



TIGER TALES

English and literacy resource for primary schools

© Staffan Widstrand / WWF

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 – and use the activities as a stimulus to generate creative ideas.

THREE OF THE NINE TIGER SUBSPECIES ARE ALREADY EXTINCT



© Martin Harvey / WWF

Request the full resource at wwf.org.uk/iptschools

ACTIVITIES



Endangered animal pictiography: 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.

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.**





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
- 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.





Tiger haiku

Overview

Poetry is an excellent way for pupils to express themselves, synthesize information they have learned and use language in a creative way. In this activity, pupils explore words to describe the tiger as well as their emotions towards this majestic animal. They then write their own haiku poem.

Objective

- To use language in a creative way to explore the natural world

What you need

- Photograph of a tiger
- Whiteboard/flipchart
- Pens
- Inspirational images resource sheet

Get going

As a group, use a photograph of a tiger to explore words and phrases that best describe the animal and build a word bank (e.g. brave, daring, powerful, extraordinary, dangerous, beautiful, majestic). Individually, pupils write their own haiku poem on the tiger and its habitat. You could also have a haiku competition with the whole school.

俳句



Haiku poetry

As a group, use a photograph of a tiger to explore words and phrases that best describe the animal and build a word bank (e.g. brave, daring, powerful, extraordinary, dangerous, beautiful, majestic). Individually, pupils write their own haiku poem on the tiger and its habitat. You could also have a haiku competition with the whole school.

Stalking through jungle

Burning orange, raven blank

Muscles coil, waiting

By Beth Goodyear, Scottish Book Trust

Tigers are fearsome

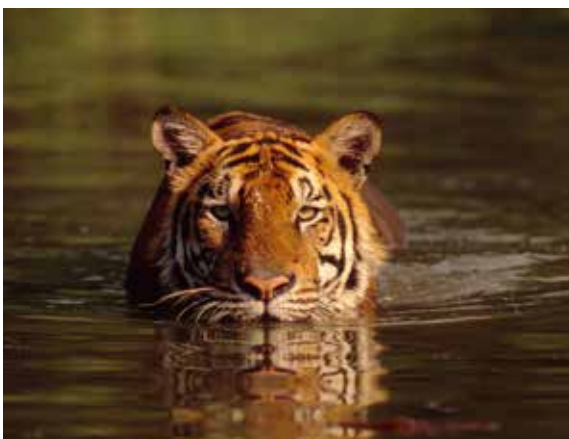
They can crush you with their jaws

I want to ride one

By Andy Jenson,
year 6



Resource sheet: **Inspirational images**





News report

Overview

In this activity, pupils find out more about the tiger and the dangers it faces. They then produce a compelling news report to raise awareness of the importance of protecting these animals and their habitats.

Objective

- To learn more about the plight of the tiger
- To write for a specific context, purpose and audience

What you need

- WWF Explore poster ‘Tigers’ www.wwf.org.uk/iptschoolresources
- Resource sheet ‘Meet the Bengal tiger!’
- Maps and reference materials
- ‘How to make a great news report’ www.youtube.com/watch?v=iPALTo2bbOk and ‘Top tips on how to be a great news reporter and presenter’ www.youtube.com/watch?v=2J5EUCiTiBQ

Get going

Discuss with the class what makes a good news report, using the ‘Top tips on news reporting’ as a starting point. In pairs, invite pupils to produce their own news story about the plight of the tiger. They research what the main threats to tigers are and explore what can be done to protect them. They can report on one of the five different tiger species (Bengal, Amur, Malayan, Indochinese, Sumatran) or focus on tigers overall. They then record or film themselves or present their report to the class.

Top tips for news report writing

1. Use punchy headlines to make people want to read your report.
2. Sum up what your report is about in your first sentence.
3. Give a short description of the story, using facts and data.
4. Include your own opinions on the subject.
5. End with a personal comment or quote from someone relevant to the story.





The tiger who came to visit

Overview

In this activity, pupils use the WWF television advert as a starting point to write a story. They are encouraged to explore their own feelings and opinions as well as what they have learned about tigers and what they need to survive in the wild. They can share their stories to engage and inspire a wider audience.

Objective

- To find out more about the tiger and its habitat
- To practise composition skills

What you need

- WWF television advert:
www.youtube.com/watch?v=-BoVZQ1FpCw
- Resource sheet 'When the tiger stepped out of the kitchen door ...'

Get going

Show the WWF advert as a starting point for story writing. Why is the tiger on the bed? Why is the tiger on the bed? What might have happened to it? Why does the family help? How does the advert make you feel? If the film continued, what would happen next? Using the resource sheet, ask pupils to draw a storyboard showing what happened to the tiger when it stepped out of the house. Based on the storyboard, pupils then write their own story to share with others.



Resource sheet:

When the tiger stepped out of the kitchen door...



Storyboard frame 1

Storyboard frame 2

Storyboard frame 3

Storyboard frame 4

Storyboard frame 5

Storyboard frame 6



Tigers on the edge

Overview

In this activity, pupils use their persuasive skills to create a campaign and inspire the whole school community to help WWF protect the tiger.

Objective

- To develop a sense that we can all make a difference in the world
- To practise persuasive writing

What you need

- Resource sheet 'Our campaign action plan'
- A large piece of paper or card, size A3, for each team
- 'Becoming a young campaigner'
wwf.org.uk/greenambassadors

Get going

Pupils create a campaign to encourage the whole school community to help protect these endangered animals. In teams, they discuss what they have learned about the plight of the tiger and brainstorm ideas. Why are tigers in danger, why should they be saved and what can we do to help them? They then create a visual outline of their chosen campaign on a large piece of paper or card, using words and pictures. The resource sheet provides questions to help them define their campaign. Invite



each team to present their board to the class and pupils can vote on their favourite idea. The tiger paw template can be used to invite pupils in the school to express their wishes for the future.

Resource sheet: 'Our campaign action plan!'



Vision

- What changes do you want to see?
- Why is this important?

Who

- Who do you want to influence? (Pupils in your school, other schools, the public, governments, companies)
- Who will do what?
- Who might help you?

When

- When will you start your campaign?
- How long will it last?

How

- How are you going to influence people? (e.g. your own advertising film, school assembly, fundraising events, social media, article in local magazine, local radio, talks by experts, posters, work with WWF and other conservation organisations)





Tiger tapestry

Overview

Inspired by the stripes and colours of the tiger, pupils create a visual display to raise awareness of the importance of protecting tigers and to express their own feelings towards these majestic animals.

Objective

- To evaluate and analyse creative work
- To develop art techniques such as drawing and painting
- To raise awareness of the importance of protecting wildlife

What you need

- Representation of Henri Rousseau's painting 'Tiger in a tropical storm'
- www.youtube.com/watch?v=JQYrBWnJW4s
- Art and craft materials
- One piece of card per pupil (30cm x 15cm)
- Tiger outline

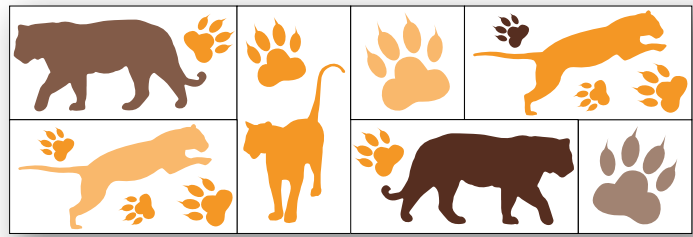
Get going

Show Henri Rousseau's painting 'Tiger in a tropical storm' to engage pupils and stimulate discussion. What does the painting represent? How does it make you feel? What could be the painter's intention? Invite pupils to create a tapestry collectively to express their own

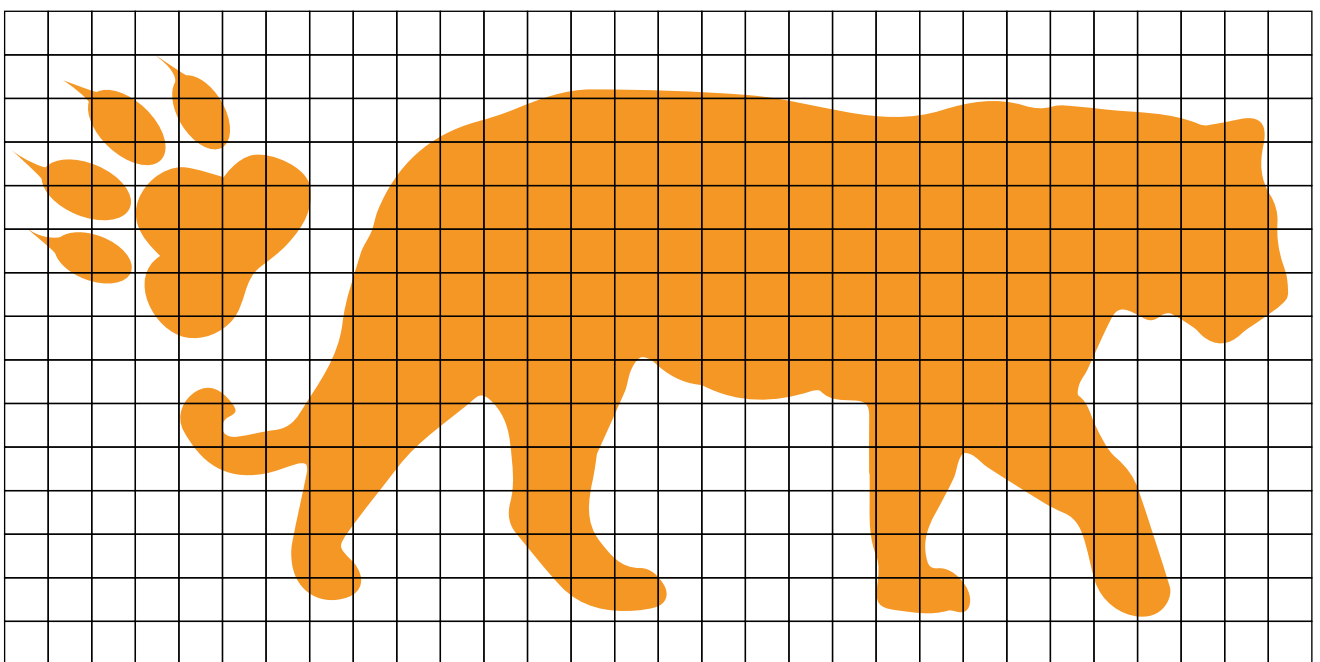
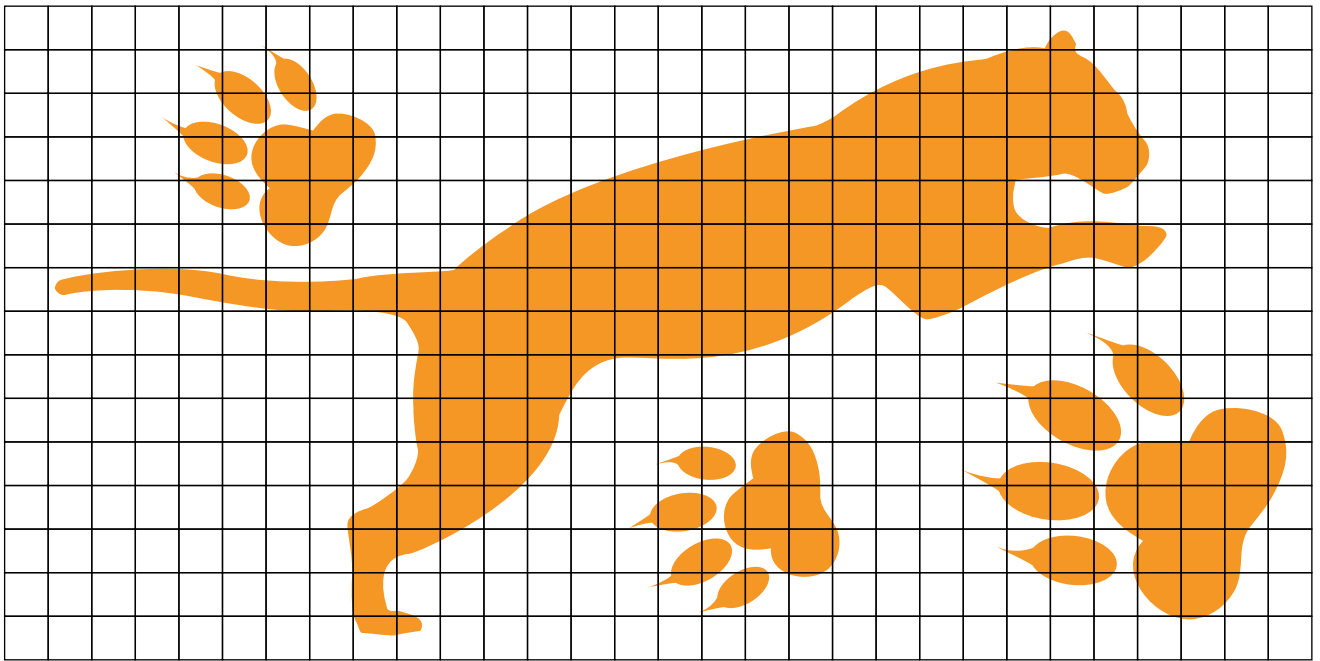
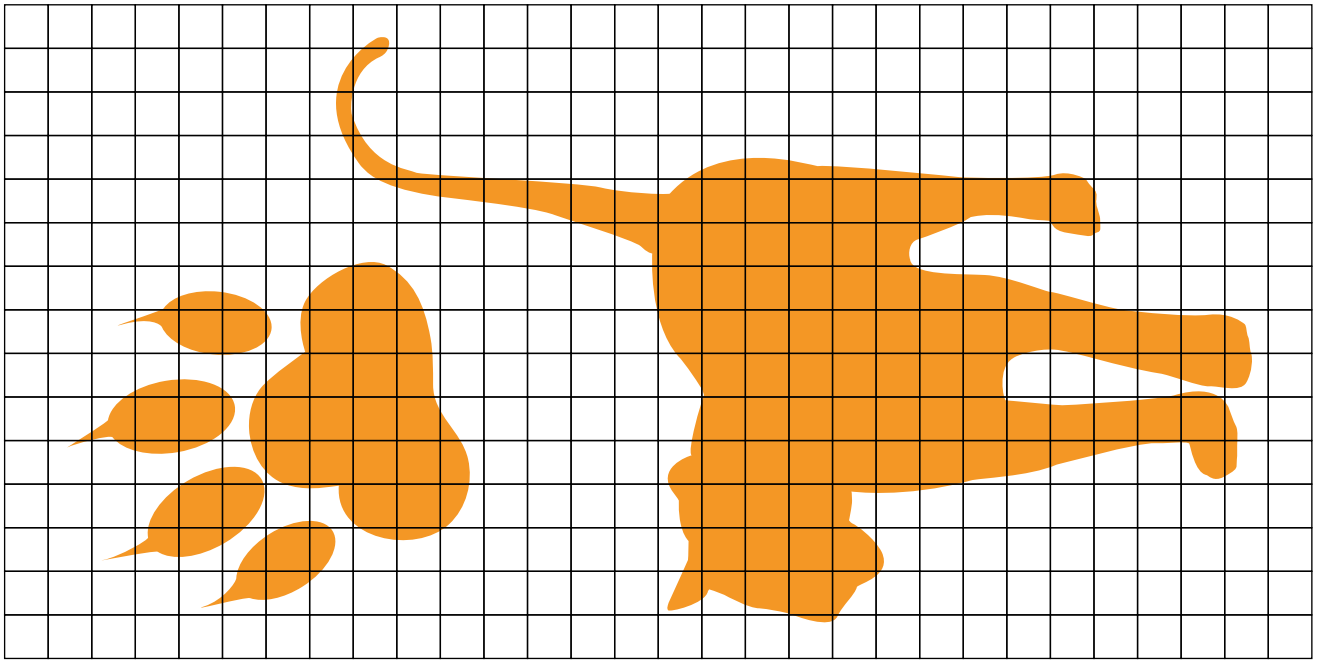


Henri Rousseau's 'Tiger in a tropical storm'

'Tiger in a Tropical Storm' is an 1891 oil-on-canvas painting by Henri Rousseau. It shows a tiger ready to pounce on its prey in the midst of a tropical storm, with wind, lightning and pouring rain. The tiger prey is beyond the edge of the painting so the viewer can imagine what the outcome will be. Rousseau never left France but when he was painting he could imagine he was anywhere in the world.



feelings towards the tiger. Using the colours and stripes of the tiger as a stimulus, pupils can choose a medium of their choice (drawing, paint, charcoal, collage, stitching etc.) and create their own square of the tapestry.



WWF school workshop

WWF offers a range of engaging and creative workshops for primary schools at the Living Planet Centre in Woking. You can find more information at www.wwf.org.uk/schoolvisits

In the 2 hour workshop 'Tiger Tales', pupils learn about these wonderful animals and why they are endangered. The visit starts with an exciting 'Animal adaptation' quiz around the WWF Experience – a series of four themed interactive exhibition areas. Using iPads, fun tiger props and their imagination, pupils create their own fantastic ads to raise awareness of the plight of the tigers and the importance of protecting them.

You can find out more information on tigers and how to become a tiger protector at www.wwf.org.uk/iprotecttigers



For a future where people and nature thrive | www.wwf.org.uk

© 1986 panda symbol and ® "WWF" Registered Trademark of WWF. WWF-UK registered charity (1081247) and in Scotland (SC039593). A company limited by guarantee (4016725)