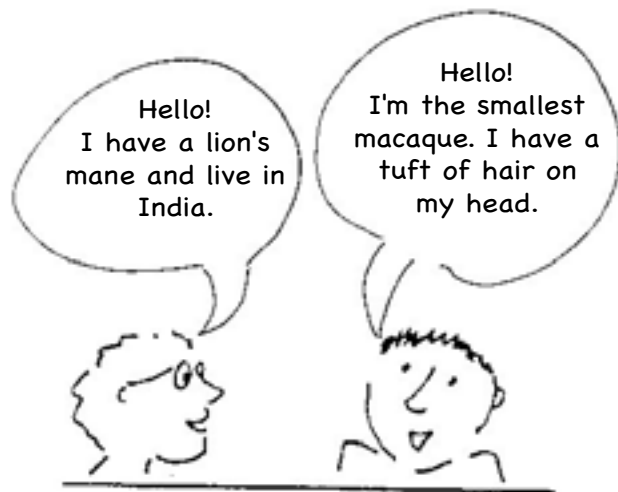


# Macaques Character Card Introduce Me Activity

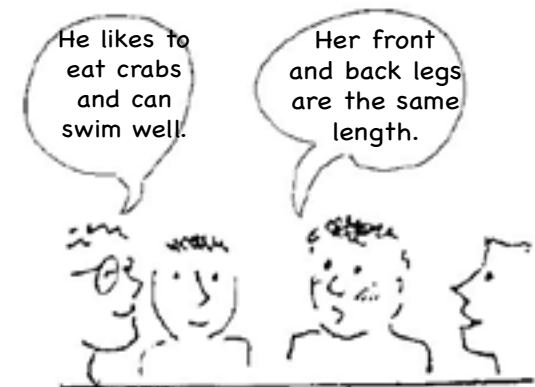


## Booted Macaque

I am a Booted Macaque. We live in the trees in the tropical rain forest of south Sulawesi island. We have pale grey limbs and dark bodies. We have very tiny tails. We eat lots of figs and some insects, buds and cereals. We are vulnerable as our habitat is being lost to cacao plantations.



## with Sample Minibook



# Macaques Character Card Introduce Me Activity

Developed by Jan Garen at Wales Ape and Monkey Rescue Centre as a resource to inspire more resources about primates.

The webaddress for this activity is:

<http://www.collaborativelearning.org/macquesintroduceme.pdf>

Last updated 21st March 2022

Collaborative Learning = Oracy in Curriculum Context  
makes challenging curriculum accessible.  
improves social relations in the classroom.  
provides scaffolding for exploratory talk.

**Basic principles behind our talk for learning activities:**

**Oracy in curriculum contexts!**

Build on children's own prior knowledge.

Move from concrete to abstract.

Ensure everyone works with everyone else.

Extend social language towards curriculum language.

Provide motivating ways to go over the same knowledge more than once.

If you can't talk something through with others, you won't be able to write about it confidently!



COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

<http://www.collaborativelearning.org/macquesintroduceme.pdf>

# Macaques Introduce Me Notes for Teachers

This is an activity that strongly supports our basic principles:

**Build on prior knowledge.**

**Move from concrete to abstract.**

**Ensure everyone works with everyone else.**

**Extend social language into curriculum language.**

**Provide motivating ways to revisit the same topic more than once.**

Activities like this have now been developed by us for introducing all kinds of characters, ideas and things such as metals, insects, foods, mathematical principles etc. We have summarised the technique in our transformations CPD summary:

<http://www.collaborativelearning.org/transformations.pdf>

**This is how we taught a character card activity with Year 6.** This class were not familiar with the technique, but social relations within the class were generally good and in most cases they did not make a fuss about the moving out of their normal seats to work with others.

We introduced the activity and told the pupils that we wanted them to use two voices. When they worked in twos and fours they needed to use a 15 centimetre/6inch voice. When they presented to the class they needed to use their five metre voice.

Seven different colour dot sets of four character cards were distributed to the 28 pupils present that day. We shuffled the cards so that nobody got the same colour as the other pupils in their 'normal' group. You may want, depending on the composition and your inside knowledge of the class, to deal from the bottom of the pack to ensure that certain individuals did not get the same colour or that they do. When we have 'New to English' pupils in the class we 'clone' them i.e. attach them to another pupil so that they can participate without pressure by listening and watching.

We told them (we have also provided here written instructions to put on the smartboard) to read their card and memorise two or three bits of information on it. Then we asked them to go and find ONE other person in the class with the same colour card and **WITHOUT LOOKING AT THEIR CARD** to introduce themselves as the character on the card. When/If they got stuck they could check their card, but they should put it away before they carried on talking. When the two had found out about each other, they then had to find the other same colour dot pair to make a group of four and introduce each other to each other.

<http://www.collaborativelearning.org/macaquesintroduceme.pdf>

## Transformations

Role play, hot seating and introduce me activities.

We have been creating and disseminating role play and hot seating activities ever since the project first explored ways of scaffolding talk in the 2010s in London. We developed these for early years using story props and adapted them to secondary settings. Romeo and Juliet was one of our early efforts:

[www.collaborativelearning.org/romeoandjuliet.pdf](http://www.collaborativelearning.org/romeoandjuliet.pdf)

In the same way as our guesswork about the effectiveness of talk in building the brain has now been confirmed by neurological research, we are discovering that our role play activities play an very important role in building talk confidence and developing the language of thinking.



Ideally this is the best way for role play activities to have the biggest impact. Individual pupils or pairs of pupils are given a small card with some information about a person or thing. There may be an accompanying picture or diagram. They are asked to read the information and memorise enough to present some of it to another person or group. They are asked only to consult the card if they get completely stuck. They are encouraged to present the information in their own words in their own way. They may dramatise the information. They may add extra information which they happen to know. They can provide their own comments on the information. Their partners then reciprocate by presenting their own information. They are then directed to find two more sources of information. They then have to present each others information to the new group and the new group does the same for them.

So, for the first step, reading takes place followed by discussion on how to present. The information is then presented in role, orally, e.g. "I am Mercutio. I live in Verona. I like to joke a bit..." Then the pupils who have found out about Mercutio have to introduce him to others, e.g. "This is Mercutio. He is a bit of a joker..." As the information moves from person to person, from reading to oral explanation, from personal presentation to recount it undergoes transformations. There is repetition, but the talk moves up and down the mode continuum from reading formal written text to anecdotal comment. The constant changes make it easier for pupils learning English while they are learning to increase their understanding and listen to a wide range of language structures. Role play demonstrates the way in which collaborative approaches balance curriculum knowledge, social relations and the development of language and thinking.

This sheet guide can be found in [www.collaborativelearning.org/transformations.pdf](http://www.collaborativelearning.org/transformations.pdf)



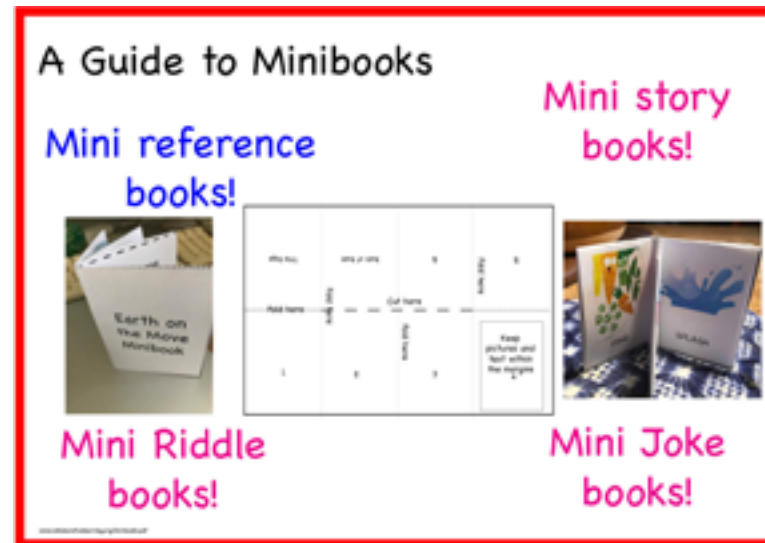
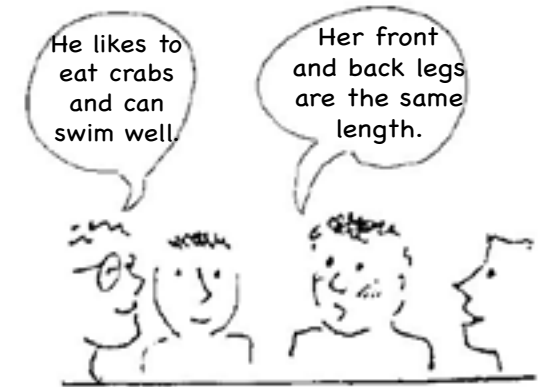
## Notes for Teachers continued

Some stood, some sat on the floor, some sat round the corner of a table. We encouraged them to sit close enough together to use their 16 centimetre voice. We were able to stay close enough to listen in but not so close that they would turn to us for help. We intervened if we felt they were not on task. We encouraged them to add any information they knew which was not mentioned on the card.

We then asked them to sit in their colour groups and and prepare for presenting their partners to the whole class. You might want to collect the cards from them at this point. Alternatively you can emphasise the importance of not reading the card.

We then collected the cards and each group of four presented to the whole class using their five metre voices.

There is a temptation to encourage the pupils to make notes for their presentation or to write a biography of their character in their own words. This rush to writing must be resisted. By all means ask them to do this later in another lesson trusting to their memories and after any group discussion. Then you can judge how well they remembered as a result of having the repeat the process more than once. Rather than extended writing at this stage you might want to encourage the production on mini biographies in mini books. We have produced guidelines for doing this and sample mini books below.



We have printed the cards below in two formats.

Our cards are not coloured but organised in sets of four. so you can mark them with your own coloured dots. Please contact us if you have any questions, comments or additions.

# Macaques - Character Cards - Instructions

Everyone in the class has a character card about a macaque. Everyone should read the information on their card two or three times. You do not have to remember the card word for word, but have some good ideas about the information on it.

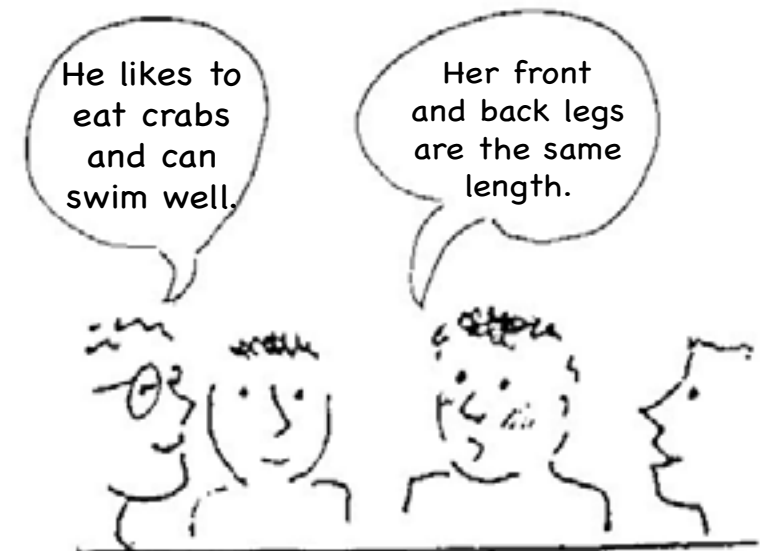
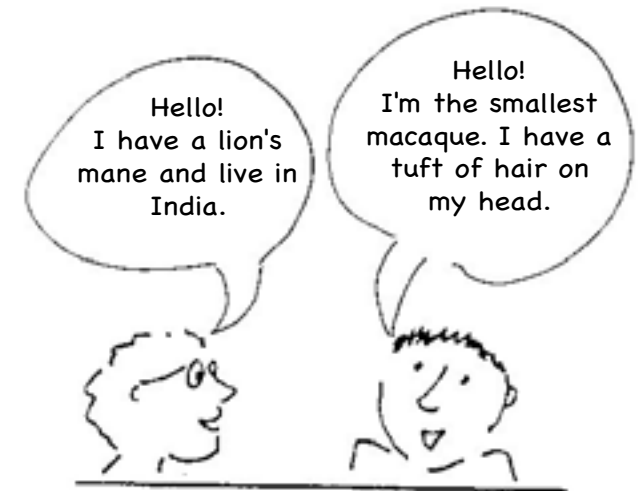
Find one other person in the room with the same coloured dot on their card as you. Put the card in your pocket or out of sight. Pretend to be the macaque and introduce yourself to your new partner:

e.g. "Hello! I am a.....".

Your partner should do the same to you. Remember! if either of you get stuck, you can take out your card and look at it. But only if you are stuck. Listen carefully to each other.

Now go to find another two people with the same colour card as you. Now you are four, you have to introduce your partner to the others and they have to introduce each other to you.

eg: "Hello! Can I introduce you to my partner She is..."





## Macaques Introduce Me - Character Cards



### Liontailed Macaqu

I am a Liontailed Macaque. We live high in the canopy of the tropical rain forest of the south-west coast of India. Farmers and loggers have destroyed much of our habitat which means we are an endangered species. The government are now helping to protect us. We have long black hair, a grey mane and a long tufted tail.



### Black Crested Macaque.

I am a Black Crested Macaque. We live on the ground in the tropical rain forest of the north east tip of the island of Sulawesi. We have reddish-brown eyes, are black in colour, have a tuft of hair on our heads and a tiny tail. I am the monkey, Naruto, owner of the famous 'selfie' of the lawsuit.



### Siberut Macaque

I am a Siberut Macaque. We live only on the island of Siberut in Indonesia. We have dark faces with tufts of white for on each side of our faces. We depend on fruit and travel long distances daily to forage for food. We spend a lot of time on the ground and in the lower forest levels. We eat small amounts of insects, mushrooms and leaves.



### Booted Macaque

I am a Booted Macaque. We live in the trees in the tropical rain forest of south Sulawesi island. We have pale grey limbs and dark bodies. We have very tiny tails. We eat lots of figs and some insects, buds and cereals. We are vulnerable as our habitat is being lost to cacao plantations.



## Macaques Introduce Me - Character Cards



**Japanese Macaque**

I am a Japanese Macaque. We live further north than any other monkey. We are endemic to Japan and love to bathe in the volcanic hot springs. We are also called Snow monkeys and we sleep in trees in winter to stop snow falling on us. We can live in temperatures that fall as low as  $-15^{\circ}\text{C}$



**Barbary Macaque**

I am a Barbary Macaque. We are the only macaques who live in Africa. We live wild on Gibraltar - the only wild monkeys in Europe. We were looked after by the Army until 1991 until the Government here took over. Tourists love to see us but you can be fined if you feed us!



**Bonnet Macaque**

I am a Bonnet Macaque. We live in southern India in trees and on the ground but we are also strong swimmers. Our habitat is shrinking because of town building and invasions from our bigger northern neighbours the Rhesus Macaques. We have also been chased from the temples where we used to live and be fed by people. We get our name from the bonnet shaped hair on our heads.



**Crab-eating Macaque**

I am a Crab-eating Macaque. We live in coastal rain forests of southeast Asia. We sometimes forage on the beaches for crabs. We have very long tails and are the best swimmers. Some people think we are sacred, but others think we are best when we raid crops and steal food. We have pointed tufts of hair on our heads.



## Macaques Introduce Me - Character Cards



**Stump Tailed Macaque**

I am a Stump Tailed Macaque. We live in south Asia in thick evergreen rain forests. We have dark brown fur but red faces. We range up to 3km to forage for food which we store in our cheek pouches. We eat mainly fruit but also frogs, insects and birds 'eggs. Our babies are born white.



**Rhesus Macaque**

I am a Rhesus Macaque. We live all over Asia in many habitats. We live in noisy troops of up to 200. We have brown fur and pink faces. Our ears are quite pointed and we have tails. Although we are good climbers we spend a lot of time on the ground foraging for roots, fruit, insects, seeds and small animals.



**Heck's Macaque**

I am a Heck's Macaque. We live in mountainous north western Sulawesi. We are the least well known Macaque species and our numbers are decreasing due to habitat loss. We have black fur, have no head crest and have narrow faces, a wide brow and brown almond shaped eyes. We have very tiny tails. We eat mainly fruit.



**Southern Pigtailed Macaque**

I am a Southern Pigtailed Macaque. We live in south east Malaysia in the thick rain forests. We have a dark coloured back and crown but are much paler underneath. We have a curly tail and red stripes across the corners of our eyes.



## Macaques Introduce Me - Character Cards



**Tonkean Macaque**

I am a Tonkean Macaque. We live in central Sulawesi. Although we are big monkeys we are pacifists and the females are in charge. We have dark fur with pale grey cheek and chin tufts and on our rumps. We have very small tails. We like to swing in the trees but we also spend time on the ground. We eat fruit, leaves and buds but we steal crops too and farmers often kill us.



**Moor Macaque**

I am a Moor Macaque. We live in southwest Sulawesi but our numbers are rapidly decreasing due to deforestation. We live in rain forest but also in the savannah forest near the coast. We have grey fur which gets lighter with age. The Macaca Mauro project are studying us to help to protect our species.



**Assam Macaque**

I am an Assam Macaque. We live in Asia from Nepal to China. We like to play in pools of water and climb rocky cliffs. We are bigger, heavier and less aggressive than our Rhesus neighbours. We are far more shy as well. We have reddish brown fur and quite long tails. We live in different types of forest but keep well away from humans. We eat lots of leaves and fruit.



**Taiwan Macaque**

I am a Taiwan Macaque or Formosan Rock Macaque. We are endemic to the island of Taiwan. We live on a reserve called Monkey Mountain as there are so few of us left now. We are a protected species because we are the only monkeys in Taiwan. Tourists like to see us but they are not allowed to feed us as we then put on weight and do not bother to look for our own food!



## Macaques Introduce Me - Character Cards



**Toque Macaque**

I am a Toque Macaque. We are endemic to Sri Lanka and we are named after the whorl of hair on our heads. We like to eat figs, berries and leaves. Half of this country's forest has been destroyed so we are on the endangered list. We spend most of our time in the trees in the rain forest and are the smallest macaque.



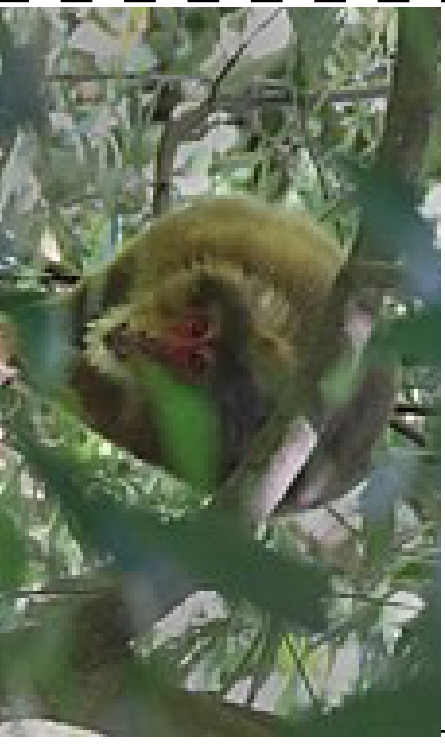
**Tibetan Macaque**

I am a Tibetan Macaque. We live in eastern Tibet and northern China. We live in high mountains with evergreen forests and rocky cliffs. We have thick grey fur to keep us warm. Locals call us 'bear monkeys'. In spring we love to eat bamboo shoots and grass. We all help to look after the babies.



**Arunchal Macaque**

I am an Arunachal Macaque. We were only discovered in 2004. We live in north east India and are endangered. We live in colder forested mountains up to 3,500m. We have long thick hair red—dark brown. We have light circles around our eyes and a narrow snout. We are herbivores and eat leaves and fruit with bark and pith in the winter heads.



**White Cheeked Macaque**

I am a White Cheeked Macaque. Humans only found us in 2015! We live in the trees in the forests of Tibet and north east India. We have long white whiskers which eventually cover the whole face. Our short tails have no hair. We make very loud alarm calls when we see humans and hide in the trees away from hunters.

## Macaques Introduce Me - Character Cards



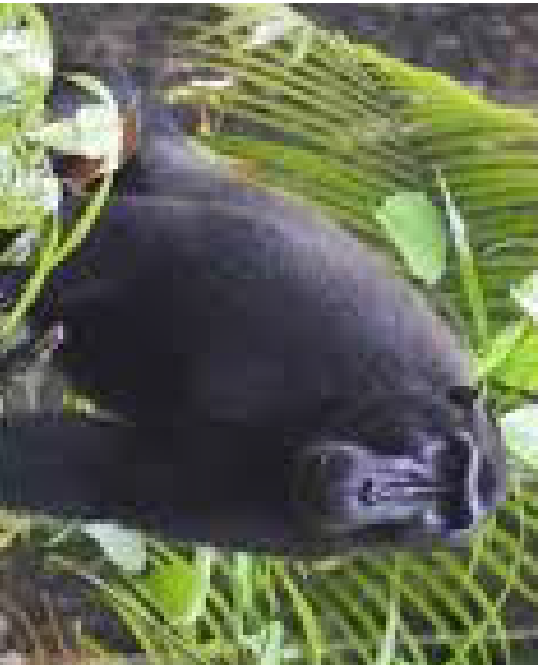
### **Northern Pigtailed Macaque**

I am a Northern Pigtailed Macaque. We live further north from Bangladesh to Vietnam. Sometimes people use us to harvest coconuts which is cruel. We climb up into the forest canopy away from danger but we forage for food on the forest floor. We pick up fallen fruit, insects, seeds and leaves. We have a striking dark stripe from the outer corners of our eyes.



### **Pagal Island Macaque**

I am a Pagal Island Macaque and we are endemic to the Mentawai Islands. We are critically endangered due to palm oil plantations and logging. We have dark to reddish brown fur and black faces with narrow snouts. We live high up in the canopy and often sleep 45 metres above the ground.



### **Gorontola Macaque**

I am a Gorontola Macaque. We live only on the island of Sulawesi and only in the north. We spend 96% of our time in trees. We are always in danger of being hunted for bushmeat. We look similar to others but we have no crest of hair and a narrower face. We eat figs as the main fruit in our diet.



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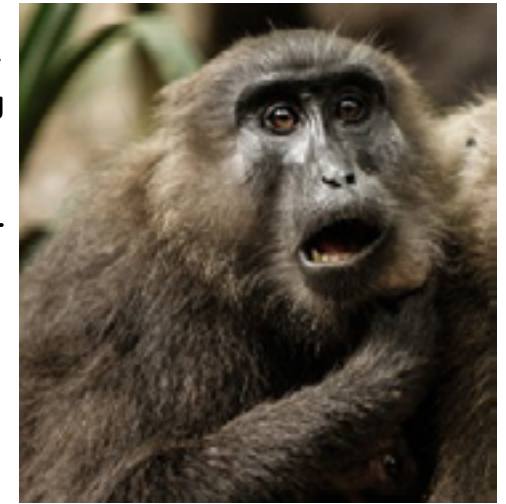
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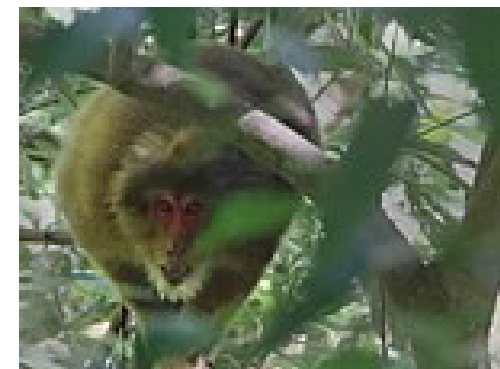
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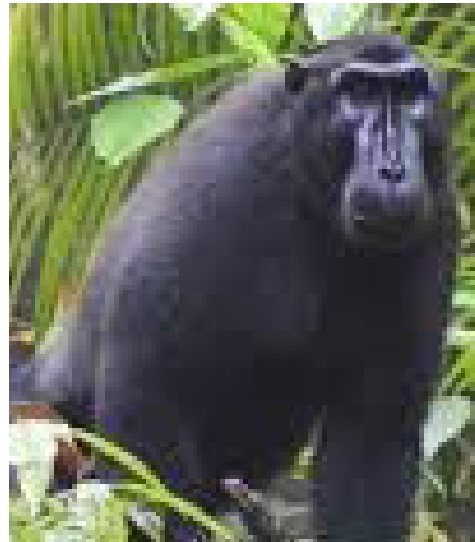
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# Little Book of Macaques



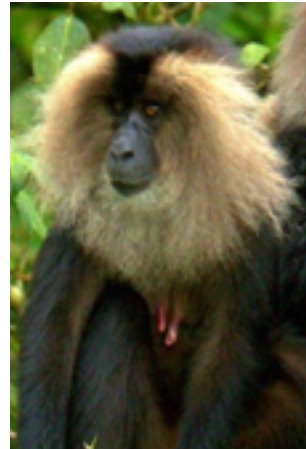
Rhesus Macaque

We live together in big troops.



Crab-eating Macaque

We love crabs and have very long tails. We are very good swimmers.



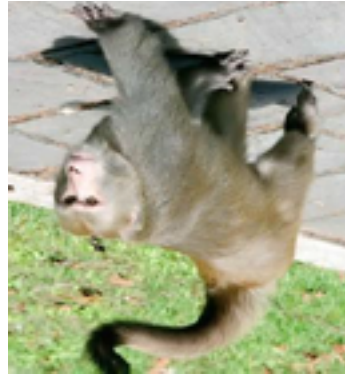
Lion-tailed Macaque

I live in India. The government are trying to protect us.



Japanese Macaque

We are sometimes called snow monkeys and like to bathe in hot springs.



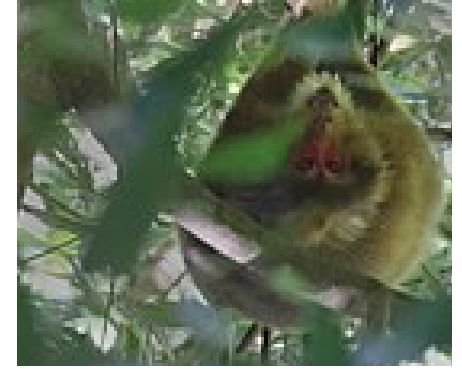
Taiwan Macaque

We are protected in a reserve because there are so few of us



Toque Macaque

We are the smallest macaque from Sri Lanka.



White Cheeked Macaque

We live in Tibet. Humans found us first in 2015