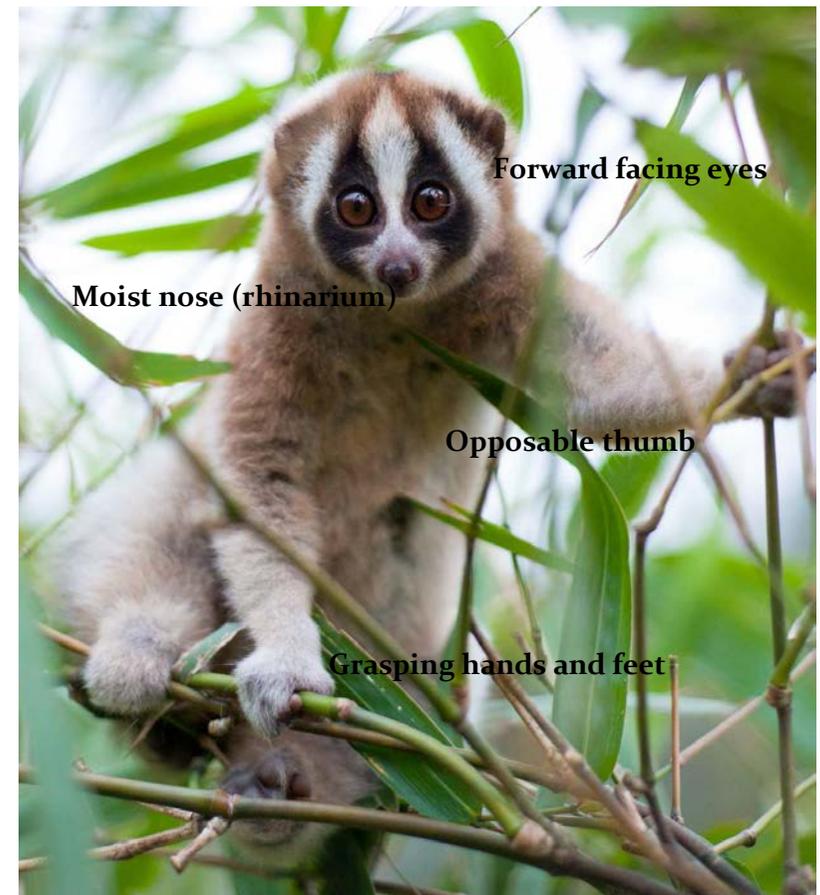


Eight species of slow loris are found in Asia



Lorises vary in size & diet: clockwise, upper left— *Nycticebus bengalensis*,  
*N. kayan*, *N. bancanus*, *N. borneanus*, *N. menagensis*, *N. javanicus*,  
*N. coucang*, *N. pygmaeus*

## Features of The Slow Loris





## CONSERVATION

Slow lorises are **threatened** with extinction. All slow lorises are classified as Vulnerable, Endangered or Critically Endangered by an international group of experts known as the IUCN Red List. This means in less than 25 years, some species of slow loris will no longer exist on the earth. Why?

**Habitat loss:** Slow lorises are found in India, Myanmar, Bhutan, China, Vietnam, Cambodia, Thailand, Malaysia, Singapore, Indonesia, Brunei and the Philippines, where much of their forest homes are being cut down. Some cutting is by local people for firewood. But most conversion is by large corporations who destroy forests to sell the timber, or to plant tea, coffee, or oil palm.

**Traditional Medicines:** Many people still believe that slow lorises can help to cure over 100 diseases, from eye disease to muscle ache to the pains after childbirth. There is no evidence that loris medicine works, and hunting lorises for medicine is not sustainable. If local people do not find an alternative, they will have no medicine AND no lorises.

**Illegal Photo Prop Trade:** Slow lorises are captured from the wild and then paraded in tourist destinations. In many Asian beach resorts it is possible to get a photograph taken with a slow loris. These animals are usually taken from their mother, have their teeth crudely ripped out with wire cutters/nail clippers/ pliers, and are often drugged so they do not bite. Eventually animals die due to stress and malnutrition.

**Illegal Pet Trade:** Slow lorises are one of the most popular animals in the illegal pet trade. This trade is local to Asia, but animals are also illegally shipped to popular destinations like Japan, the Middle East and Eastern Europe. This trade has been popularised by illegal YouTube videos, and is one of the greatest threats to the slow lorises.



## CONSERVATION

Pygmy slow loris illegally dried for traditional medicines in Cambodia



Sumatran slow loris sold illegally on the open streets in a Jakarta bird market, in Java, Indonesia.



Bengal slow loris paraded illegally for tourist photography in Phuket, Thailand.





### Information for Teachers: How the tasks help learning

**Task 1—Reading Aloud:** This task helps learners to remember the story. Some students will remember when the teachers reads to them. Others will remember when the read the story themselves. Key themes to learn from the story are that, as primates, Bunga and Tereh have a close bond, and Bunga must learn from Tereh. The slow loris is vital to the ecosystem and helps farmers because it eats pests and pollinates important plants.

This may be the first time you have read a book aloud. Here are some key tips on reading a book aloud.

1. **Plan enough time**—children may have questions about the story and ask you to read certain passages again—and again!
2. **Pont out the cover illustration**, introduce the children first to Tereh and Bunga. Ask them what they think the story will be about before they read it for the first time.
3. **Read with expression.** Vary your pace. Read louder when the words are in upper case, or give the characters different voices.
4. **Build in extra time.** Allow the children to study the pictures and invite them to ask questions and share comments as you read
5. **Encourage predictions.** Ask the children what they think will happen next, ask them what they think about what already happened. Allow them to change their predictions.
6. **Watch the audience.** To engage listeners, vary the pace and ask them what they think. Offer specific questions, such as: *"Why might Bunga look scared when he sees the big tree?"*
7. **For first time listeners**, make the activity special like making a special reading place on a circle on the floor.
8. **Have fun!**



### Information for Teachers: How the tasks help learning

**Task 2—Favourite Foods:** By listing their own favourite foods, children can relate to the adventure of Bunga, who learns about what he likes to eat. They also may realise that primates have a niche, and eat certain foods over others. By drawing their mother's search for their own food, they will realise the tough task Tereh has searching for Bunga's food, and why lorises need the forest.

**Task 3—Finding Foods:** Task 3a is simply a fun game to remind children that lorises have to search for food at night. When accompanied with Task 3b, where children try food themselves, they can relate back to this operational task. In Task 3b, children experience the sensory world of the lorises.

The message should be reinforced that lorises play a vital role in the ecosystem. It should also be reinforce that baby lorises must learn these important behaviours from their mothers over a long period of time.

**Task 4—Name that part:** This task tests knowledge gained from the book and the classroom poster about loris anatomy. Children must label the parts of Bunga and Tereh. They can also colour in the picture to remind them of the story. The correct answers are: thumb, dorsal stripe, tongue, wet nose, toilet claw.

The introduction to this teacher's pack includes basic information about the slow loris' anatomy. Additional information is found in the story of Tereh and Bunga, and on the accompanying classroom poster. You can use all these tools, either through photocopying, drawing, or reading, to explain to children how they are in fact similar in many ways to Tereh and Bunga and also how they are very different!



### Information for Teachers: How the tasks help learning

**Task 5—Make a slow loris kite:** This task helps learners to remember what a loris looks like through colouring. It also gives children the opportunity to take part in a group pride event where they can work together to save the loris.

Students should be encouraged to hold a pride day for the slow loris and other endangered species. Developing a club where they can be active members also helps them to reinforce what they have learned.

**Task 6—Boris the Loris:** In this exercise, children can make their own slow loris. They exercise creativity, and by making the loris more and more lifelike, they will remember important features the loris needs to survive, for example, its toothcomb. Essentially, they will remember what a loris is.

Children have the chance to share their creations with those from around the world on the Boris the Loris gallery—the Boris Board - at [www.nocturama.org](http://www.nocturama.org). By sharing their images and even stories they have written about Boris, they can learn that children all around the world want to be a part of saving endangered species. For those living side-by-side with slow lorises, they can realise how important their species are to people in other parts of the world.

**Task 7—Become a Slow Loris:** In this exercise, children can create their own mask and become a slow loris. They can modify the mask and make not only characters from the book, but new characters. This helps engage them in story telling. By combining colouring with an activity that they will use, this re-engages the importance of colouring activities for children who may colour all the time. You may point out more features that the children are colouring such as the nose stripe, the glowing eyes, the eye patches and the moist nose.



### Information for Teachers: How the tasks help learning

**Task 8—Slow Loris Jungle Poet:** Some children learn better through song. The melodies to these two songs are available for download on our web site, but children can also make up their own melodies or can sing any popular melody and replace the key words in the refrain with loris. Children can then make up their own song, and even make music videos to post at [www.nocturama.org](http://www.nocturama.org). It is also easy to take popular songs from any of the slow loris range countries and replace key words with the word 'loris'. Sharing experiences with other children in loris range countries and around the globe will help them to realise the global nature of the problems faced by slow lorises. You can also play the students loris calls from the [nocturama.org](http://nocturama.org) web site. Perhaps they would like to incorporate a loris hiss (when threatened), whistle (when calling a friend) or chitter (when playing) into their song.

**Task 9—Slow Loris Origami—Doris the loris:** Usually considered contemplative and calming, this task is a more complicated version of 'Boris the Loris' making the animal come to life in a more sophisticated way. As we hope this pack can be used by children of various ages, older children can make the origami loris—Doris—while their younger siblings fashion Boris. We also welcome versions of Doris to be uploaded to our Facebook page and web site!

**Task 10—Sleeping Loris Game:** Although this is a fun classroom game, its ultimate aim is for students to understand how slow lorises are affected by rainforest destruction. Although most students like to win this game, in this case, the last player left is essentially the last loris in the rainforest. By allowing players to go 'out' to join in as rainmakers, no one will feel left out of this game. Key questions to ask are—how would the students feel if their homes were destroyed? How would they feel if theirs was the only family left in their town or their village?



### ACTIVITY 1—Reading Aloud

Learn the story of Tereh and Bunga!

#### Step 1

Read students the story of Tereh and Bunga. Stop if there is a word students do not understand or a part of the story they want read again! Ask them — What will Tereh and Bunga do next?

#### Step 2

Their turn! Ask them to share the story with a friend. One of the children can take the part of Tereh and one can be Bunga. Relive their adventure.

#### Step 3

Each student should write down their favourite part of the story. What was their favourite message or favourite picture? Do they know why? What did they learn from the story?



### ACTIVITY 2—Favourite Foods

*Hand out students a clean sheet of paper. Students had the chance to read about the loris's home - the jungle. In the story, they saw how Tereh helped Bunga meet his needs by finding food. Does anybody at home help the child find food or help them meet his/her needs? Let's show your story.*

#### Step 1

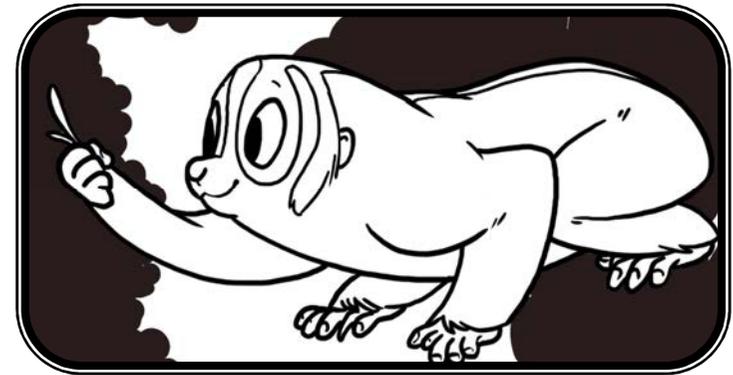
Bunga loves to eat gum, insects and nectar. On a clean sheet of paper, ask the students to draw their favourite three foods.

#### Step 2

Tereh teaches Bunga about the foods of the forest. Ask your students: “How does your parent teach you?” On the board or a large sheet of paper, **DRAW** the doodle below (as a model of a ‘house’) and the lady (a ‘mother’ or parent). Ask students to Draw her daily routine. “How does she find your food? How does she prepare it for you? You can draw rooms or other places your mother goes.”



### ACTIVITY 3a—Finding Foods



### ACTIVITY 3b—Finding Foods

#### Step 1

In the student activity pack, ask your students to turn to the activity entitled **Bunga's Maze**. Children can find their way through the maze to Bunga's desirable food—flowers!

#### Step 2

Ask children to think about what else could have been at the end of the maze—what else does Bunga like to eat?

#### Step 3

Give children a blank sheet of paper—ask them to draw other foods that Bunga could have found at the 'dead ends' in the maze. What foods does Bunga NOT eat? What can make him sick? What foods should a loris NEVER eat?

#### Step 1

The loris lives at night and use their sense of smell to help them find food. To experience this, students will be blind-folded. The teacher will line up several items in the room—this may be food or a stinky t-shirt! Students first have to find the food by searching for its smell. Be careful—you do not want to eat a t-shirt! When you find the food guess what it is.

#### Step 2

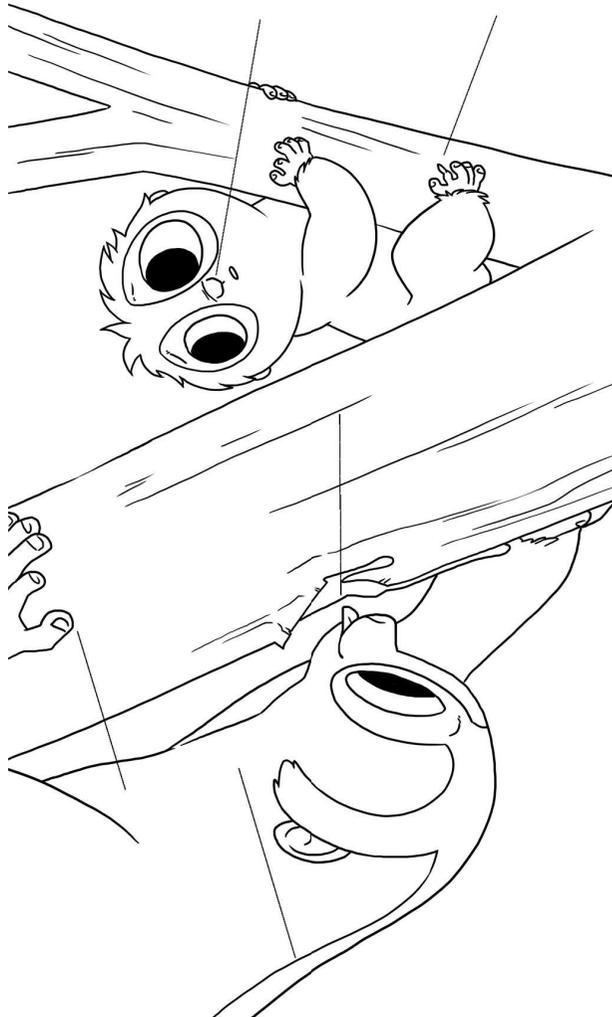
When students first take off their masks, ask them to note how bright the room is. Ask them to imagine that for the loris, bright light REALLY hurts their eyes. Now imagine how life for pet lorises is very painful, when they are forced to be awake in the day.

Ideas for food: honey, syrup, durian, lime, chili

Ideas for stinky things: dirty socks, stinky t-shirt, mud, soap, essential oils

### ACTIVITY 4—Name that part!

Slow Loris– Forest Protector is designed so that children can colour in the book imaginatively. Each image too show special traits of the loris. The image below is an example, showing how a teacher can tell students to label parts of the loris as described in this pack. Why not teach about the special loris while colouring them in? Or the species of trees or flowers?



### ACTIVITY 5—Make a slow loris kite

*Slow lorises cannot fly, but sometimes they are so speedy it seems like they can! That may be why they are called the 'wind monkey' in Thailand and Sumatra. With this exercise, students can make a kite of a loris from the pattern provided in the student activity pack.*

#### Steps to follow

1. Cut a plastic bag in the shape suggested.
2. Colour in the loris face as you like
3. Fold the loris in half
4. Punch a hole in the spots as suggested
5. Staple a drinking straw or bamboo across the back of the eye mask
6. Attach a line of string from the punched hole to a stick
7. Staple two long streamers to the bottom point of the kite
8. Fly your loris kite!!

Plan a competition. The person whose kite flies the highest can win a loris sticker, or the person whose kite stays up the longest is considered the loris champion!



### ACTIVITY 6—Boris the Loris

*In this exercise participants can make their own slow loris with the simple design provided in the activity pack. Using Boris as an example, why not make other rainforest animals too?*

#### Steps to follow

1. Draw **Boris the Loris** onto thick paper or card, colour him in a unique loris pattern, and then cut him out.
2. Attach a strip of paper about 6cm long onto the underside of **Boris the Loris**, leaving enough space to slip one or two fingers through.
3. Make folds in the legs and arms and bend his head up and gently pinch his ears to bring **Boris the Loris** to life!
4. Why not make more than one version of **Boris** and have your own loris puppet show? You can even film it and upload it to YouTube! What would the lorises say and why?
5. Take photos of you & **Boris the Loris** just about anywhere and email them to us at [littlefireface@gmail.com](mailto:littlefireface@gmail.com) or send them via our Facebook Page. We will post them on Boris' Board—it will be exciting to see where Boris has been all over the world! We hope that many Boris fans will share their lorises so that children from Cambodia to India to England will know that we should save the loris! Tell us what Boris was thinking as he travelled—did he miss his forest home?



### ACTIVITY 7—Become a slow loris

*In this exercise, the participant can become Tereh and Bunga by colouring in the masks provided and acting out their story. Participants can also create new scenes in the story, and create new characters. Who is Bunga's father? Does he have brothers and sisters? Have your students colour the masks in new ways to create more characters.*

#### Steps to follow

1. Carefully colour in the mask
2. If possible, get some reflective tape or glitter or glow-in-the-dark paint for around the eyes to mimic the loris' reflective eyes.
3. Cut out your mask, and poke two small holes where indicated.
4. Loop a string through the holes and fit this string so that the mask will neatly fit your head.



### ACTIVITY 8—Slow Loris Jungle Poet!

*Have your students sing this rap—Slow Loris Jungle Poet—to remind them about loris behaviour, and why lorises do not make good pets. Can them write their own song or poem about slow lorises? Can they beatbox with a loris hiss? Or a loris whistle?*

Indonesian Prosimian, arboreal Olympian

A rhyming loris in the forest.

My big round eyes, are large for my size

And though I look adorable, my smell is undeniable, unbearably terrible.

Nighttime predation, decapitation!

A toxic bite? Hospitalization.

So education is needed for the nation.

Yeah—To realize with sensitivity

Captivity is not for me, I need wild activity.

Do you agree, I should not be a detainee?  
It's with regret that you would get a loris pet. This trade's illegal—so get a gerbil!

*A. Tew & P. Dye*

### ACTIVITY 8b—Slow Loris Jungle Poet! - Boris' song

By J Thorn

Have you met Boris? He is a slow loris  
He is a primate like monkeys, apes, and humans  
He is special, Because he is nocturnal  
That means he's out at night when we are all sleeping  
His home is far away in the rain forest  
It is a magical place with many colourful animals. He lives there  
in the trees with his primate friends. Mickey macaque, Lucy leaf  
monkey Olly orangutan Gary gibbon  
They would all really like to meet you  
They have some problems, they really need your help  
Their rain forest home Is being cut down  
If this doesn't stop they won't have trees to climb.  
Boris and his friends need the trees to make their home.

You have to help them save the rainforest trees,  
They are great in so many ways for you and me.

#### CHORUS

*They make oxygen to breathe & rain so plants can grow.*

*Medicine that makes you better and food for us to eat.*

*And if the rain forest trees all disappear*

*So will Boris and his friends it's our biggest fear.*

*But you can make a difference believe it or not*

*Think of all the ways that you can help it stop (repeat)*

You can use less paper cos paper is made from trees, so using less paper saves rainforest trees. You can also recycle what you use. Not just paper, but bottles and cans too Also tell your family and your friends about the magical rain forest trees.

#### CHORUS

## ACTIVITY 9—Slow Loris Origami



*In this exercise participants can make their own slow loris with the more advanced design provided in the activity pack—we call this loris Doris! Using Doris as an example, why not make other rainforest animals too?*

### Steps to follow

1. Using thick paper or card, follow the folding instructions in the pack.
2. Make folds to bring **Doris the Loris** to life!
3. Why not make more than one version of **Doris** and have your own loris puppet show? You can even film it and upload it to YouTube! What would the lorises say and why?
4. Take photos of you & **Doris the Loris** just about anywhere and email them to us at [littlefireface@gmail.com](mailto:littlefireface@gmail.com) or send them via our Facebook Page. We will post them on Boris' Board (Doris can be there too)—it will be exciting to see where Doris has been all over the world! We hope that many Doris fans will share their lorises so that children from Cambodia to India to England will know that we should save the loris! Tell us what Boris was thinking as he travelled—did she miss her forest home?



## ACTIVITY 10—Sleeping Loris Game

*In this exercise, participants will understand how lorises curl up in a ball to go to sleep and how they cover themselves with leaves to hide from bright sun & predators.*

### Steps to follow

1. Players make big leaves (A4) out of card, paper or felt.
2. To simulate the sound of rain, fill plastic bottles with uncooked rice. One player starts the game by shaking the rain maker.
3. Players wear their loris masks (Activity 7)
4. Scatter the leaves around the floor/ground—one for each player, with one too few.
5. The players move on all fours, like a loris!
6. When the rain stops, players must find a leaf and cover their heads, and curl into a sleeping ball.
7. The player who misses a leaf also becomes a rainmaker.
8. The game proceeds until only one 'loris' is left and the rest of the players are rainmakers.

Thanks to Endangered Asian Species Trust for the idea of this activity!



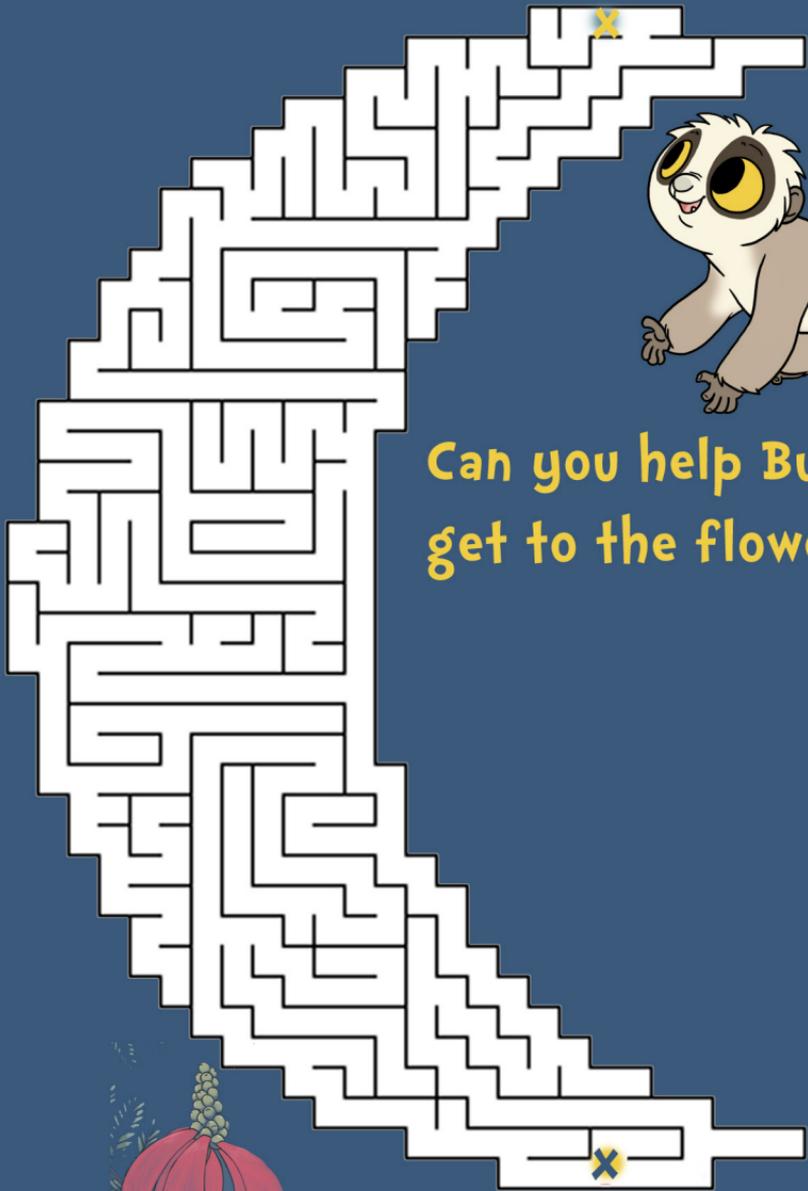
## ACKNOWLEDGEMENTS

Anna Nekaris would like to thank the many people who helped with the formulation of the *Slow Loris Forest Protector* book and the associated teacher's pack. For the book, first, she thanks Shelley Low for her inspirational drawings that brought the story of Tereh and Bunga to life. Thanks to Alison Jolly, Daniella Rabino, Jonna Lehtinen, Vincent Nijman and Kym Gopp for inspirational conversations about content and theory. Iing Iryantoro could not have translated the text more perfectly.

The teacher's pack also is brought to life by drawings from Camille Coudrat, Lois Sadler, Hannah Parathian, and Stephen Nash. Photographs from Andrew Walmsley, Petra Osterberg Porter Barron and Hans Breuer highlight key aspects of loris morphology and conservation. We thank Endangered Asian Species Trust, Alison Tew & Paul Dye, and James Thorn for the use of slow loris material written by them.

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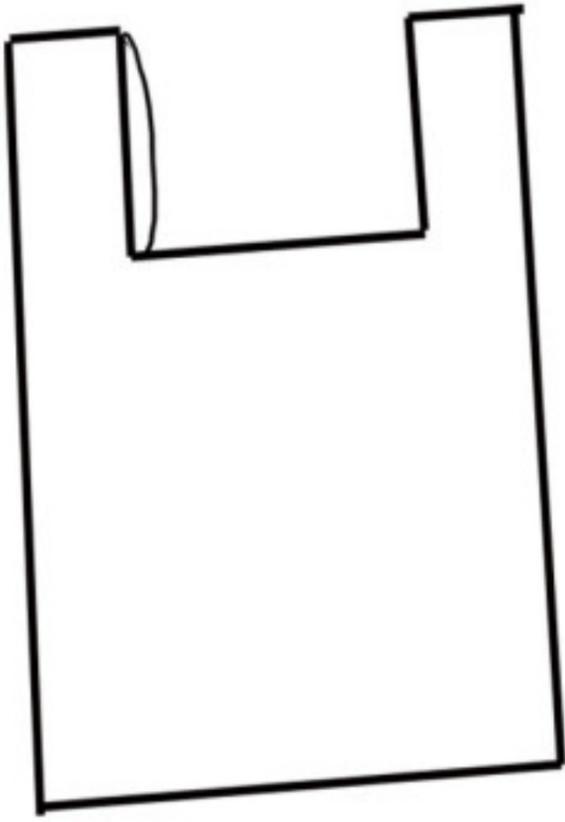




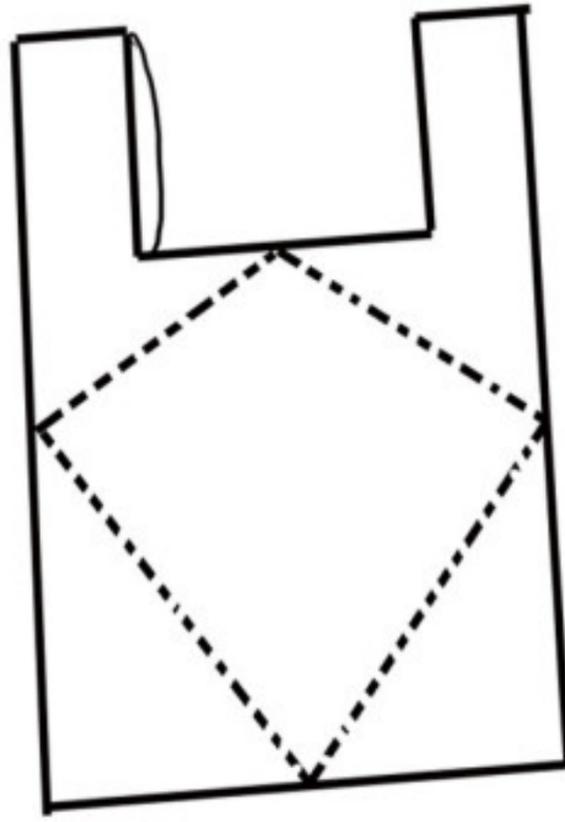
Can you help Bunga  
get to the flowers?



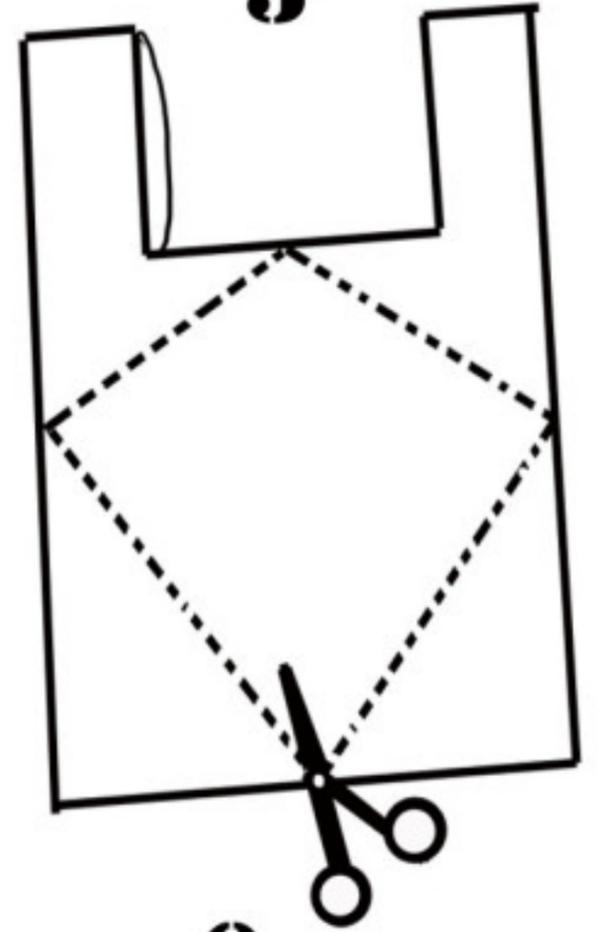
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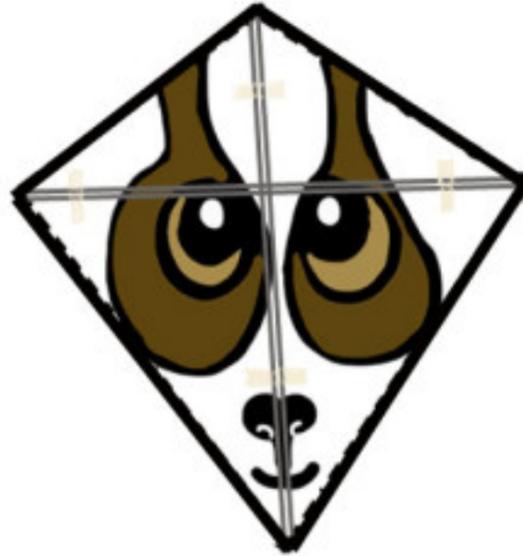
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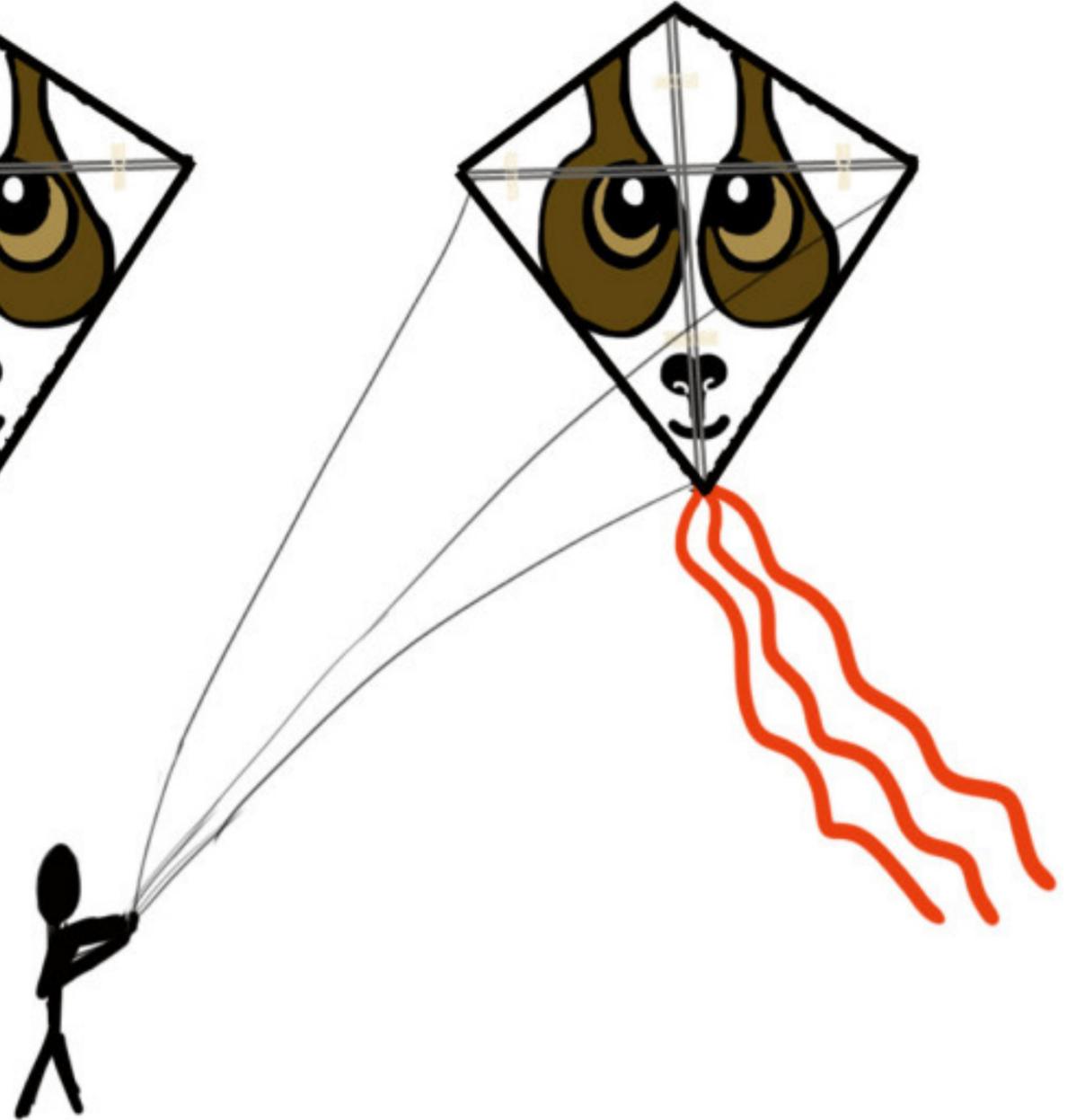
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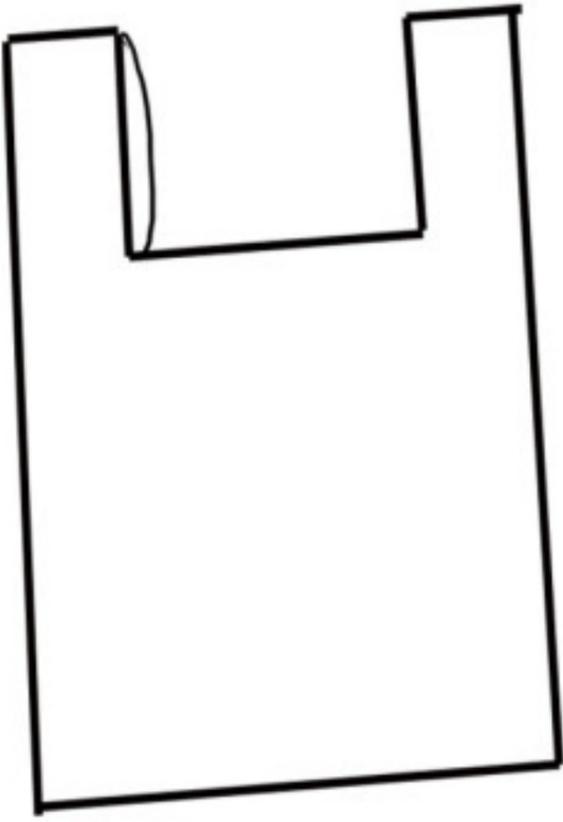
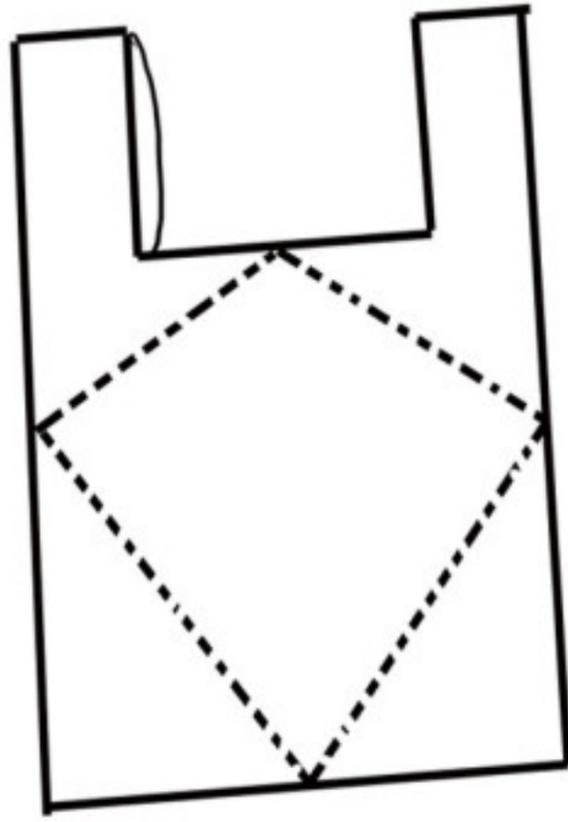
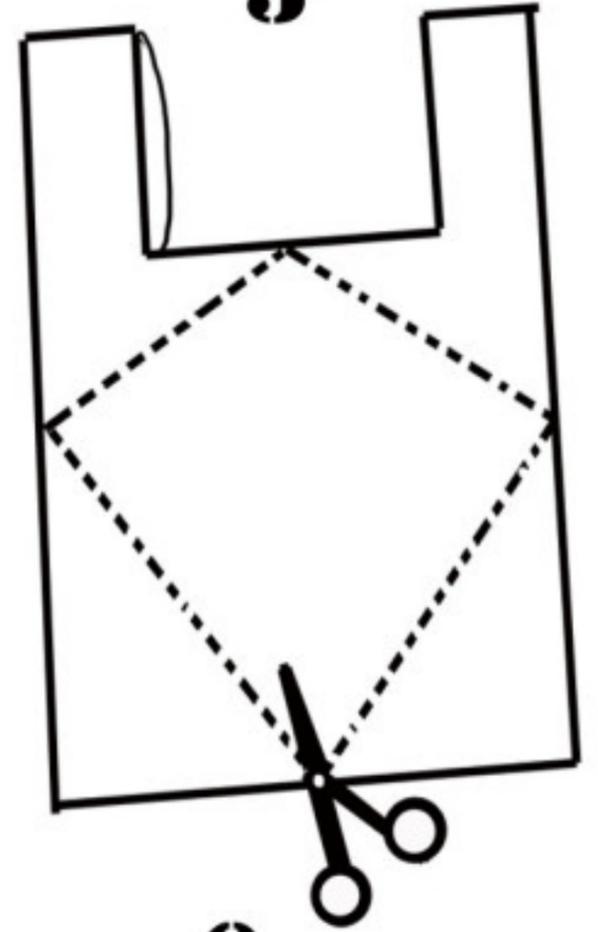
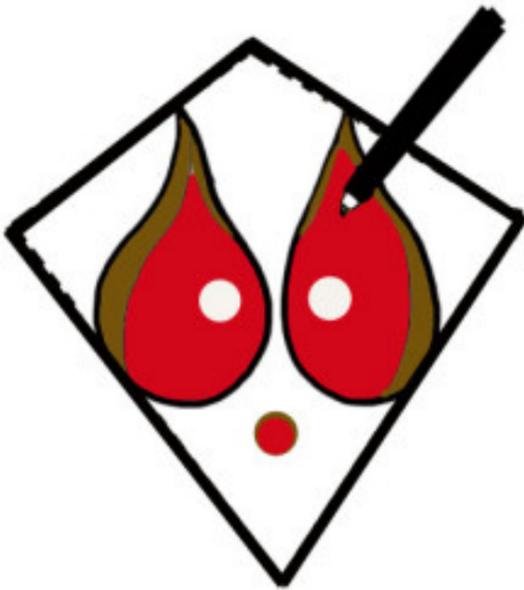
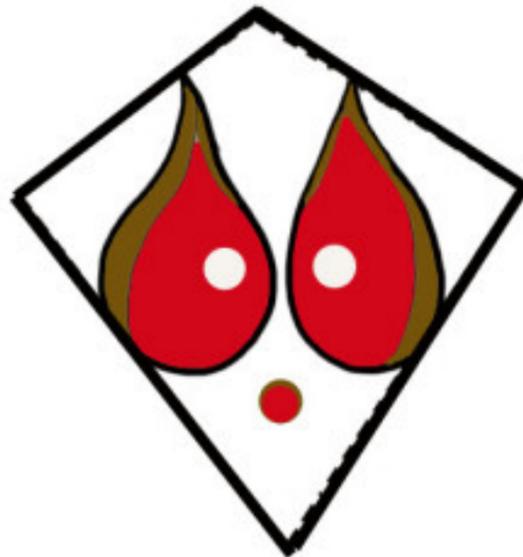
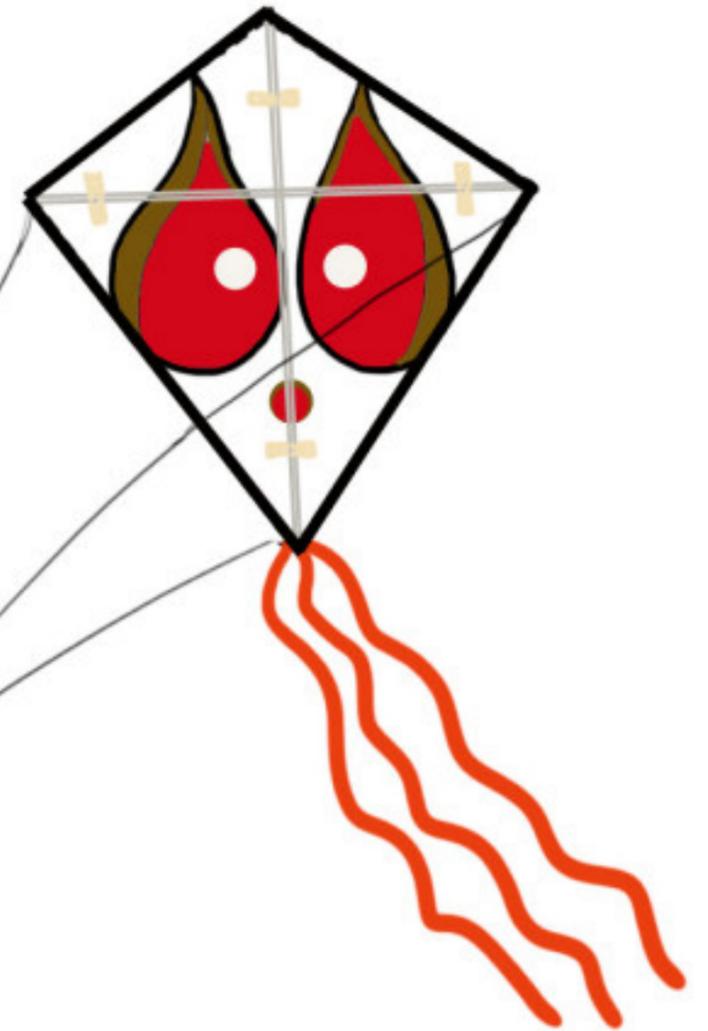


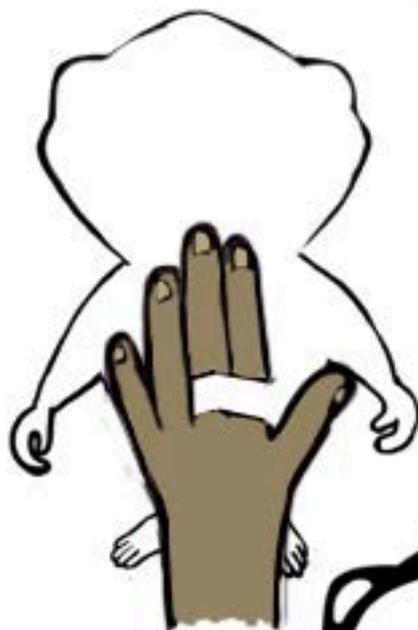
5

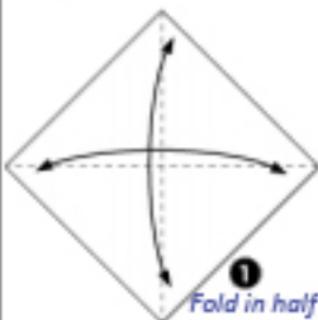


6

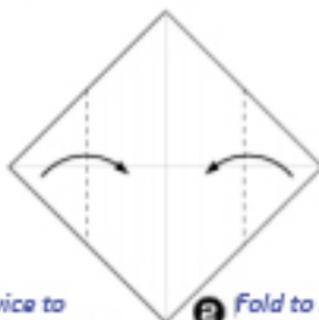


**1****2****3****4****5****6**

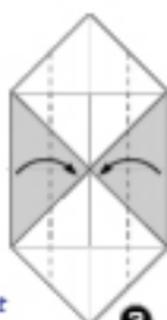




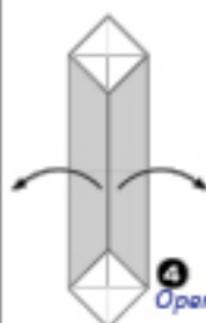
**1** *Fold in half twice to make creases and fold back*



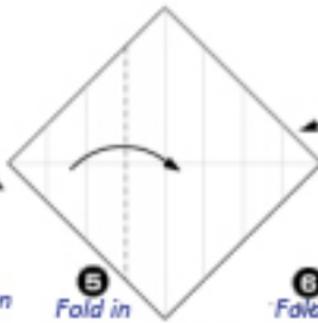
**2** *Fold to meet the centre line*



**3** *Fold to meet the centre line*



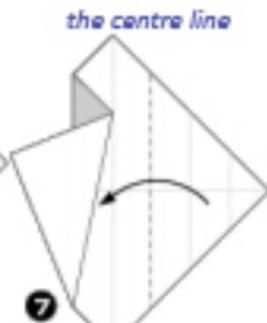
**4** *Open*



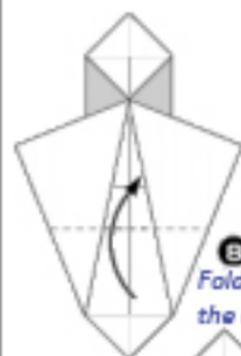
**5** *Fold in the dotted line*



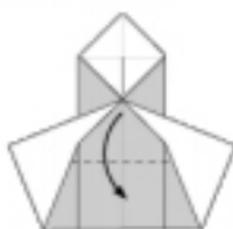
**6** *Fold in the dotted line*



**7** *Fold in the dotted line*



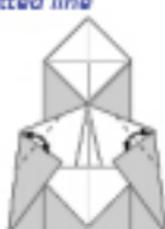
**8** *Fold in the dotted line*



**9** *Fold in the dotted line*



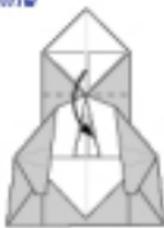
**10** *Fold in the dotted line*



**11** *Fold to make creases and fold back*



**12** *Open the arrow part and flatten*



**13** *Fold*



**15** *Fold backward*



**16** *Fold a little in centre line*



**14** *Step Fold in the backward*

*Draw a face and finish*



**17**