

Welcome to the Animal Action Education Programme from IFAW

This pack's featured animal: **Big Cats**



Suitable
for students
aged
6 – 10

For more information and additional activities, download the *Born to be Wild* educational kit at:

www.ifaw.org/borntobewild-uk

This resource includes the following skills and activities for students ages 6 – 10:

Labelling a Tiger

Pages 3–4

Writing to inform - Label a drawing or picture of a tiger with words and sentences.

(Years 1 and 2)

Nikita's New Home

Pages 5–6

Reading comprehension. **(Years 2 and 3)**

Tiger Stripes

Page 7

Writing to explain - Use a writing prompt to explain how big cats use camouflage.

(Years 2 – 4)

Post It!

Page 7

Writing to inform - Designing a poster.

(Years 3-6)

Big Cats as Pets?

Page 8

Writing to support an opinion.

Persuasive letter writing. **(Years 4 and 5)**

Cats of the Wild

Pages 9–10

Sentence structure activity and identifying complete sentences.

(Years 5 and 6)



**Suitable
for students
aged
6 – 10**

A tiger's stripes are like a human's fingerprint; the pattern is unique to every tiger. These distinctive stripes help tigers hide among the long grasses and sneak up on their prey. The stripes aren't just on a tiger's fur but are also on their skin - if a tiger was shaved, its unique stripes would remain.

Labelling a tiger

Writing to inform

A labelling activity for Years 1 and 2 that can be completed individually or in pairs.

This lesson links to:

Year 1 - Science: Animals, including humans. Identify and name a variety of common animals.

Year 2 - Science: Living things and their habitats.

Using the poster of the tiger on the following page, discuss the different body parts of a tiger and their function. Talk about how each part of the tiger helps it to hunt and to protect itself.

Activity

Using the picture provided or drawing their own picture of a tiger, students can label the different parts of a tiger. Some students may want to use the labels on page four to get started. They can add their own labels too. Some students will be able to write a sentence explaining how each part helps the tiger survive in the wild.



Teacher's Note

For more information about tiger parts and functions, see page 5 of www.ifaw.org/born tobewild-uk

For additional facts and figures on big cats, visit:

www.ifaw.org/tigers and <http://kids.nationalgeographic.co.uk/kids/animals/creaturefeature/tiger/>



Eyes

Ears

Nose

Fur

Tail

Whiskers

Claws

Paws

Nikita's New Home

Reading Comprehension

A reading activity suitable for Years 2 and 3 that can be completed individually or in pairs to encourage speaking and listening.

Nikita did not grow up like a lot of tigers. She has never lived in a forest. She has never roamed free. For seven years she was owned by a man. This man used Nikita to make money. He let people take pictures with her. To keep Nikita still, he put chains on her. Nikita was very mistreated. Happily, Nikita was rescued by a group of people who care about animals.

Today Nikita has a new home. She lives in a place just for big cats. It is called a wildcat sanctuary. Nikita is safe there. She has room to roam. She is well cared for. Nikita will live there for the rest of her life.



IFAW and its members raised money to move Nikita to the The Wildcat Sanctuary in Minnesota, USA. IFAW also moved another big cat, Tasha, who is a cougar.

A Tick **TRUE** or **FALSE**.

1. Nikita grew up in the wild.
2. The wild is the best home for a tiger.
3. People who care about animals helped Nikita.
4. It is better to put chains on an animal than to let it roam free.
5. A wildcat sanctuary is a place for big cats to live.

TRUE ☐	FALSE ☐
TRUE ☐	FALSE ☐
TRUE ☐	FALSE ☐
TRUE ☐	FALSE ☐
TRUE ☐	FALSE ☐

B Questions

- Which words or phrases in the passage tell you that Nikita's story has a happy ending?
- How did you feel when you read Nikita's story? Explain why.

Nikita's New Home

Reading Comprehension

Continued from page 5

Answer Key

A 1. false, 2. true, 3. true, 4. false, 5. true

B 1. Words and phrases such as happily, rescued, safe, well cared for.

2. Answers will vary.

Tiger Stripes

Writing to explain

Use writing prompt to explain how big cats use camouflage (Years 2-4).

This lesson links to: Science: Animals, including humans.



Animal Action Week is the first full week in October!

According to a recent report by the International Fund for Animal Welfare (IFAW) and partner groups, populations are declining for 80% of wild cat species, including jaguars, leopards, cheetahs, tigers, snow leopards, and African lions. IFAW is working with the US Government to better protect lions from trophy hunting, a practice in which American hunters and others travel overseas to hunt lions for sport. IFAW is also working with the US Government to stop the exotic pet trade, which has put thousands of big cats in private ownership in the US. IFAW is working with Internet businesses to prevent online trade in products made from wild cats and other endangered species.

Every tiger has a different pattern of stripes.

Why might this be important? How is this similar to humans?

Post It!

Writing to inform

Designing a Poster (Years 3-6)

Students from Years 3 – 6 can get creative designing a poster incorporating many literary features – headings/subheadings, slogans, alliteration, descriptive language, concise content and more...

SAVE THE TIGERS!



Tiger parts are for tigers, not medicine!



Inform your students that some people believe products made from tiger bones, skins, and meat make people more powerful. In China, it's illegal to buy and sell tiger parts and products, but tiger farmers raise tigers and then kill them to sell their parts. Others kill wild tigers for the same purpose.

To promote Animal Action Week, have each student make a one-page poster that informs others about the illegal killing of tigers. Encourage each child to include tiger facts and ways that others can help support tigers.



The last few thousand wild tigers live in India, Russia, and other Asian countries. By supporting antipoaching training and patrols, IFAW works to protect tigers from poachers who illegally kill them to sell their bones, skins, and other body parts.

Big Cats as Pets

Writing to support an opinion

Persuasive letter writing. Suitable for Years 4 and 5

This lesson links to: English: Writing – composition.

Around the world, thousands of tigers are kept in cages and behind bars.

Nikita did not grow up like a lot of tigers in the wild. She has never lived in a forest or roamed free. For seven years Nikita was owned by a man who used her to make money. He let people take photographs with her. To keep Nikita still, he put chains on her. She was very mistreated. In the United States, there are between 5,000 and 10,000 captive tigers like Nikita. Many are kept as pets and live in cramped and miserable conditions.

Happily Nikita was rescued by a group of people who care about animals. Tigers like Nikita cannot be released into the wild because they have never learned the skills needed to survive. Nikita now has a new home and lives in a place just for big cats called a wildcat sanctuary. She is safe there and has room to roam. Nikita will live there for the rest of her life.



IFAW and its members raised money to move Nikita to the The Wildcat Sanctuary in Minnesota, USA. IFAW also moved another big cat, Tasha, who is a cougar.

Discussion

Discuss the reasons why big cats are kept in captivity.

- Compare the life of a big cat living in its natural environment and one kept as a pet.
- Some people keep tigers and other big cats as pets. Why is this a bad idea?

Activity

- Thinking about both the animals and the pet owners, write a letter to the owner of a big cat persuading him to move the animal to a sanctuary.

For additional facts and figures on big cats, visit:

www.ifaw.org/tigers and <http://kids.nationalgeographic.co.uk/kids/animals/creaturefeature/tiger/>

Name _____

Cats of the Wild

Sentence structure activity



A grammar activity for years 5 and 6.

This lesson links to: English: Writing – vocabulary, grammar and punctuation.

Read each sentence. Determine if it is a complete sentence or a fragment. Rewrite all fragments to make complete sentences on another sheet of paper.

Complete
Sentence Fragment

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1. The declining population of tigers and many other big cats.
2. Some of these animals may become **extinct**, which means they would disappear from the earth.
3. For some big cats, the area where they live is being developed for houses, roads, or farms, and that causes them to.
4. When this happens, the animals' homes and food sources disappear and groups of animals are cut off from one another.
5. Killed by hunters or poachers or even killed by tourists' cars and buses.
6. Groups that study animals categorize their populations as **least concern, near threatened, vulnerable, endangered, critically endangered, extinct in the wild**, and **extinct**.
7. The tiger (***Panthera tigris***), which is classified as **endangered**.
8. Because three types of tigers have become extinct—Caspian tigers, Java tigers, and Bali tigers.
9. Scientists estimate that in the 1990s there were 5,000 to 7,000 tigers in the world, but now there are about 3,000.
10. Classified as "vulnerable," the lion (***Panthera Leo***).
11. Lions once lived in most parts of Africa and the area from Greece to northern India.
12. Jaguars "near threatened," with an unknown number remaining in the world.
13. Jaguars once roamed throughout South and Central America, but now they are found mostly in remote areas.
14. With between 7,500 and 10,000 remaining, the cheetah (***Acinonyx jubatus***) is considered "vulnerable."
15. The cheetah in Asia only in Iran.
16. The snow leopard (***Panthera uncia***) population has declined 20 percent in the past two decades, with 4,000 to 6,000 remaining.
17. Snow leopards killed by poachers and farmers.
18. Scientists classify the mountain lion (also called a puma or cougar) population as "least concern," but its population is decreasing as well.

Remember!

A **complete sentence** has a subject and a verb and expresses a complete thought. A **sentence fragment** is missing a subject or a verb or does not express a complete thought.

Cats of the Wild

Sentence structure activity

Continued from page 9

Answer Key

1, 3, 5, 7, 8, 10, 12, 15, and **17** are sentence fragments.

Rewritten sentences will vary.