



# IFAW

International Fund for Animal Welfare

**Animal Action  
Education**

**Key Stage 2 (ages 8-11)**

# Born to Be Wild

**Saving the Majestic Tiger**



**"Wild tigers are in  
trouble. Together, we  
can save them."**

**Leonardo DiCaprio  
Actor and Activist**





# Born to be Wild

## How to Use This Programme

*Born to Be Wild: Saving the Majestic Tiger* aims to educate pupils about the characteristics of wild tigers, the threats to their survival, and the actions people are taking to save tigers and their habitats worldwide. Here's one possible approach to teaching this programme:

### 1. Introduce Topic and Develop Content Knowledge *Film, Worksheet 1: Reading/Viewing Guide, Worksheet 2: Film Quiz, Lesson Plan 1*

- **Film** View the film with class to build background and tap into pupils' prior knowledge about tigers. Pupils use a key ideas diagram in **Worksheet 1** to record their thinking as they view the film, jotting down key points, important vocabulary, and questions they have. Following the viewing, pupils may discuss their ideas in groups. They may also take the short *Film Quiz* in **Worksheet 2**.
- **Pupil Magazine** Use suggestions from Lesson 1 to prepare pupils to read the Pupil Magazine. During reading, pupils may use the **Worksheet 1** key ideas diagram for guidance.

### 2. Conduct Lesson Activities: *Pupil Magazine, Lesson Plans, and Worksheets 3–5*

- **Lesson 2** focuses on scientific concepts introduced on Pupil Magazine pages 15–19
- **Lessons 3** and **Worksheet 3: Threats & Responses Chart** guide pupils to consider the key threats and conservation activities introduced on Pupil Magazine pages 16–19
- **Lesson 4** and **Worksheet 4: North India Daily Gazette** outline a debate activity for pupils to examine points of view on the issue of tiger farming in China using a fictitious news article and Pupil Magazine page 18
- **Worksheets 5: Big Cats Comparison** and *Other Big Cats Around the World* explore conservation status and comparisons among other big cats worldwide

### 3. Extend Learning and Take Action: Use the extension suggestions with each lesson as homework or extra projects to reinforce learning.

## Meeting Curriculum Aims

This resource meets programmes of study in science, English and geography. Pupils will also learn about life science concepts and vocabulary, practice purposeful reading and comprehension strategies, and conduct a debate based on points of view from a simulated news article.

## Companion Film

The educational film runs for approximately 15 minutes and is appropriate for general youth audiences.

View at: <http://vimeo.com/13910985>

## Online Resources

IFAW's Animal Action education programmes offer a wealth of free teaching resources about animals and the environment: [www.ifaw.org/education](http://www.ifaw.org/education)

## Animal Action Education

IFAW's Animal Action Education programme offers free resources focusing on animals and the environment. Curriculum-linked education materials are locally adapted for free distribution in eight languages and 20+ countries, reaching more than 5,000,000 young people worldwide each year. For more information about IFAW and the Animal Action Education programme, email [animalactionweek@ifaw.org](mailto:animalactionweek@ifaw.org), or call 0207 587 6700.



International Fund for Animal Welfare

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Tel: +44 (0) 207 587 6700 Email: [animalactionweek@ifaw.org](mailto:animalactionweek@ifaw.org)

## Go Online

Watch the **Roar! Youth Voices for Tigers** short film at:

[www.ifaw.org/youthroar](http://www.ifaw.org/youthroar)



# Links to the Key Stage 2 National Curriculum

## ENGLISH

### Spoken Language

#### Years 1 – 6 pupils should be taught to:

- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

### Reading – word reading

#### Years 3 – 6 pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, - both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

### Reading – comprehension

#### Years 3 – 6 pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes.
- understand what they read in books they can read independently by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning.
- retrieve and record information from non-fiction.

#### In addition, Years 5 and 6 pupils should also:

- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

### Writing – composition

#### Years 3 – 4 pupils should be taught to:

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas.
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - in non-narrative material, using simple organisational devices [for example headings and sub-headings].

#### Years 5 – 6 pupils should be taught to:

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary.
- draft and write by:
  - using further organisational and presentational devices to structure text and to guide the reader [for example headings, bullet points, underlining].

### Writing – vocabulary, grammar and punctuation

#### Years 3 – 6 pupils should be taught to:

- Develop their understanding of the concepts set out in the primary national curriculum English Appendix 2 by:
  - learning the grammar for years 3 - 6 in English Appendix 2
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.



# Links to the Key Stage 2 National Curriculum

## SCIENCE

### Animals, including humans

#### Year 3 pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

#### Year 4 pupils should be taught to:

- construct and interpret a variety of food chains, identifying producers, predators and prey.

### Living things and their habitats

#### Year 4 pupils should be taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

#### Year 6 pupils should be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

### Evolution and inheritance

#### Year 6 pupils should be taught to:

- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

## GEOGRAPHY

Key Stage 2 pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

#### Pupils should be taught to:

### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

### Human and physical geography

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

## PSHE

### Non-statutory Personal, Social, Health and Economic Education

The non-statutory nature of Personal, Social, Health and Economic Education offers the opportunity to creatively explore the three core themes of the subject through the lens of animal welfare and conservation as well as human interaction with animals. The PSHE Association identifies the following core themes for PSHE Education:

- Health and Wellbeing
- Relationships
- Living in the Wider World



# Lesson 1

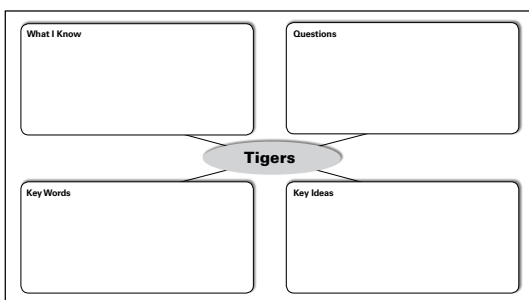
## Building Knowledge – Film and Text

**Learning Outcomes:** Pupils will answer discussion questions and complete a key ideas diagram to demonstrate their acquired knowledge. This activity meets programmes of study in geography, science and English.

### Viewing the Film

#### Before/During Viewing

1. Help pupils make connections to prior knowledge by having them each turn to a partner and talk for a minute about what they know about tigers.
2. Show the **film** straight through.
3. After viewing, ask pupils if they learned any new information about tigers.
4. Create a large key ideas diagram on paper or an interactive whiteboard.



5. Give each pupil a copy of **Worksheet 1: Reading/Viewing Guide** for personal use. On their key ideas diagram, ask pupils to jot down any questions from their first viewing of the film. Ask them to write one or two important facts they know about tigers.
6. Tell pupils you want them to listen for key words and ideas in the film as they view it again. Ask them to jot these down on the diagram.
7. Have pupils watch the film and record their ideas.

#### After Viewing

8. Ask the pupils to take the **Worksheet 2: Film Quiz**.
9. Place pupils in small groups. Ask them to discuss the film using the notes they have jotted down on their individual key ideas diagram.
10. Call the groups together and have them share ideas while you record their thoughts on the large key ideas diagram on paper or on the whiteboard.

### Reading the Pupil Magazine

#### Before/During Reading

1. Make a copy of the key ideas diagram template (**Worksheet 1: Reading/Viewing Guide**) for each pupil.
2. Choose the way to read the text that is best suited to the reading level of pupils:
  - Read the text aloud as pupils follow along. Model finding the key concepts and recording them on the class key ideas diagram.
  - Pair good readers with less able readers. Have them read and discuss the text together, stopping as they read to write responses on the key ideas diagram.
  - Ask pupils to independently read the text, recording their ideas on their key ideas diagram as they read.

#### After Reading

1. After pupils have read the text, use the discussion questions provided in each lesson to help pupils consolidate their understanding of the text.
2. Ask pupils to share their notes from their own diagrams with the class. Record their ideas on the group key ideas diagram.

### Vocabulary Development

1. **Word Highlights:** Ask pupils to use different colours to highlight the words on their key ideas diagram that they are able to explain to a partner.
2. **Word Experts:** Make pairs of pupils responsible for a word. They can teach the class about the word using paper or whiteboard.

Word: \_\_\_\_\_

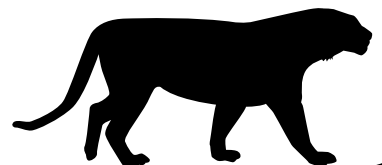
Describe the word: \_\_\_\_\_

Draw the word: \_\_\_\_\_

**Extending the Activity:** Assign different pages to different groups. Ask each group to read and discuss the pages, and record ideas on a group key ideas diagram. Encourage pupils to look for additional information about their topic in the library and in online references. Ask each group to share their understandings with the class.

Name \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** As you view the film and read or listen to information about tigers, jot down the key ideas that you want to remember. List important vocabulary words and write questions that you have.

**What I Know****Questions****Tigers****Key Words****Key Ideas**

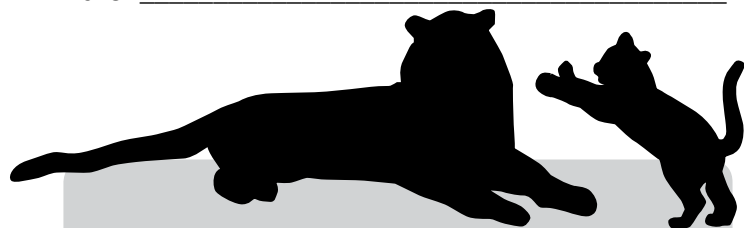
# Worksheet 2

## Film Quiz

• Reproducible

Name \_\_\_\_\_

Date: \_\_\_\_\_



What have you learned from the film you just watched? Answer the questions below.

1. How many wild tigers are thought to exist in the world today?

- ☐ a) about 3,000
- ☐ b) about 100,000
- ☐ c) about 25 million

2. Which adaptation makes wild tigers strong swimmers?

- ☐ a) flat tails
- ☐ b) webbed feet
- ☐ c) glands in their paws

3. Tiger stripe patterns are unique to each individual tiger.

- ☐ a) true
- ☐ b) false

4. How much do the heaviest adult tigers weigh?

- ☐ a) about 68 kg
- ☐ b) about 270 kg
- ☐ c) about 450 kg

5. What best describes the effect that a healthy wild tiger population has on an ecosystem?

- ☐ a) A healthy wild tiger population makes an ecosystem less diverse because tigers eat so many other animals.
- ☐ b) A healthy wild tiger population has no effect on an ecosystem because wild tigers stay away from other animals.
- ☐ c) A healthy wild tiger population makes an ecosystem more stable because wild tigers are important to its web of life.

6. Which of the following tiger subspecies is now extinct?

- ☐ a) Bengal tiger
- ☐ b) Caspian tiger
- ☐ c) Amur (Siberian) tiger

7. Which of the following is NOT an effective way to help wild tigers?

- ☐ a) keeping tigers on farms
- ☐ b) educating children in schools
- ☐ c) supporting patrol teams in India

8. What are three different reasons for the disappearance of wild tigers?

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9. Why do you think people still hunt wild tigers?

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10. What are two things you can do to help save wild tigers?

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Answers: 1. a; 2. b; 3. a; 4. b; 5. c; 6. b; 7. a; 8. Answers may include: habitat destruction, removal or hunting of prey, poaching for the sale of body parts, climate change effects, or conflicts between people and tigers living in the same area; 9-10. It's your decision!



# Lesson 2

## Creating a Tiger Food Web

**Learning Outcomes:** Pupils will create and discuss a food web diagram that demonstrates understanding of the components of a tiger food web. Activity meets programmes of study in English, geography and science (Year 4: Animals, including humans).

### Discussion Questions

(Pupil Magazine pages 15–19)

- In what ways are tigers well suited to their wild environment?
- Why is it important to save tigers in wild environments rather than in captivity?
- How might people reduce the threats to wild tigers identified on page 16?

### After Reading

(Pupil Magazine pages 15–19)

1. Reinforce the Key Vocabulary. Say the following: *An **ecosystem** is an interacting community of plants and animals and the non-living components of the environment in which they live. **Food webs** show how energy moves between living things within an ecosystem as they eat one another. In general, energy flows from producers to consumers to decomposers. For example, plants create energy from sunlight. Deer get energy by eating the plants. Wolves get energy by eating the deer, while owls get energy by eating mice. When wolves and owls die, bacteria, fungi, and scavengers return their nutrients to the soil for the plants to use.*
2. Tell pupils that they will create food webs for a Bengal tiger in India (the most common wild tiger), using information from the text. Pair pupils with differing abilities and give each pair a set of index cards. Ask them to create one card for each of the following animals: tigers, deer, wild pigs, birds, monkeys, fish, elephants, rhinos, bears (which tigers will roost from dens), leopards, reptiles, insects, and worms.
3. The text says that tiger habitats have 'dense' plants. Ask pupils to add cards for plant foods that might be found in a tiger's food web in India, such as grasses (eaten most by deer, pigs, elephants, rhinos); flowers, fruits, berries, nuts (birds, pigs, monkeys); and tree leaves (mostly elephants).
4. Ask each pair to put their cards on a large sheet of chart paper, with any plants roughly at the bottom and the tiger near the top. Tell them to pencil arrows in the direction of any organism that eats another one. Ask pupils what the arrows show about energy flow (flows are complex; most flow towards the tiger). Monitor pupils' progress.
5. Once pupils are satisfied with their food webs, ask them to glue their cards to the sheets to make food-web posters. Then ask for a few teams to volunteer to present their food webs to the whole group. Presenters should be praised for any logical connections, but their peers should also be encouraged to suggest revisions.
6. Ask pupils to consider what needs to be protected to support a tiger's food web. Point out that a tiger feeds on various animals that in turn depend on many plants. Guide pupils to recognise that protecting tigers means protecting habitats and, therefore, other animals.
7. Place an index card labelled 'humans' at the top of one of the pupils' webs. Ask pupils to share their thoughts on how humans might also affect tiger food webs (for example, by eliminating habitats, competing for their foods, or hunting tigers).
8. Ask each pupil to write a brief paragraph summarising what he or she learned from the activity. Encourage them to use effective writing techniques, such as writing a topic sentence and supporting it with examples.







# Lesson 3

## Identifying Threats and Responses

**Learning Outcomes:** Pupils will demonstrate understanding of the main threats to tigers, identify main ideas and supporting details and identify problems and solutions. Activities meet programmes of study in English, geography and science (Year 4: Living things and their habitats).

### Discussion Questions

(Pupil Magazine pages 16–19)

- Why does the author write that “doing good things for tigers is often good for humans and other animals as well” on page 17?
- Why does a higher demand for tiger products in general lead to more poaching of wild tigers?
- Why do countries need to coordinate with one another to protect wild tigers?

### After Reading

(Pupil Magazine pages 16–19)

1. Review the ‘Threats to Tigers’ section on page 16. Help pupils find the threats to wild tigers mentioned in the last three paragraphs on this page (loss of habitat due to human population growth, lack of prey species due to hunting, poaching for sale of body parts).
2. On paper or on a whiteboard, create a whole-group chart similar to the one shown below.
3. Ask pupils to review each page that describes a focus country (Pupil Magazine pages 17–19).

Using **Worksheet 2: Threats and Responses Chart**, ask them to work in pairs to record what the main threats are to wild tigers in each country, what sentence support their conclusions, and what people are doing about the threats. Encourage them to read the captions and sidebars on each page, as these often tell what people are doing about the threats. Allow pupils time to discuss their thoughts as talk partners. Pupils who want to work ahead may address the final column of the chart, but they are not required to do so while working in their pairs.

4. Ask pupils to return to the larger group. Ask for volunteers to say what they named as the threats to wild tigers in each focus country. Encourage them to read the supporting statements from the text. Take notes on the whole-group chart in the ‘Threats,’ ‘Supporting Statements,’ and ‘What People Are Doing’ columns.
5. Discuss as a whole group what more people could be doing to save wild tigers. Prompt pupils to think about what governments might do, what conservation groups might do, and what individuals might do. Write responses on the group chart.

Ask pupils what they themselves could do. To complete the lesson, or as homework, ask your pupils to ‘Imagine a world without tigers’ in an essay, poem, story, piece of art, song, or other creative expression.

### Adapting the Activity

- Younger readers could record simpler notes in their charts, such as page numbers rather than quotations for ‘Supporting Statements.’ You might also choose to conduct more of the lesson as a whole-class discussion rather than as partner work.
- Bring a local focus to one of the threats affecting wild tigers, such as habitat loss. Ask pupils if they know how this threat affects wildlife in their area. Provide them with an example, if necessary. Discuss what people are doing about the threats and what more they might do.
- Instead of focusing on the threats to wild tigers, focus on the final creative activity in this lesson (to imagine a world without tigers). Allow pupils more time for their creative responses.



### Go Online

**IFAW:**

<http://www.ifaw.org/tigers>

**World Bank Report**

Future for Wild Tigers

<http://documents.worldbank.org/curated/en/2008/01/9515307/future-wild-tigers>

WildTigers – Threats and Responses				
Country	Threats	Supporting Statements	What People Are Doing About the Threats	What More We Could All Do About the Threats
India				
China				
Russia				
Other				

# Threats and Responses Chart

Name \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Starting with page 17, write the name of each page's focus country in the left-hand column. Then determine the threat(s) that wild tigers face in each country. Write the threats and the sentences from the text that tell you these threats. Next, write what people are doing to respond and what more people could do.

Wild Tigers – Threats and Responses				
Country	Threats	Supporting Statements	What People Are Doing About the Threats	What More We Could All Do About the Threats



# Lesson 4

## Debating Tiger Farms

**Learning Outcomes:** Pupils will present points of view in debate, drawing on a text stimulus. This activity meets programmes of study in English and Geography and could be used in PSHE.

### Before Reading

(Worksheet 4: North India Daily Gazette)

1. Introduce the news article to pupils. Emphasise that this is not a real newspaper article, but that it is based on real events and real issues around tiger farming in China. Ask pupils to recall information they learned from the rest of the text about tiger farming in China (from page 18). If they have developed a key ideas diagram for that previous content, let them review these now.
2. Discuss the photographs, captions, and headings in the article and ask pupils to predict what the article will be about. Point out that the first paragraph of a news article usually gives the most important information, so they should pay special attention to this when they read. Set a purpose for reading: tell pupils to look carefully at what people say on either side of the tiger-farming debate.
3. Ask pupils to read the article individually or in pairs, depending on their abilities. You can also read the article aloud with the whole class.
5. Ask the pupil groups to reread the article to find the arguments 'for' and 'against.' Let them choose one member as a note-taker who can keep a simple two-column chart for the arguments. Monitor and help the groups find the article's main points for debate. Emphasise that good debaters find the main arguments for their own side as well as for the other side, so they can prepare for the other group's arguments. If time allows, encourage pupils to practice delivering their arguments. Tell the reporters and moderators that they need to know both sides well.
6. Stage the 'follow-up conference' in which the 'for' and 'against' teams present their arguments. The teams might choose members to play the roles of the people named in the

article or they might choose to have each member take 30 seconds to present parts of the team argument. Remind moderators to make sure the discussion stays respectful. Ask the reporters to take notes and then give a balanced 'TV report' on it, without saying who 'won.'

7. After the debate and reports, gather the whole class together again to discuss what they learned about the sides in the debate, whether their opinions changed, and how they feel about the issue in the end. You might choose to take a secret ballot at this point to see how the class feels overall.

### Adapting the Activity

As an alternative to the debate activity, let younger readers complete the optional **Worksheet 5: Big Cat Comparisons**.

### After Reading

(Worksheet 4: North India Daily Gazette)

4. Read the final paragraph of the article aloud to the whole class. Tell pupils that they will role-play a 'follow-up conference' with the same sides of the debate as are represented in the article. Divide the class into groups that represent the 'for farming' side, the 'against farming' side, 'moderators' (explain the term, if needed), and 'reporters'. Assign the groups at random and ask pupils to do as well as they can presenting their roles, even if they do not completely agree with them.



# Daily Gazette

NORTH INDIA



Rows of small cages at a tiger farm in China

## Tiger farms in China under fire

### Conference session sparks heated debate on controversial facilities

**NEW DELHI, INDIA** – Tiger farms were a main topic of discussion at the recent All-Asia Conservation conference in New Delhi, India. Conservationists sparred with tiger-farm investors during an all-day session. The investors, who hoped to raise support for tiger farming, faced fierce opposition from various critics for continuing to seek legalisation of tiger-part sales.

As few as 3,000 tigers remain in the wild – making them one of the Earth's most endangered animals. Meanwhile, at least 6,000 live in captivity on Chinese tiger farms. China's 1993 ban on trade in tiger parts and products has not discouraged the owners of these farms. Hoping to

someday make a large profit from the sale of tiger parts, they are pressuring the Chinese government to lift its trade ban. In the meantime, they operate the farms as tourist attractions.

Tiger bone and other tiger products were once used in traditional Chinese medicine, sometimes called TCM. Peng Wu, a farm investor, asserted, "Tiger bone products benefit human health. For many centuries, they have relieved pain for people with ailments."

However, the TCM community has developed alternative remedies that do not use tiger ingredients. Ming Li, an expert from the World TCM Association, stated, "Traditional Chinese medicine has

great respect for nature. Tiger farming goes against everything we stand for. To support the use of tiger bone in medicine would harm TCM's reputation around the world."

An estimated 800 to 1,000 tigers are born each year on tiger farms. The farm owners claim to be helping to protect tigers from extinction. "These tigers are alive because of us," said farm owner Ho Jin.

However, as Deepak Gupta, a wildlife expert in India, noted, "Because the tigers on these farms are semi-tame, they lack the survival skills to ever be released into the wild."



A drugged tiger on a farm in China

Asian conservationists believe that Chinese tiger farms are putting tigers at further risk. Chat Khorsky, a leader in anti-poaching efforts in the Russian Far East, asserted that captive breeding of tigers for trade encourages poaching. Khorsky stated, "It is much cheaper to fill a demand for tiger parts by shooting a wild tiger than by raising a captive tiger. The only solution is to eliminate the demand."

While the session in New Delhi marked a step forward in bringing opposing groups together for discussion, the debate is likely to continue as long as tiger farms and the desire for tiger parts exist.



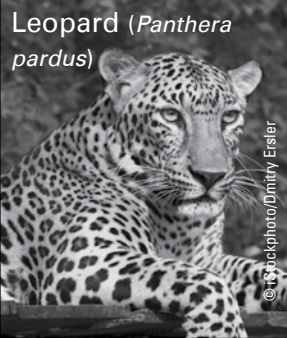


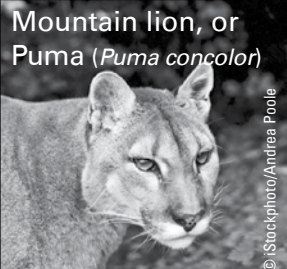


Name \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Review the chart 'Big Cats Around the World.' Choose two big cats that you want to compare in **Worksheet 6**. Use the questions below to guide your thinking (you may also think of other things to compare). List similarities between cats where their boxes overlap. List differences in the outer parts of the boxes.

- *Where does each cat live?*
- *What does each cat look like?*
- *What is each cat's conservation status?*

<b>Cat #1:</b> _____	<b>Cat #2:</b> _____
	<b>Both Cats</b>

Cat Name	Conservation Status Notes*
 <p>Lion (<i>Panthera leo</i>)</p> <p>© IFAW/D. Willems</p>	<ul style="list-style-type: none"> <li>• 'Vulnerable': estimated 10,000–23,000 lions in Africa</li> <li>• Used to live in most parts of Africa; now found only in the southern Sahara Desert and parts of southern and eastern Africa</li> <li>• Historically found in Africa and from Greece through Middle East to northern India</li> <li>• Asiatic lion, a subspecies, is critically endangered; fewer than 400 remain in India</li> </ul>
 <p>Jaguar (<i>Panthera onca</i>)</p> <p>© iStockphoto/Stephan Mese</p>	<ul style="list-style-type: none"> <li>• 'NearThreatened': unknown number in South America, Central America, southwestern United States</li> <li>• South America's largest cats; once roamed throughout South and Central America</li> <li>• Today, significant numbers found only in remote parts of South and Central America – particularly in Amazon basin; rare sightings near Mexico–U.S. border</li> </ul>
 <p>Leopard (<i>Panthera pardus</i>)</p> <p>© iStockphoto/Dmitry Ersler</p>	<ul style="list-style-type: none"> <li>• 'NearThreatened': unknown number in Africa and Asia</li> <li>• No other wild cat has such a widespread range and diverse prey base, but leopard still under threat in many regions</li> <li>• Once common in all parts of Africa except Sahara Desert</li> <li>• Now gone from most parts of northern Africa, apart from a few areas of Atlas Mountains; extremely scarce in western Africa</li> <li>• Southeast Asia and India threats: hunting, habitat loss</li> <li>• Several subspecies once common in Middle East now all but extinct; Korean leopard, also known as Amur leopard, extremely rare in wild</li> </ul>
 <p>Cheetah (<i>Acinonyx jubatus</i>)</p> <p>© IFAW/D. Willems</p>	<ul style="list-style-type: none"> <li>• 'Vulnerable': estimated 7,500–10,000 cheetahs remain in Africa and Iran</li> <li>• Has disappeared from huge areas of historic range; still occurs widely, but sparsely, in Africa (disappearing from 76 percent of African range)</li> <li>• In Asia, has lost almost all of vast historic range, which within last century extended from shores of the Mediterranean and Arabian Peninsula to northern shores of Caspian and Aral Seas and west into central India</li> <li>• Asiatic cheetah now known to survive only in Iran</li> </ul>
 <p>Snow leopard (<i>Panthera uncia</i>)</p> <p>© IFAW</p>	<ul style="list-style-type: none"> <li>• 'Endangered': about 4,000–6,500 snow leopards in the wild, worldwide</li> <li>• Range now restricted to high mountains of Central Asia</li> <li>• Require large, low-density habitats</li> <li>• Experts suggest snow leopard population declined at least 20 percent over past two generations (16 years)</li> <li>• Main threats are poaching for illegal trade, conflict with local people</li> <li>• Snow leopard is tiger's closest cat cousin</li> </ul>
 <p>Mountain lion, or Puma (<i>Puma concolor</i>)</p> <p>© iStockphoto/Andrea Poole</p>	<ul style="list-style-type: none"> <li>• 'Least Concern': around 30,000 in North American West, Central and South America</li> <li>• Largest range of any land-based mammal in Western Hemisphere</li> <li>• Eliminated from eastern half of North America within 200 years of first European colonisation</li> <li>• Endangered subpopulation survives in Florida; records of pumas in northeastern Canada and the eastern U.S. rising</li> <li>• Florida panther, a subspecies, critically endangered; fewer than 100 remain</li> </ul>

\*Conservation status according to the IUCN Red List of Threatened Species. See [www.iucnredlist.org](http://www.iucnredlist.org).



# Born to Be Wild

**I**magine that you are a huge, reddish-orange cat covered in bold black stripes. You'd be a tiger, of course – one of Earth's most beautiful and amazing animals.

Every tiger has a different pattern of stripes. These patterns help tigers hide in the forests and grasslands where most of them live.

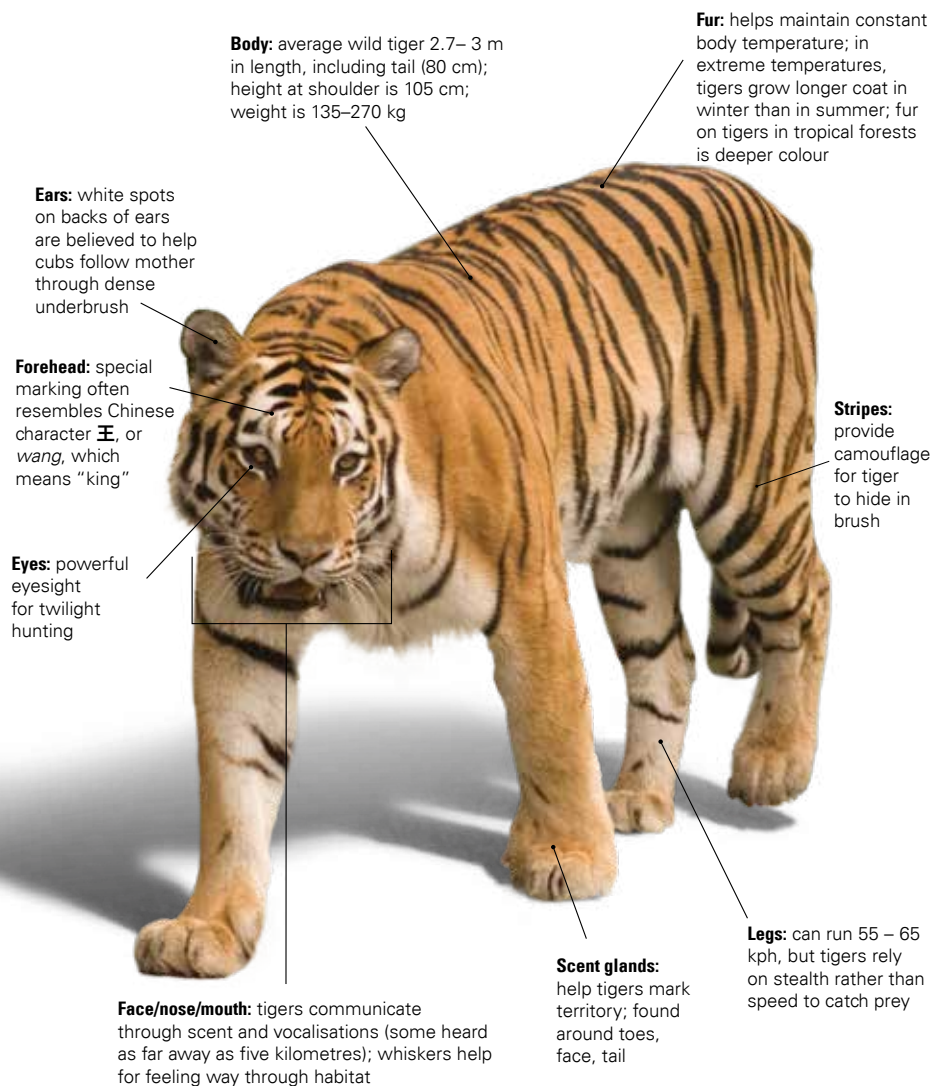
For thousands of years, these big, striped cats have been symbols of beauty, charm, luck, and power. Tigers are also important to the ecosystems – communities of plants, animals, and environments – in the places where they live.

## Why Tigers Matter

Tigers are important meat eaters within their **food webs**. Protecting tigers helps to protect many other living things. Today, tigers need protecting as well. There are only a few thousand tigers alive in the wild worldwide, and they are dangerously close to disappearing forever.

Many types of tigers once lived in different habitats across Asia. Now wild tigers only live in certain small areas. These areas have large, hoofed animals – such as deer and

wild pigs – that are tigers' main foods. The places where tigers live need to have water as well as dense plants that help them hide while hunting.





## Threats to Tigers

In the twentieth century, three types of tigers disappeared – or became **extinct** – forever: Caspian tigers, Javan tigers, and Bali tigers. A fourth type, the South China tiger, may also no longer live in the wild. All of the surviving types of tigers are **endangered**, and as few as 3,000 tigers remain in the wild. Most of these are Bengal tigers. The other kinds of wild tigers alive today are Amur (or Siberian) tigers, Indochinese tigers, and Sumatran tigers.

Tigers are in danger for several reasons. One reason is that more humans are moving into their habitats. People are replacing wild lands with houses, roads, and farms. This is forcing wild tigers to live in small 'islands' of habitat that are not connected – a process called **habitat fragmentation**. As habitat fragmentation



increases, tigers have a harder time surviving.

Another problem for wild tigers is food. People are hunting the same animals that tigers depend upon. When they cannot find wild animals to hunt, tigers may wander into villages to eat cows and other livestock. More contact with humans often leads to more deaths for both tigers and people.



© IFAW

### Tigers in Captivity

Around the world thousands of tigers are kept in cages and behind bars. In China, tiger farms keep about 6,000 tigers to breed them for parts and products (see page 66). In the U.S.A., there are between 5,000 and 10,000 captive tigers. Many are kept as pets and live in cramped and miserable conditions. These tigers cannot be released to the wild because they do not have the skills they need to survive.

The most direct danger to wild tigers is the illegal buying and selling of their body parts. Tigers are illegally poached – poisoned, trapped, and shot – because some people will pay high prices for tiger parts such as bones, skins and meat.

© Photolibrary

Tigers are symbols of strength and courage. These same qualities make tigers into targets for hunters and wildlife traders. IFAW works to protect wild tigers from poaching, illegal trade and habitat loss.





## Focus Country: India

More wild tigers live in India than anywhere else. At the beginning of the 20th century, about 40,000 tigers lived there. However, in 2010, as few as 1,909 tigers were left.

Tiger shooting was banned in India in 1970. In 1973, the government of India started Project Tiger to save its remaining tigers. Project Tiger began by setting aside nine large forested areas as **tiger reserves**. By 2012, the number of tiger reserves in India had grown to 39.

Wild tigers need the right kind of habitat to survive. They also need protection from poaching. Thousands of wildlife guards now protect tigers from poachers in the reserves. Guards also work along India's borders to stop illegal trade in tiger parts with other countries.

Project Tiger has helped to protect more than tiger habitat. It has also encouraged people to use land more wisely and to help maintain ecosystems with many forms of life. This effort in India shows that doing good things for tigers is often good for humans and other animals as well.



© IFAW-WT/V. Menon

IFAW played an important part in bringing tigers back to India's Sariska Tiger Reserve after poachers killed all of its wild tigers. IFAW has also trained and supplied nearly 8,000 anti-poaching officers in India.

## Climate Change

Climate change is putting the habitat of a large group of wild tigers in danger. The sea level is rising worldwide due to ice melting and other warming effects. The rising water threatens to flood the swampy forests along India's border with Bangladesh. If nothing changes, scientists predict that the forests there will disappear within 50 to 90 years. If the forests disappear, the tigers that live in them will vanish as well.



www.babakoto.eu



Satellite image © NASA Earth's Observatory

The dark green on this map shows the swampy Sundarbans area where tigers live. This area is less than one metre above sea level in most places.



## Focus Country: China

Experts believe that China was the birthplace of the world's first tigers two million years ago. Very few, if any, wild tigers live in China today, but more than 6,000 tigers live on tiger farms there. The farms are allowed to stay open to put on tiger shows for visitors, but the owners of the farms also breed tigers and kill them to make medicines and other products. They can make a lot of money selling these products.

China has had a law against buying and selling tiger parts and products since 1993, yet



Tiger cubs are separated from their mother as early as three months of age at a tiger farm in China.

people still buy and sell tiger products today. Tiger-farm owners want the law to change to allow them to sell more.

They argue that people still want to buy the products. They say that it would be better for people to buy products made from farmed tiger parts than from wild tiger parts. They claim that this will help protect wild tigers.

People who work to protect wild tigers disagree. They point out that the buyers of tiger products think wild tiger products have stronger effects than farmed tiger products. Because of this, poachers can make a lot of money killing wild tigers and selling their parts. Tiger protection groups argue that making it legal to sell the products will simply cause more poaching.

The sale of any dead tiger puts wild tigers in danger, so **conservation** groups keep pushing for stronger laws and better **law enforcement** in order to reduce the use of tiger parts.

## Tigers and Traditional Medicine

In many Asian cultures, traditional beliefs say that certain tiger body parts can heal people. People believed that medicine made from tigers would give them strength because tigers are strong animals.

Today, people who use traditional medicine recognise the importance of protecting tigers so they have worked to find products to replace the ones made from tiger parts.



© IFAW

Tiger-farm supporters say that tiger parts are needed for traditional medicine. However, the traditional medicine community has said that people should use other medicines that don't include tiger parts.



## Focus Country: Russia

Amur tigers (Siberian tigers) once lived all across the Russian Far East and into China and Korea. By the 1940s, they had all been hunted and killed except for a few in a small corner of Russia. People there worked hard to keep tigers alive in the wild, and their numbers slowly grew.

Then, in the early 1990s, something changed. The number of these tigers started to drop, by as many as 70 tigers per year. One important reason was that poaching had increased in Russia.

To fix this problem, the Russian government and several conservation groups created six teams of people to stop the poaching. The results were amazing. In 1995, only 13 tigers were poached, followed by 18 in 1996. The anti-poaching teams were a huge success.

© Save The Tiger Fund



To help save Russia's last wild Amur tigers, IFAW supports tiger patrol teams that work to combat poaching in the Russian Far East.

Wild tigers are still in trouble in Russia. Poaching is still a challenge. However, the anti-poaching teams and new laws are providing important protection for wild tigers in this region.

## Extinction Is Forever

Tigers are very close to disappearing forever if people do not work to protect them. It is encouraging that people from all the countries where tigers live are beginning to hold meetings about

conserving tigers, but there is still work to do. People must co-operate to protect tiger habitat, stop poaching, and fight illegal sales of tigers and tiger parts so these magnificent wild animals can be saved.

© IFAW/M. Vorontsova



Every year, the city of Vladivostok in the Russian Far East holds a Tiger Day celebration. It attracts thousands of people and encourages them to protect, not poach, the remaining wild tigers in Russia.



© IFAW/W. Poole

## Tiger Cub Rescued

IFAW and other groups in Russia recently helped save an orphaned wild tiger cub. The cub was fed special meals. It was trained to hunt and to keep away from humans. Six months later, it was released in a nature reserve. Most orphaned tiger cubs cannot be released after rescue; they lack the skills needed to survive. The cub was lucky to have a second chance at life in the wild.



## Glossary

**ecosystems:** interacting communities of plants, animals, and the non-living components of the environments in which these plants and animals live

**endangered:** in danger of dying out completely

**extinct:** no longer living or existing (as in a species that no longer exists on Earth)

**food webs:** diagrams that show how energy moves between living things in an ecosystem as the living things eat one another

**habitat fragmentation:** the process of breaking up a habitat into smaller and more disconnected patches, which often happens when humans build roads and homes, farm and log forests.

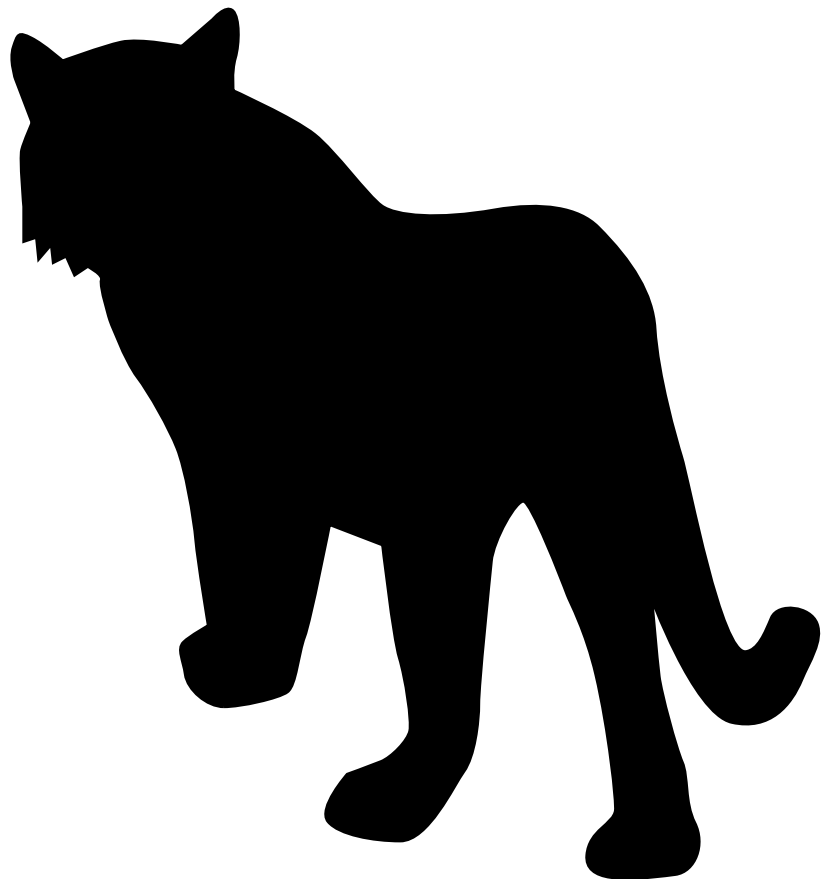
**law enforcement:** activities that ensure that laws are followed

**opposing:** disagreeing with, or arguing against, a different viewpoint or practice

**poached:** hunted or taken illegally

**smuggle:** to bring materials across a border illegally

**tiger reserves:** areas of land where tigers are protected





# Think Twice Pledge

Use your purchasing power, while on holiday and at home, to help protect tigers and other animal victims of wildlife trade. If you don't buy, they don't die!



## 1. Buy locally made, non-wildlife souvenirs

If you really want to buy souvenirs, why not choose locally made handicrafts that benefit local communities? Beaded jewellery, wood carvings, paintings – items not made from animals – are good choices. You might also consider donating to, or visiting, projects that conserve habitat and protect endangered species, such as animal sanctuaries and wildlife rehabilitation centres.

## 2. Think About Animal Welfare

Don't take part in any activity that is cruel to animals or promotes the poaching of wild animals. Examples include trophy or sport hunting, having your photograph taken with chimpanzees or other performing animals, visiting circuses or bullfights, or taking rides on sick, over-worked or badly treated horses, donkeys, elephants or camels. They may look harmless, but activities like these can inflict cruelty to individual animals and encourage the over-exploitation of wildlife.

## 3. Report Endangered Species Products

If you suspect you have seen or been offered an endangered species product:

### On Holiday

- Notify the local police, your hotel management, tour operator or the local tourist board – and warn your fellow travellers.

### At Home

- Notify your local police.
- Explain the dangers of buying products made from endangered species to your friends and family.
- Ask friends and family to set an example by giving any endangered species products they may have bought in the past to the proper authorities to be destroyed.

## 4. Choose Responsible Ecotourism

Ecotourism is tourism that has the least possible impact on the environment. It's the responsible way to see the world's wonders. But be careful – some tour operators and hotels use the label 'ecotourism' because it's fashionable when, in fact, their operations leave much to be desired. If possible, try to stay in a hotel or lodge that employs local people, uses local food and other products such as building materials and/or contributes to the local community in some other way. The resort should also have minimal environmental impact and use water and other precious resources wisely. Learn as much as possible about the culture, language and wildlife of the country you are visiting. Be respectful of local culture and traditions. Embrace the experience while expanding your view of the incredible, diverse world we all share.

## 5. Help Spread the Word

Help IFAW spread the message: Think Twice, Don't Buy Wildlife Souvenirs. Working together, we can stop the illegal trade in wildlife. We can ensure that wild animals, like tigers, are left in the wild where they belong. If we don't buy, they won't die.

**For more information, visit our website: [www.ifaw.org](http://www.ifaw.org) and click on 'Our Work', 'Fighting Wildlife Trafficking'.**



**IFAW is an animal welfare and conservation charity that rescues and protects animals around the world. We work with governments, customs officials and rangers on the ground to protect tigers and other wildlife being killed at an alarming rate for trinkets, potions and fashion. We have trained thousands of rangers in Kenya, India and Russia and are working with local communities to find solutions to human-animal conflict that puts both animals and people at risk.**

## **Animal Action Education**