



# TIGER TALES

**English and literacy  
'taster' resource  
for primary schools**

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## OVERVIEW

Tigers! They prowl through the stories of our youth, and stalk the literature and poetry of our adult lives, beautiful and powerful. However, wild tiger numbers have plummeted by over 95% in the last century! Three of the nine tiger subspecies are already extinct and there are more tigers in captivity in the USA than there are in the wild. Poaching for their parts which are seen as status symbols or used in traditional Asian medicine, and loss of habitats are the main threats to the tiger.

The aim of this resource is to encourage 7 to 11 year olds to find out more about this iconic animal, and the threats it faces, and develop their own ideas and opinions on environmental issues through creative and persuasive writing. Simple activities are provided to help pupils develop their understanding of the natural world and to reflect on how their own actions can help shape the future.

This resource has been produced to help schools get involved in our ambitious programme to double the number of tigers in the wild by 2022, the next Chinese Year of the Tiger. Your pupils can enter our tiger competition – visit [wwf.org.uk/iptschools](http://wwf.org.uk/iptschools) – and use the activities as a stimulus to generate creative ideas.

**THREE OF  
THE NINE TIGER  
SUBSPECIES  
ARE ALREADY  
EXTINCT**



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**Request the full resource at [wwf.org.uk/iptschools](http://wwf.org.uk/iptschools)**

# ACTIVITIES



**Endangered animal pictionary:** A fun game to explore why some species are at risk and what can be done to protect them.



**An explorer's blog:** A creative writing activity to find out more about the tiger and its habitat and describe how it would feel to meet a tiger face to face in the wild.



**Tiger haiku:** Poetry writing activity about the tiger to encourage pupils to use language in a creative way.



**News report:** Top tips for pupils to produce a compelling news report about the plight of the tiger.



**The tiger who came to visit:** Using the WWF television advert as a starting point, story-writing activity to encourage imagination and creativity.



**Tigers on the edge:** Use of persuasive skills to create a campaign and inspire the whole school community to help WWF protect tigers and their habitats.



**Tiger tapestry:** Inspired by a famous painting by Henri Rousseau, creation of a visual display to raise awareness and celebrate the splendor of the natural world.



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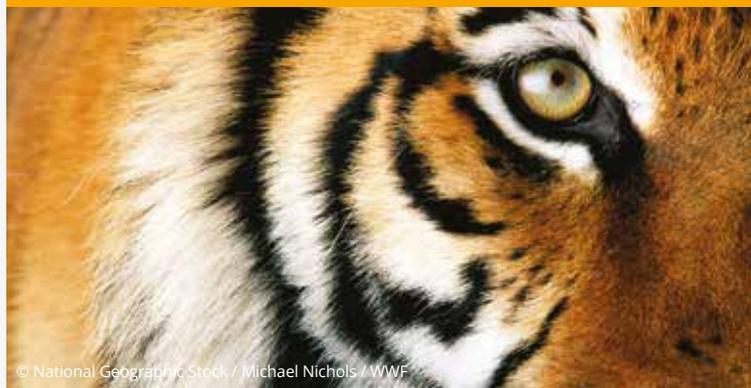
## CURRICULUM LINKS

**England KS2 – English** Language, comprehension and composition; **Science** Working scientifically, animals, living things and their habitats; **Geography** Locational knowledge, place knowledge, human and physical geography; **Computing; Art & Design**

**Northern Ireland KS2 – Language and literacy; The world around us** Interdependence, movement and energy, place, change over time; **The Arts** Art and Design Technology?

**Scotland Curriculum for Excellence P4-P7 – Languages** Literacy and English; **Sciences** Planet Earth, biodiversity and interdependence; **Social studies** People, place and environment; **Technologies** ICT to enhance learning; **Expressive Arts** Art and Design.

**Wales KS2 2015 – English** Language and literacy; **Science** interdependence; **Geography** Understanding places, environments and processes; **Information and Communication Technology; Art & Design.**



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# Endangered animal pictictionary

## Overview

Through a fun game of pictictionary, pupils explore the concept of endangered species and discuss what can be done to help protect these animals and their habitats.

## Objective

- To learn what the term 'endangered' means and why some species are categorised as endangered/at risk
- To explore actions we can take to help protect wildlife and natural habitats

## What you need

- WWF Endangered Animals fact cards
- Whiteboard/flipchart
- Pens



## Get going

Discuss what pupils already know about endangered species. Invite a volunteer to come to the front of the class and draw an animal from the endangered animals fact cards. The rest of the group must guess which animal it is. Before starting on the next drawing with another pupil, discuss with the group why this animal might be endangered and what can be done to protect it. Pupils could research other endangered animals and produce additional cards for the game.

## Endangered species

Scientists use the following categories to keep track of the level of risk animals face in the wild.

**Extinct:** No longer exist on the planet (e.g. dodo, quagga, Javan tiger)

**Extinct in the wild:** No longer exist in the wild, only found in captivity (e.g. Wyoming toad, Pere David's deer)

**Critically endangered:** Extremely high risk of becoming extinct (e.g. black rhino, mountain gorilla, Bornean orang-utan)

**Endangered:** Very high risk of becoming extinct (e.g. tiger, blue whale, snow leopard)

**Vulnerable:** High risk of becoming extinct (e.g. African elephant, giant panda, polar bear)

## What is WWF doing?

WWF's goal is to build a future in which people live in harmony with nature by conserving biodiversity and reducing the impact of human activity. WWF works in partnership with governments, local communities and other conservation organisations around the world to help protect endangered animals and restore their habitats.





### Bornean orang-utan

**Habitat:** Forests on the island of Borneo.

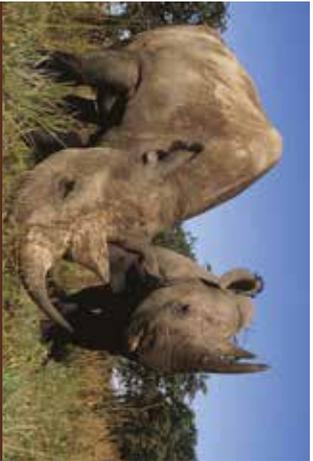
**Threats:** Forests cut down for timber and to grow palm oil, and the illegal pet trade.



### Tiger

**Habitat:** Forests, grasslands and mangroves in Asia.

**Threats:** Poaching for the illegal wildlife trade, loss of habitat and climate change.



### Black rhinoceros

**Habitat:** Mostly in the grasslands of southern Africa.

**Threats:** Poaching for their horns, seen as a status symbol.



### Mountain gorilla

**Habitat:** Mountain forests of central Africa.

**Threats:** Loss of habitat, poaching, human wildlife conflict and climate change.



### Asian elephant

**Habitat:** Grasslands and forests in Asia.

**Threats:** Loss of habitat, conflict with people and poaching.



### Blue whale

**Habitat:** All oceans except the Arctic.

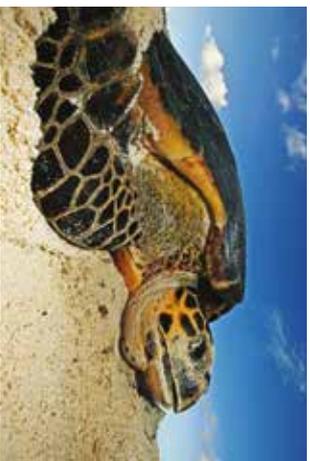
**Threats:** Pollution, shipping and climate change.



### Snow leopard

**Habitat:** High mountains of central Asia.

**Threats:** Hunted for their fur or because they prey on livestock



### Hawksbill turtle

**Habitat:** Atlantic and Pacific oceans.

**Threats:** Caught in fishermen's nets, collection of eggs and fewer nesting beaches due to climate change and tourism





# An explorer's blog - The day I came face to face with a tiger

## Overview

Through this creative writing activity, pupils find out more about the tiger and its habitat and use their imagination and storytelling skills to describe how it would feel to meet a tiger in the wild.

## Objective

- To learn more about what the term 'endangered' means and why some species are categorised as endangered/at risk
- To explore actions we can take to help protect wildlife and natural habitats

## What you need

- Footage of tigers at [www.arkive.org](http://www.arkive.org)
- Resource sheet 'Meet the Bengal tiger!'

## Get going

To introduce the activity, you can watch footage of tigers with the class and discuss how these animals live. What do tigers look like? How would you describe their habitat? What do they need to survive? What do they eat? Ask pupils to imagine how they would feel if they came face to face with a tiger in the wild. In pairs, they

find out more about the tiger from the resource sheet and write a short blog entry about their experience. What happened? Where were they? What did they see? How did they feel? What did they do? They could select an image to add to their blog.





## Resource sheet: **Meet the Bengal tiger!**

**Population:** Fewer than 2,650 Bengal tigers left in the wild. About 2,200 of them are found in India.

**Weight:** Up to 260kg – the weight of about nine 10 year olds!

**Length:** Up to 3 metres from nose to tail

**Appearance:** Orange fur with black stripes and a white underbelly. No two tigers have the same pattern of stripes.

**Habitat:** The Bengal tiger is found mainly in the forests, grasslands and mangroves of India. Smaller groups can be found in Nepal, Bhutan and Bangladesh.

**Food:** Tigers hunt alone mostly at night and use their excellent hearing and eyesight to catch their food - mainly deer, wild pigs and antelopes. They quietly stalk their prey until they are close enough to pounce, killing with a bite with their powerful jaws.

**Key threats:** Loss of habitat: A huge amount of forest have been cut down for timber, farming and to build roads and railways.

**Conflict with humans:** As their habitats are destroyed and there is less wild prey for tigers, they can prey on livestock and then be killed by farmers trying to protect their livelihood.

**Poaching:** Tigers are poached (illegally killed) for their skin and body parts, which are seen as a status symbol or used in traditional Asian medicine.

### **What is WWF doing?**

WWF works with governments, local communities and other conservation organisations to stop poaching and deforestation. WWF also works with 'tiger champions' in local communities to help protect and monitor tigers and their habitat.

