

- TIGER FUN FACTS
- TIGER Q&A
- WHY TIGERS MATTER
- THE THREATS TIGERS FACE
- HOW WWF IS HELPING TIGERS
- WHAT KIDS CAN DO

**TEACHING TOOLS
ABOUT**



TIGERS





WILD CLASSROOM

WWF's Wild Classroom connects educators and parents with the tools and resources they need to help kids explore and understand the world around them. Visit wildclassroom.org to choose from a growing library of animal- and nature-related teacher's guides, fact sheets, and activity plans that you can use to enhance your science, writing, art, and other lessons.

Together we can inspire the next generation to build a future where people and nature thrive!

TIGERS

● Tiger Fun Facts

- The average tiger has more than 100 stripes. No two tigers have the same stripe pattern.
- Tigers are solitary animals. They almost always travel alone, except for mothers and their cubs.
- Individual tigers roam across large areas of land, which are called their home ranges. To protect one tiger, we must conserve around 25,000 acres of forest.
- A tiger can consume up to 88 pounds of meat at one time!
- Tigers love water and are fantastic swimmers.
- They have super soft pads on their feet, so they can move soundlessly when stalking prey.
- Tigers are so powerful, they can take down prey weighing up to five times their own body weight.
- A tiger's tail is around three feet in length. It is mainly used for balance, but it also helps them with visual communication. A tiger shows it is relaxed by letting its tail hang loosely. If a tiger is feeling aggressive, it will rapidly move its tail from side to side or hold it low, with occasional intense twitches.
- Tigers communicate by making many different sounds—including roars, grunts, growls, mews, moans, chuffs, hisses, gasps, and snarls.
- Tiger roars are powerful and can travel long distances; they can be heard as far as two miles away!
- Cubs are born blind and do not open their eyes until about 6–14 days after birth.
- Tigers see six times better in the night than humans do.



● Tiger Q&A

What is a tiger's extinction risk?

Tigers are currently listed as endangered.

How many tigers are in the wild?

As few as 3,890 wild tigers currently exist in the wild. This number is very low, compared with their numbers at the turn of the 20th century, when there were approximately 100,000 wild tigers.

Where do tigers live?

Tigers are found in amazingly diverse habitats: tropical rain forests, evergreen forests, temperate forests, mangrove swamps, grasslands, and savannas.

There are currently 13 countries that tigers range across: Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Lao PDR, Malaysia, Myanmar, Nepal, Russia, Thailand, and Vietnam. While that may seem like a lot of countries, this doesn't mean tigers have a lot of range area left. Due to expanding human activity, tigers have lost 93% of the land where they used to range in these areas.

What is a tiger's weight?

220–660 pounds

How big is a tiger?

4–10 feet long

How many subspecies of tiger are there?

There are nine subspecies of tiger, three of which are extinct. Those still roaming in the wild include the Sumatran tiger, Amur tiger, Bengal tiger, Indochinese tiger, South China tiger, and Malayan tiger.

How do tigers raise their young?

Because tigers prefer to travel solo, female tigers do not stay with their male mates, and they raise their cubs on their own. Female tigers normally have their first litter between the ages of three and six, with pregnancy lasting around 103 days. While tigers can have up to seven cubs in a litter, usually they will have just two or three. At first, tiger cubs are totally dependent on their mother's milk, but they begin to learn to hunt with help from their mother, from age one and a half to age two. After this point, they will leave their mother to find their own territories. She'll be ready to breed again soon after.



● Why Tigers Matter

They keep nature in balance, for the good of all.

Millions of people around the world depend on forests for hunting, gathering, small-scale agriculture, medicine, paper, wood, and other forest products. As a large predator, the tiger plays a key role in maintaining healthy forest ecosystems. The tiger's hunting activity helps keep the numbers of other animal populations under control, which in turn helps keep the land intact and other environmental factors in balance—like water and food availability. Keeping these things steady and balanced is important to the well-being and health of humans as well as the animals who live in these areas—so that means by saving tigers, we are helping people too.

Protecting tiger territory protects many other animals.

Just one tiger's range is home to hundreds of other endangered animals and plants. So when we protect one tiger, we can save so much more than just that one animal.

They can help communities in need.

Tigers can directly help some of the world's poorest communities. Where tigers exist, tourists go. And where tourists go, eco-friendly tourism projects can be created, providing sustainable livelihood opportunities for communities with few other alternatives for income.

They are living legends.

How often can you say that an animal found in myths and legends actually exists in the real world? This is the case for tigers. For centuries, they have captured our imaginations and inspired awe. If they were to go extinct, we would no longer be able to see this living legend in our world.



● The Threats Tigers Face

Tigers require prey, protection, and room to roam in order to flourish, but certain human activities threaten their forest habitat and their ability to survive in the wild. Here are some of the human-generated threats they face:

Habitat loss

Tigers are territorial and require large areas in which to roam. As human populations grow, the forest areas where tigers roam are at greater risk of being wiped out or fragmented due to agriculture, timber, and development activities (e.g., the building of roads and infrastructure). This can make it increasingly hard for the animals to move around and breed, which leads to decreased population growth. Tigers have lost 93% of their historic range due to deforestation, forest degradation, and forest fragmentation.

Poaching and illegal trade

Poaching is the biggest immediate threat to wild tiger populations. Every part of the tiger—from whisker to tail—is traded in illegal wildlife markets, mostly for use in traditional medicine.

Human-tiger conflict

People and tigers increasingly compete for space. As forests shrink due to human activity, prey gets scarce and tigers are forced to hunt domestic livestock, which many local communities depend on for their livelihood. As a result, tigers are often killed or captured in retaliation for livestock loss. This conflict threatens the world's remaining wild tigers and poses a major problem for communities living in or near forests with tigers.

Climate change

Climate change could speed up tiger habitat loss even further. For instance, rising sea levels caused by climate change can lead to flooding and threaten to wipe out areas in the Sundarbans region of India and Bangladesh, along with the last remaining habitat of the tiger population there. Also, intense droughts in Southeast Asia could affect vulnerable and fragmented pockets of rain forest, leaving jungle-living tigers with nowhere to live. These severe and unpredictable climate change-related weather impacts can make it difficult for tigers to adapt and survive.



● How WWF Is Helping Tigers and the Forests Where They Live

Environmental organizations like WWF are dedicated to protecting tigers and increasing their population numbers, as well as protecting the places they live. Here are some of the things we are doing to help tigers survive the many threats they face:

Eliminating tiger trade

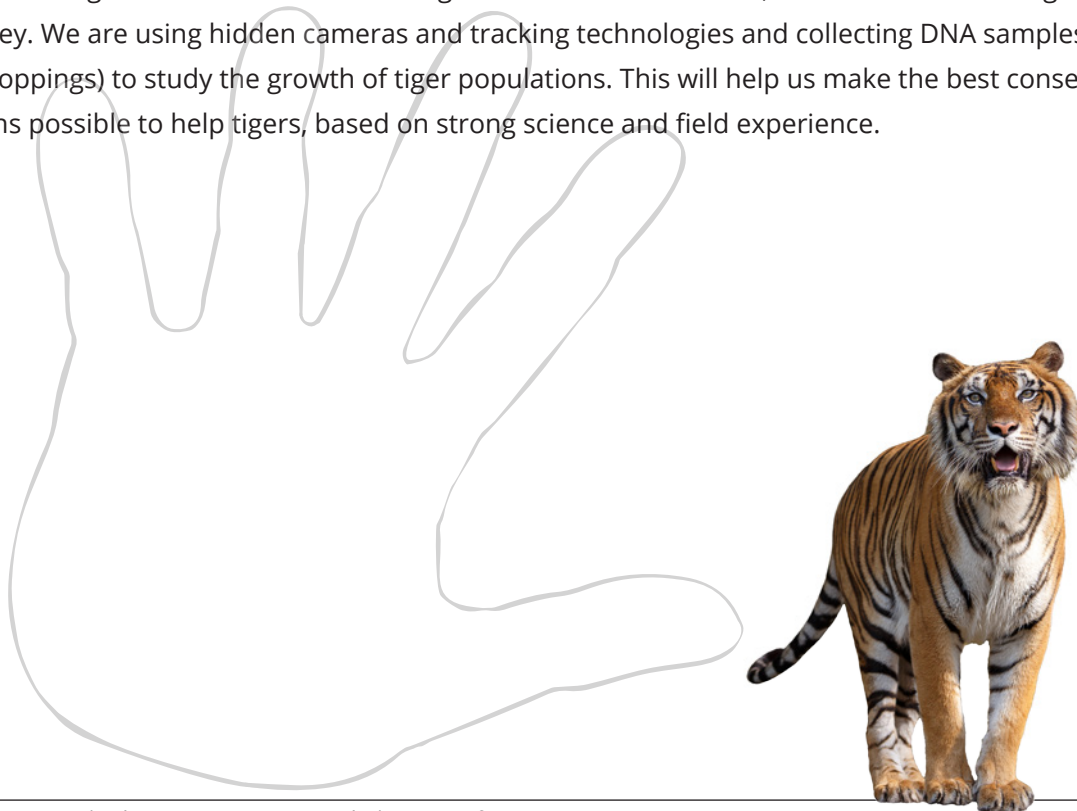
Trade in tiger parts and products is a major threat to wild tiger survival. WWF works together with TRAFFIC, the global wildlife trade monitoring network, to stop wildlife criminal networks, help governments shut down black markets, and change consumer behavior.

Protecting and connecting tiger habitat

To save tigers, we need to protect the forest habitats across Asia where they range. We are working to save these biologically diverse places and the routes that tigers use to travel through them by establishing and maintaining protected areas there and promoting sustainable forestry methods.

Monitoring tigers and their prey

WWF is working to double the number of tigers in the wild. To do this, we need to observe tigers and their prey. We are using hidden cameras and tracking technologies and collecting DNA samples from scat (droppings) to study the growth of tiger populations. This will help us make the best conservation decisions possible to help tigers, based on strong science and field experience.





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● What Kids Can Do

WWF works to protect tigers all around the world, but kids can help protect them right here at home! Here are some things kids can do to help save tigers and other animals:

Buy eco-friendly paper products

Tiger habitat is at risk of being destroyed when forests are cut down irresponsibly and converted to products such as tissue, toilet paper, and wooden items. We can help tigers by opting to buy 100% recycled or FSC-certified paper and wood products. Look for the FSC logo on paper items in your local stores:



This logo indicates that the product came from responsibly managed forests where smart planting, logging, and other methods were used to ensure the long-term protection of forests and the people and animals who live in them—including tigers.

Be aware of the illegal wildlife trade

Poaching and the illegal wildlife trade are a huge threat to the future of tigers and other endangered wildlife across the world. Never buy any products that come from tigers or endangered animals. Examples of these include tiger skins, jewelry made from claws and teeth, tiger whiskers, tiger bone wine, tiger meat, and any medicine that contains tiger derivatives.

Spread the word

Kids can talk to their parents and friends about what they have learned about tigers and ask them to do the things on this list, too!

Start a fundraiser and be the heroes nature needs

Students can make a big difference for tigers and other wildlife by starting a class or individual fundraiser. An easy way to do this is by using WWF's Panda Nation online fundraising tool.

Whether you want to do a fundraiser just for your class, host a school-wide animal awareness day, or host a class bake sale, you can use Panda Nation to do it. Funds raised through Panda Nation will help WWF protect threatened species and wild places around the world.

Getting started is easy. Just visit www.pandanation.org.



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TIGERS

● More Tiger Teaching Tools

Tiger fill-in-the-blank worksheet

This word puzzle is designed to match the educational content in this guide (with an answer key).

Tiger learning activities

Within the Tiger Toolkit are six fun, engaging activities designed to help students learn about tigers and their habitat:

Trees and Tigers—Social Studies

Through this scavenger hunt and data collection exercise, students learn about the importance of forest conservation by discovering the immense number of forest products that humans use.

The Missing Piece—Science

Students participate in a fun engineering challenge to learn about relationships within an ecosystem and the problems forests are faced with when they lose one of the star players—the tiger.

I'm Proud of My Stripes—Arts Education

Students celebrate their artistic and creative individuality by designing their own unique tiger mask while learning about tigers' physical characteristics.

Do the "Write" Thing for Tigers!—Language Arts

This explanatory and persuasive writing exercise allows students to gain a sense of empowerment by composing a letter that addresses the threats tigers face and why it's important to protect them.

A Look Through a Tiger's Eyes—Language Arts

Students express their imagination and use their creative writing skills by putting themselves in a tiger's world to compose a descriptive journal entry from a tiger's point of view.

Deforestation Musical Chairs—Physical Education

This tiger-themed twist on a classic game will allow students to understand how poorly managed or illegal deforestation affects tigers around the world.

Tiger poster

Create an inviting learning space with this free downloadable poster of a WWF tiger image.

WWF Together app

For more fun, interactive tools and information about tigers and other wildlife, download the [WWF Together app](#).



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TIGERS



Name: _____ Date: _____

TIGER Fill-in-the-Blank

Complete the puzzle with words related to the tiger. Use your tiger fact sheet to help you.

1. Tigers love water and are fantastic _____ S _____
2. A tiger's tail is mainly used for _____ _____ A _____
3. Tigers can take down prey weighing up to _____ times their own body weight. _____ V _____
4. Tigers almost always travel _____ _____ E _____
5. To protect one tiger, we must conserve around 25,000 acres of _____ _____ T _____
6. A tiger can see six times better in the dark than _____ can. H _____
7. A tiger can consume 88 pounds of _____ at one time. _____ E _____
8. Tigers _____ by making different sounds. _____ T _____
9. Tiger cubs are born _____ and don't open their eyes for 6-14 days after birth. _____ I _____
10. Individual tigers will roam across large areas of land called their home _____. _____ G _____
11. Tigers have super soft pads on their _____. _____ E _____
12. A tiger's _____ can be heard as far as two miles away. R _____
13. The average tiger has more than 100 _____. S _____



WILD CLASSROOM

TIGERS



TIGER Fill-in-the-Blank | ANSWER KEY

Complete the puzzle with words related to the tiger. Use your tiger fact sheet to help you.

1. Tigers love water and are fantastic _____.

S W I M M E R S

2. A tiger's tail is mainly used for _____.

B A L A N C E

3. Tigers can take down prey weighing up to _____ times their own body weight.

F I V E

4. Tigers almost always travel _____.

A L O N E

5. To protect one tiger, we must conserve around 25,000 acres of _____.

F O R E S T

6. A tiger can see six times better in the dark than _____ can.

H U M A N S

7. A tiger can consume 88 pounds of _____ at one time.

M E A T

8. Tigers _____ by making different sounds.

C O M M U N I C A T E

9. Tiger cubs are born _____ and don't open their eyes for 6-14 days after birth.

B L I N D

10. Individual tigers will roam across large areas of land called their home _____.

R A N G E S

11. Tigers have super soft pads on their _____.

F E E T

12. A tiger's _____ can be heard as far as two miles away.

R O A R

13. The average tiger has more than 100 _____.

S T R I P E S



Learning Activity:

I'm Proud of My Stripes!

Activity Type	Arts and crafts—mask making
Focus Areas	Arts education
Time Required	20–30 minutes

● **Overview**

This craft activity allows students to celebrate their artistic and creative individuality while learning about tigers' physical characteristics. Students learn fun tiger facts—including how each tiger has its own unique stripe pattern—and then each student designs a unique tiger mask, ultimately learning a lesson about how we can all be proud of our unique “designs.”

● **Objective**

At the completion of the activity, students should be able to:

- Describe physical characteristics of a tiger.
- Incorporate their understanding of a tiger's unique physical appearance into the design and creation of a wearable mask.

● **Subject and Standards**

National Core Arts Standards

- **Creating**
 - Anchor Standard #1: Generate and conceptualize artistic ideas and work.
 - Anchor Standard #2: Organize and develop artistic ideas and work.
 - Anchor Standard #3: Refine and complete artistic work.
- **Responding**
 - Anchor Standard #7: Perceive and analyze artistic work.
 - Anchor Standard #8: Interpret intent and meaning in artistic work.
- **Connecting**
 - Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.



● Materials Needed

- Copies of the tiger mask template (included below)—one per student
- Coloring utensils: crayons, colored pencils, markers
- Scissors
- Hole punch
- Elastic string
- Optional: pipe cleaners, tissue paper, recycled cardboard

● Activity Procedure

Part 1: Introduction and Preparation

- Ask the students to share what they already know about the physical characteristics of tigers. Be sure to add to the discussion that most tigers have more than 100 stripes on their body and that no two tigers have the same stripe pattern. This makes each tiger unique, just like the students are.
 - The different stripe patterns can also be compared to how no two humans have identical fingerprints. In the same way that we can identify different people through fingerprint patterns, scientists can identify different tigers by their stripe patterns.
 - Tigers see six times better in the dark than humans do.
 - Tigers are the only large cat species to have distinctive striping on their hair AND skin.
 - Their whiskers are around six inches in length and are used to help them navigate in the dark and sense where to bite their prey.
 - Tigers' hearing is the most acute of all their senses and is very useful for hunting. They can rotate their ears like a radar dish to detect the origins of sounds.
 - Tigers have white circular spots on the backside of their ears. Some believe they function as "false eyes," confusing a potential predator, while others believe the spots communicate aggression when tigers twist their ears around.
 - Tigers have about 30 teeth ranging from two to three inches in length.
- Prepare the students for the activity by telling them that they will use this information about a tiger's appearance to create one-of-a-kind tiger masks as unique as they are.



Part 2: Activity

- Provide each student with a copy of the tiger mask template (included below), coloring supplies, and scissors. For extra support and durability, glue or tape recycled cardboard to the back of the mask template.
- Instruct the students to decorate the mask using the various coloring utensils. The goal is to get creative and have each mask look different from anybody else's. Encourage them to use their imagination and artistic license—they can draw in their own individual stripe patterns and use all kinds of unique colors and designs.
- Once they have finished coloring, have them cut the mask template out carefully along the borders, remembering to cut out the eyeholes. Adult assistance may be required, especially if you are having to cut through cardboard.
- If you wish, you can also have them add other elements to the masks to make them even more unique. Provide other craft materials, such as pipe cleaners (for whiskers), tissue paper (for fluffy fur or ears), etc.
- To complete the mask, help them punch holes where the black circles are marked on the template and add some elastic string to keep the mask in place.

Part 3: Discussion and Assessment

- Ask the students to hold up their masks and compare them, pointing out differences between them.
 - Reiterate that scientists are able to study individual tigers in the wild by identifying each tiger's stripe patterns. Ask whether the students think they could differentiate each other by the looks of their masks. Emphasize that just like tigers, each student is unique and has a unique imagination and features, but that the class also has many things in common—including all being the same species!
 - Suggest a challenge where they wear the masks for a period of time and then see if they start to recognize each other by how their masks look.



Extended Learning Options

- Assign a writing prompt that asks students to write about what makes them unique and why they're glad to be who they are—and/or why they are glad to be a part of their class.
- Extend the post-activity discussion to cover other physical traits tigers use to communicate with each other—like their distinct sounds and movements—and compare it to how humans use sound and body language to communicate. For example:
 - Tigers can communicate using various sounds—including roars, grunts, growls, mews, moans, chuffs, hisses, gasps, and snarls. Each sound is used to convey a different message. A roar usually demonstrates dominance; a moan communicates submissiveness. By using sounds to communicate their moods, they are communicating to other tigers whether they're safe to approach.
 - A tiger's tail is around three feet in length and is used for balance and communication. If the tiger is relaxed, the tail will hang loosely; if the tiger is aggressive, it will move side to side rapidly or hang very low, with occasional twitches.
- Download the [WWF Together app](#) and explore the tiger segment. To augment the facts about tigers' vision, you can use the interactive tool that shows students what tiger vision looks like compared with human vision.
- Start a class fundraiser to protect tigers and other wildlife and their habitats using WWF's online fundraising tool, Panda Nation. Learn more at www.pandanation.org.

Additional Background Info

You can use the information found at the links below to enhance your discussion with the class, or you may want to share some links directly with students if you determine they are grade-level appropriate.

- Article: [WWF Featured Species: Tiger](#)
- Article: [Where Do Tigers Live? And Other Fun Tiger Facts](#)

For more fun classroom activities with a focus on wild species and conservation, visit wildclassroom.org.

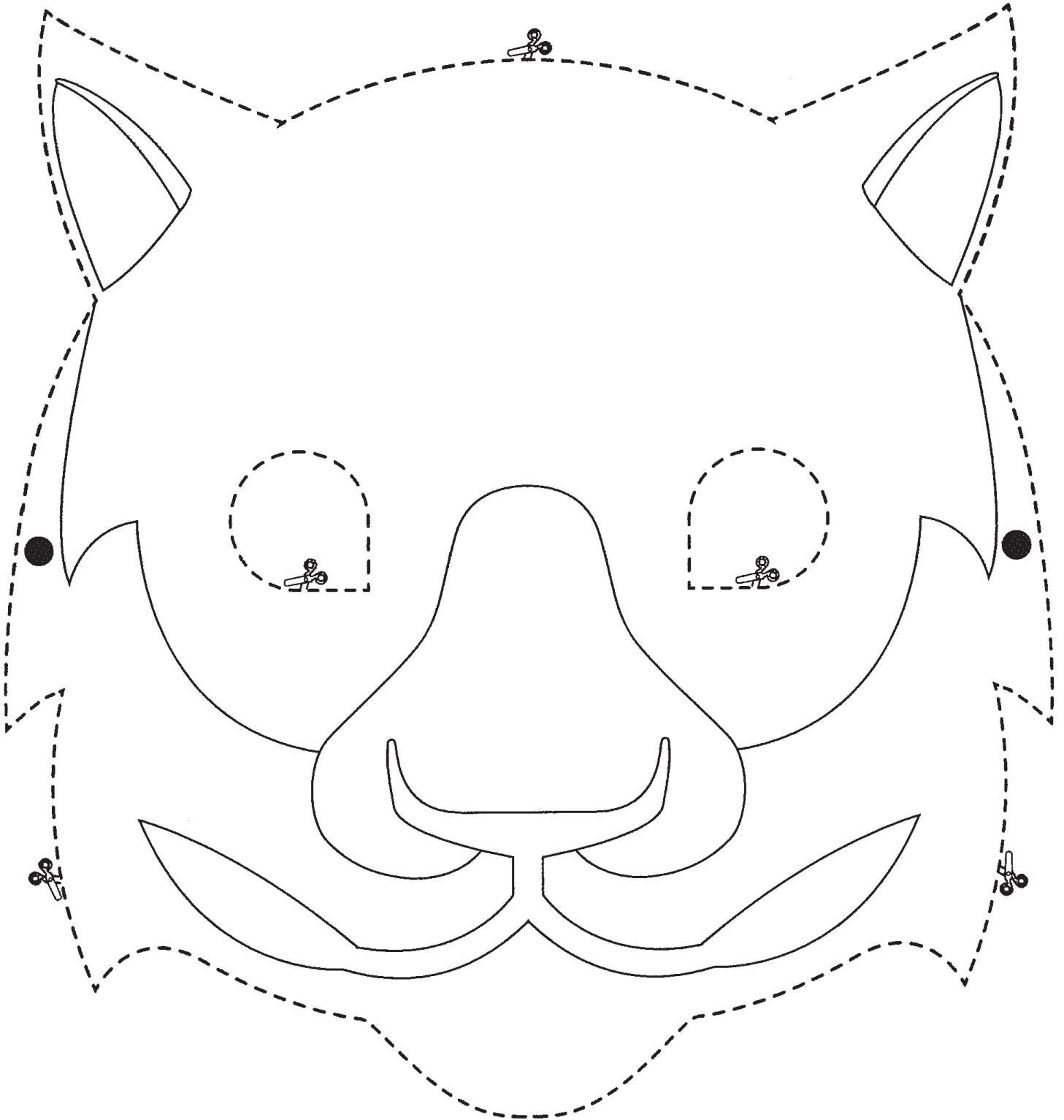


WILD CLASSROOM

TIGERS

Be proud of your stripes!

No two tigers' stripes are exactly the same, just like no two kids are exactly the same. Use your imagination, your art supplies, and the drawing below to create a colorful tiger mask that is as unique as you are!



**Learning Activity:****A Look Through a Tiger's Eyes**

Activity Type	Creative writing
Focus Areas	Language arts
Time Required	30 minutes

Overview

In this exercise students get to express their imagination and use their creative writing skills by putting themselves in a tiger's world. Students will read facts about tigers and use the information to compose a descriptive journal entry from the tiger's point of view. If technology is available, at the completion of the writing prompt, students can further visualize their stories by using the [WWF Together app](#) to see through a tiger's eyes and compare their visual acuity with that of a tiger.

Objective

At the completion of the activity, students should be able to:

- Gain knowledge and insight into the physical and behavioral characteristics of a tiger, as well as the kind of habitat where a tiger makes its home.
- Use elaborative and descriptive language in the form of storytelling.
- Optional: Utilize technology to participate in visual simulations.

Subject and Standards

Common Core Standards: English Language Arts

- RF. 3.3/4.3/5.3: Know and apply grade-level phonics and word analysis skills in decoding words.
- RF. 3.4/4.4/5.4: Read with sufficient accuracy and fluency to support comprehension.
- RI. 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI. 3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.



- RI. 3.4/4.4/5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3/4/5 topic or subject area.
- W. 3.3/4.3/5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W. 3.4/4.4/5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W. 4.9/5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Materials Needed

- [Tiger Educator's Resource Guide](#)
- Paper
- Writing utensil



Vocabulary

- **Habitat:** a natural environment in which plants and animals live, breed, and get their food, water, and shelter
- **Predator:** an animal that obtains food by killing and consuming other animals; one that preys, destroys, or devours
- **Prey:** an animal taken by a predator as food



● Activity Procedure

Part 1: Introduction and Preparation

- Distribute a handout you have created using content from the [Tiger Educator's Resource Guide](#)—we suggest the sections “Tiger Fun Facts,” “Tiger Q&A,” and “Why Tigers Matter.” You may wish to adjust the language of this content depending on grade level.
- Students can read this content quietly on their own or with partners. Team reading is also an option—you can assign each member of the group a section to read aloud within the group.
- Hold a collective discussion reviewing and reflecting on this information. Depending on the comprehension and grade level of the students, defining specific vocabulary terms as related to tigers (predator, prey, habitat) can be incorporated into this discussion. (See the “Vocabulary” section.)

Part 2: Activity

- Using their fact sheet as a reference, the students will create a “journal entry” from the point of view of a tiger.
- Students should write from the first-person point of view, as if they were the tiger. Guide the students by telling them to imagine they're a tiger who is writing in a diary right before bedtime, reflecting on the day and recapping the things they did and the events that occurred. The students should incorporate what they learned about tigers into the journal entry, creating a descriptive story.

Part 3: Discussion and Assessment

- Let students share their journal entries, either by reading aloud to the class or exchanging with a peer.
- Have the students compare their stories and analyze what was the same and what was different.
- Since different students will choose to include different facts and details, initiate a discussion among students about what made them choose to incorporate certain tiger facts rather than others, and how students may have interpreted and incorporated the tiger information differently in their respective journal entries.



Extended Learning Options

- Download the [WWF Together app](#) and explore the tiger segment. Here you will find an interactive tool that gives students a literal look through a tiger's eyes—showing a side-by-side comparison of a tiger's visual perspective versus a human's. Depending on the technology available to you, explore this within the classroom or encourage parents to try it at home.
- Have students include an illustration with the journal entry, integrating an artistic element. This illustration should be a visual representation of their “look through a tiger's eyes” and include visual details so that someone, without reading the journal entry, could view the picture and be able to describe the tiger's day.
 - For more advanced students, the artistic element above could be used as the first step of the activity rather than the second. Have the students create the illustration first, based on the information, and then exchange drawings with a peer and complete a writing sample based on their interpretation of the peer's drawing.
- Start a class fundraiser to protect tigers and other wildlife and their habitats using WWF's online fundraising tool, Panda Nation. Learn more at www.pandanation.org.

Additional Background Info

You can use the information found at the links below to enhance your discussion with the class, or you may want to share some links directly with students if you determine they are grade-level appropriate.

- Article: [WWF Featured Species: Tiger](#)
- Article: [Where Do Tigers Live? And Other Fun Tiger Facts](#)
- Video: [Sumatran Tiger Cubs](#)—hidden camera footage that shows how two tiger cubs spent parts of their day



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Learning Activity:

Deforestation Musical Chairs

Activity Type	Game
Focus Areas	Physical education, science
Time Required	Approximately 10–20 minutes, depending on size of group

● Overview

This tiger-themed twist on a classic game will allow students to understand how poorly managed or illegal deforestation affects tigers around the world. The more trees (chairs) you eliminate, the fewer tigers are able to find a safe place to stay.

● Objective

At the completion of the activity, students should be able to:

- Define deforestation (see vocabulary list next page).
- Explain how poorly managed or illegal deforestation affects tigers, using cause-and-effect descriptors.

● Subject and Standards

Shape America National PE Standards—Highly Effective Physical Education

- **Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- **Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- **Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.



Next Generation Science Standards

- **3-LS4-3:** Biological Evolution: Unity and Diversity
 - Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- **3-LS4-4:** Biological Evolution: Unity and Diversity
 - Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Materials Needed

- [Tiger Educator's Resource Guide](#) (for background reading)
- Chairs (one fewer than the total number of participants)
- Device to play music on

Vocabulary

- **FSC logo:** indicates that a forest-based product has come from a forest that was certified to the standards set by the Forest Stewardship Council (FSC®). It verifies that the product came from responsibly managed forests where wood is harvested sustainably—which means smart planting, logging, and other methods were used to ensure the long-term protection of forests and the people and animals who live in them—including tigers
- **Habitat:** a natural environment in which plants and animals live, breed, and get their food, water, and shelter
- **Habitat loss:** the disappearance of natural environments (required for plants' and animals' survival) due to harvesting for human consumption and/or clearing to make way for agriculture, housing, roads, pipelines, and other forms of industrial development
- **Deforestation:** the conversion of forest to another land use or the long-term reduction of the tree canopy cover. This includes conversion of natural forest to tree plantations, agriculture, pasture, water reservoirs, and urban areas
- **Forest degradation:** the lowering capacity of a forest to supply products and other services due to changes within the forest that negatively affect its structure or function
- **Forest fragmentation:** breaking down large contiguous forests into smaller parts



● Activity Procedure

Part 1: Introduction and Preparation

- Prior to playing this game, students should have a foundational understanding of a tiger’s habitat and what the current threats to the tiger’s habitat are. [You can find this information in the [Tiger Educator’s Resource Guide](#), under the “Q&A” and “Threats” sections.]
- Define and discuss habitat loss, deforestation, forest fragmentation and degradation, and their effects on tigers. [This information can be found in the “Vocabulary” section above and in the [Tiger Educator’s Resource Guide](#).] Students should ultimately understand what causes these disruptions in a tiger’s habitat and how this negatively affects a tiger’s quality of life.
- After the discussion, set chairs around the room in whatever pattern you’ve selected (circle, random, etc.). The number of chairs at the start should be one less than the total number of participants.

Part 2: Activity

- Explain the rules of musical chairs to the students in case they are not familiar:
 - The music will play and stop at random intervals. When it stops, the goal is to sit in a chair as fast as you can. One student will be without a chair and will be forced to exit the game.
 - After each round, one additional chair is removed, causing one more member to be excluded from the game the next time the music stops. The game continues until only two players and one chair remain—and the last person to sit in the chair “wins.”
- In this version of the game, tell the students to think of themselves as the tigers and the chairs as the trees that make up the habitat in which they live. Whenever a new round starts, a chair (tree) will be removed, and after the music stops again, one tiger will no longer have a place to live and will be forced to leave.
- The person (tiger) who was able to sit in the last remaining seat (tree) when the music stopped is deemed the winner. But you can point out that even though there is one tiger who is still in the forest, there were a lot of tigers who were now left without homes because their habitat disappeared.

Part 3: Discussion and Assessment

- Once a winner has been named, lead into a discussion about cause and effect. If students are not familiar with this concept, give a brief overview. Explain how in the game, removing a chair after each round caused an additional student to not have anywhere to sit and therefore not be able to participate in the game (effect).



- Challenge students to relate this concept to real-world scenarios with tigers. What happens when a tiger doesn't have "anywhere to sit" (any trees)? Help them come up with potential scenarios such as loss of shelter and food, more exposure to humans who could hurt them, inability to travel to other areas to find other tigers to mate with and have cubs, etc. The goal is for the students to make the connection between deforestation and declining tiger populations.
- You can also discuss ways that kids and their families can help protect tiger forests. [You can find this information in the [Tiger Educator's Resource Guide](#), under the "What kids Can Do" section.] For instance, one way they can help protect tigers is by buying tree-originated products (tissue, paper towels, toilet paper, pencils, wood furniture, etc.) that are marked with the Forest Stewardship Council (FSC) certification logo (see the "Additional Background Info" and "Vocabulary" sections of this activity plan for more info).
 - Optional: Bring in some paper towels, tissues, toilet paper, pencils, or rubber balls with an FSC logo on the packaging, and pass them around for students to familiarize themselves with where they might find the logo on products. (Several major US brands of paper products commonly found in supermarkets are FSC certified.)

● Extended Learning Options

- Have students create tiger masks and wear them while they play musical chairs. This will help them visualize the deeper point of the game. A tiger mask craft activity with full instructions (called "I'm Proud of My Stripes") can be found in the Wild Classroom Tiger Toolkit. You could also design trees to tape to the chairs or use tree printouts to contribute to this effect.
- Have students complete the cause-and-effect worksheet included in this activity plan as a review and assessment of the knowledge they gained during the activity.
- Start a class fundraiser to protect tigers and other wildlife and their habitats using WWF's online fundraising tool, Panda Nation. Learn more at www.pandanation.org.
- Download the [WWF Together app](#) and explore the tiger segment for more fun, interactive tools and information about tigers.



WILD CLASSROOM

TIGERS

● Additional Background Info

You can use the information found at the links below to enhance your discussion with the class, or you may want to share some links directly with students if you determine they are grade-level appropriate.

- Video: [The Beauty and Challenges of Bhutan](#)—a discussion about how deforestation affects Bhutan, a country with tiger habitat, and how the country is working to protect its forests
- Article: [A Better Road Ahead for Tigers](#)—talks about protecting tigers from infrastructure development
- Interactive web feature: [Switch to FSC-Certified Products and Save Tigers](#)—helps kids think about where in their home they could be using FSC-certified products
- Article: [Forests, Pine Nuts, and Tigers](#)—a story about how protecting pine trees can help save the Siberian tiger and improve the livelihoods of local people, too
- Article: [What Is FSC Certification—and Is It Working?](#) explains the rigorous studies that have been showing how FSC certification helps reduce deforestation and improve other environmental factors
- Article: [Why the FSC Label Matters to Wildlife—and All of Us](#)—a reading that introduces the Forests Stewardship Council and outlines its standards for addressing environmental issues

For more fun classroom activities with a focus on wild species and conservation, visit wildclassroom.org.





TIGERS

Name: _____

Date: _____

Cause-and-Effect

View the cause-and-effect examples related to tigers below. Notice how an effect can often become another cause later—and that can create a new effect, and so on.

CAUSE

The human population is growing, and all those people need places to live and food to eat.

EFFECT

More houses, roads, and farms have to be built so the people have places to live and can grow enough food.

CAUSE

Houses, roads, and farms need to be built for more people.

EFFECT

To build houses, farms, and roads, the forests where tigers live are sometimes cut without a good plan for how to grow them back.

CAUSE

Forests where tigers live are sometimes cut down very fast, and often without a good plan for how to grow them back.

EFFECT

Tigers lose their home and have a hard time finding food to eat, which puts them in more danger.

NOW, YOU TRY!

Using the tiger examples above as a guide, fill in the blanks below with cause-and-effect examples from your own life. The first cause is provided for you.

CAUSE

I stayed up way past my bedtime.

EFFECT

CAUSE

EFFECT

CAUSE

EFFECT



Learning Activity:

Do the “Write” Thing for Tigers

Activity Type	Informative writing exercise
Focus Areas	Language arts
Time Required	30 minutes

● Overview

This explanatory and persuasive writing exercise gives students a fun way to develop their own sense of empowerment by learning how to advocate for an issue they care about—protecting tigers. Students will learn about tigers, their importance, and the threats they face. Using this information, students will compose a letter to a friend or family member about why protecting tigers is important and what they can do to help tigers survive.

● Objective

At the completion of the activity, students should be able to:

- Describe the current threats that tigers face.
- Present, in writing, an informative and explanatory opinion using logical reasoning to show why it’s important to protect tigers.
- Discuss ways in which they can help protect tigers.

● Subject and Standards

Common Core Standards: English Language Arts

- W. 3.1/4.1/5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W. 3.2/4.2/5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W. 3.4/4.4/5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.



Materials Needed

- [Tiger Educator's Resource Guide](#)
- Paper
- Writing utensil

Vocabulary

Terms describing an animal's conservation status (listed from lowest threat to highest):

- **Vulnerable:** considered to be facing a high risk of extinction in the wild
- **Endangered:** considered to be facing a very high risk of extinction
- **Critically endangered:** facing an extremely high risk of extinction in the wild
- **Extinct in the wild:** known only to survive in cultivation, captivity, or as a naturalized population well outside its past range
- **Extinct:** no reasonable doubt that the last individual of this species has died

Activity Procedure

Part 1: Introduction and Preparation

- Students should have an understanding of what makes a statement persuasive and opinionated versus explanatory and informative. If not, incorporate a brief overview of these concepts before starting.
- Provide to students the information from the following sections of the [Tiger Educator's Resource Guide](#): "Why Tigers Matter," "The Threats Tigers Face," and "What Kids Can Do." (You may wish to adjust the language of this content depending on grade level.)
- Then hold a collective discussion reviewing and reflecting on this information. Depending on the comprehension and grade level of the students, defining the various animal statuses (vulnerable, threatened, endangered) and where tigers fall within those categories can be incorporated in this discussion. (See "Vocabulary" section above.)
 - Tigers are currently listed as endangered on the International Union for the Conservation of Nature (IUCN) Red List. This means they are facing a very high risk of extinction, but are not yet critically endangered or extinct in the wild, so there is still some hope of saving them. Like most cats, tigers breed easily and often have multiple cubs in each litter. So if tigers are given the habitat, range space, and protection they need, their populations could increase.



WILD CLASSROOM

TIGERS

Part 2: Activity

- Now that the students have a foundational understanding of why tigers matter, the severity of tigers' extinction status, the threats they face, and how people can help save them, instruct the students to write a letter to a friend or family member of their choosing.
- This letter should incorporate both informative and persuasive writing techniques:
 - Informative: explaining why the world needs tigers and what is causing their numbers to decline
 - Persuasive: including suggestions to the recipient as to why it is important to help tigers and what the reader can do to help

Part 3: Discussion and Assessment

- Take suggestions from the students as to how they, individually or as a class, could contribute to the protection of tigers, based on the “What Kids Can Do” content from the [Tiger Educator's Resource Guide](#).

Extended Learning Options

- Start a class fundraiser to protect tigers and other wildlife and their habitats using WWF's online fundraising tool, Panda Nation. Learn more at www.pandanation.org.
- Download the [WWF Together app](#) and explore the tiger segment; use these interactive tools to help kids learn more about tigers and the threats they face.



WILD CLASSROOM

TIGERS

● Additional Background Info

You can use the information found at the links below to enhance your discussion with the class, or you may want to share some links directly with students if you determine they are grade-level appropriate.

- Interactive web feature: [Switch to FSC-Certified Products and Save Tigers](#)—highlights areas in the home in where one could use FSC-certified products
- Article: [What Is FSC Certification—and Is It Working?](#)—explains the rigorous studies that have been showing how FSC certification helps reduce deforestation and improve other environmental factors
- Article: [Why the FSC Label Matters to Wildlife—and All of Us](#)—a reading that introduces the Forests Stewardship Council and outlines its standards for addressing environmental issues

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Learning Activity:

The Missing Piece

Activity Type	Team engineering/building challenge
Focus Areas	Science
Time Required	45–60 minutes

● Overview

In this hands-on science activity, students participate in a fun engineering challenge to learn about the problems forest ecosystems are faced with when they lose one of their star players—the tiger. By using team-building skills and inquiry-based techniques, students will gain insight into the interconnectivity of natural systems.

● Objective

At the completion of the activity, students should be able to:

- Understand the relationship between organisms in an ecosystem.
- Explain the tiger’s key role in the health of its ecosystem.
- Define the need for the tiger’s protection and the wider consequences of its decline.

● Subject and Standards

Next Generation Science Standards:

- 3-5-ETS1-1 Engineering Design
 - Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2 Engineering Design
 - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-LS4-3 Biological Evolution: Unity and Diversity
 - Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.



- 3-LS4-4 Biological Evolution: Unity and Diversity
 - Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
- 5-LS2-1 Ecosystems: Interactions, Energy, and Dynamics
 - Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

● Materials Needed

- Roll of tape (1 per group)
- Prepare two bags per group, containing identical amounts of any of the materials below:
 - Straws
 - Paper clips
 - Toothpicks
 - Pipe cleaners
 - Cotton balls
 - Marshmallows
 - Popsicle sticks
 - String
 - Q-tips
 - Rubber bands
 - Spaghetti
 - Index cards

● Vocabulary

- **Ecosystem:** the living (plants, animals, other organisms) and nonliving (air, water, soil) components of an area that interact with each other in an interconnected way
- **Habitat:** a natural environment in which plants and animals live, breed, and get their food, water, and shelter
- **Interdependence:** the reliance all living things have on each other in order to survive
- **Predator:** an animal that obtains food by killing and consuming other animals; one that preys, destroys, or devours
- **Prey:** an animal taken by a predator as food





Activity Procedure

Part 1: Introduction and Preparation

- Students should be familiar with vocabulary terms relating to the interdependence of organisms. If not, incorporate a brief overview of terms such as interdependence, ecosystem, habitat, predator, and prey. (See the “Vocabulary” section.)
- Begin by asking students to brainstorm what activities they do every school day. These may be things like wake up, eat my breakfast, take the school bus, eat lunch, play at recess, do my homework, take a bath, etc.
- Then brainstorm what people and things students need in order to do the everyday activities they discussed. Select appropriate student responses and compile examples on the board in a web or table format:

ACTIVITIES I DO IN A DAY	PERSON OR THING I NEED THAT HELPS ME DO IT
Wake up Drive to my friend’s house to play	Mom
Eat dinner Wear clean clothes	Dad
Breathe	Air
Homework	Brother/sister
Prepare and eat lunch	Cafeteria workers
Drink Bathe Brush my teeth Use the toilet Wash my clothes	Water
Ride to school	Bus driver
Feel happy Talk/play	Friends
Learn	Teacher
Eat and keep from going hungry Stay full of energy	Food



- Now, challenge the students to review the assembled examples and see whether there are any listed that depend on each other. For instance:
 - They need clean clothes; they need their dad to wash their clothes; and their dad needs water to wash the clothes.
 - To play with their friends, they need to have energy; to get energy they need food; to get food they need the cafeteria workers who make them lunch. And then they need their mom to drive them to their friend's house.
- As students think of who needs who/what, make lines connecting things/people. At the completion of the discussion, the board should be cluttered with lines/arrows. Explain to the students that in order for an ecosystem or community to flourish, everybody has to work together and rely on one another. This is called interdependence. Each contributing person or factor plays a role, and without it, life would not exist as successfully.
- Explain that the same holds true for any ecosystem, including natural ones; organisms depend on one another, and if one is eliminated, it could offset the balance and flow of the entire system. To model this concept, students will now be doing a fun building exercise.

Part 2: Activity

- Divide the students into groups and give each team of students one bag of materials, plus a roll of tape. Instruct the students that with their team, their task is to design and build a tower using the materials in their bag and the tape.
 - They do not have to use every single material in their bag, but encourage them to be as creative as possible, with the goal being to build the tallest freestanding tower.
- Once each group feels it has completed the task, the group should notify you before moving to the next step. After you have approved their structure, supply the students with a second bag of materials (containing the exact same quantities of materials as their original bag), and remove their roll of tape from their supplies.
- Instruct the students that the second half of this challenge requires them to duplicate their original design and re-create their structure, but without the use of tape. This poses an obvious challenge, as most students will heavily rely on the use of tape in the building of their first tower.



Part 3: Discussion and Assessment

- Ask each group how successful it was in re-creating the structure without the use of tape. The groups can compare their challenges and discuss the level of difficulty in the second half of the activity compared with the first.
- Then focus back on the topic of ecosystem interdependence. Tell students that much like in their own lives, every living thing in a tiger's forest habitat depends on every other. Ask them to imagine that every object they used to build their tower is a different living thing within a forest where a tiger lives—different animals, plants, streams, etc. In the activity, the tape represented a tiger. When we eliminated the tape, we could no longer keep the tower in balance. The same thing will happen in a forest habitat. Because tigers are hunters, eliminating the tiger disrupts the population balance of other species in that habitat, which can then put other things out of balance, like water, food availability, and health. So, top predators like the tiger keep the forest strong—just like the tape kept the tower strong.
- Conclude the activity by bringing it back to the students' own web of interdependence. Refer to the list that you made at the beginning of the activity. Choose one thing from the list that appeared to be heavily relied upon and discuss what kind of domino effect its removal would have on the rest of the community. Explain that this works the same way in ecosystems like forests. In many instances, when one resource disappears, the organisms that depend on that resource are forced to make different choices, which can affect the overall health of the whole ecosystem and of that species specifically.

Extended Learning Options

- The complexity and amount of materials in the bags are at your discretion.
- The type of structure you assign can also be more or less advanced, depending on the grade level.
- Increase student engagement by including some form of competitive aspect in the activity (such as naming a winner for the tallest tower, most creative structure, most materials used, etc.).
- Start a class fundraiser to protect tigers and other wildlife and their habitats using WWF's online fundraising tool, Panda Nation. Learn more at www.pandanation.org.
- Download the [WWF Together app](#) for more fun, interactive tools and information about tigers and their habitats.

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Learning Activity:

Trees and Tigers

Activity Type	Data collection and evaluation
Focus Areas	Social studies, science
Time Required	45 minutes

Overview

One important way humans can help protect tigers is by protecting their forest habitat. In this discovery and data collection exercise, students uncover the immense number of products humans use that come from forests. Students will also learn to recognize the FSC® logo, and understand the importance of supporting products that come from responsibly managed forests.

Objective

At the completion of the activity, students should be able to:

- Gain experience collecting and interpreting data.
- Explain various ways humans use forest resources.
- Suggest an everyday method that can be used to help promote sustainable forestry.
- Identify the FSC logo and what it signifies.

Subject and Standards

National US Education Standards: Social Science

- NSS-G.K-12.5: Environment and Society
 - Understand how human actions modify the physical environment; understand the changes that occur in the meaning, use, distribution, and importance of resources.

Next Generation Science Standards

- 3-LS4-4 Biological Evolution: Unity and Diversity
 - Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.



● Materials Needed

- Paper
- Writing utensil
- Printouts of FSC logo tiger pledge—one for each student

● Vocabulary

- **FSC logo:** indicates that a forest-based product has come from a forest that was certified to the standards set by the Forest Stewardship Council (FSC). It verifies that the product came from responsibly managed forests where wood is harvested sustainably—which means smart planting, logging, and other methods were used to ensure the long-term protection of forests and the people and animals who live in them—including tigers
- **Sustainable:** of, relating to, or being a method of harvesting or using a natural resource so that the resource is not depleted or permanently damaged; an effective and innovative way to efficiently use natural resources and ensure their continued supply
- **Habitat:** a natural environment in which plants and animals live, breed, and get their food, water, and shelter
- **Habitat loss:** the disappearance of natural environments (required for plants' and animals' survival) due to harvesting for human consumption and/or clearing to make way for agriculture, housing, roads, pipelines, and other forms of industrial development
- **Deforestation:** the conversion of forest to another land use or the long-term reduction of the tree canopy cover. This includes conversion of natural forest to tree plantations, agriculture, pasture, water reservoirs, and urban areas
- **Forest degradation:** the lowering capacity of a forest to supply products and other services due to changes within the forest that negatively affect its structure or function
- **Forest fragmentation:** breaking down large contiguous forests into smaller parts



● Activity Procedure

Part 1: Introduction and Preparation

- Explain that animals like tigers live and hunt in forests, so they depend on them to survive. But it's not only tigers who depend on forests ... people do, too! From toilet paper to the containers that hold our ice cream, people start and end their day with tree products.
- Ask students to name the things they need or use that they know come from forests. Common answers might include wood, various foods, water, medicine, etc.
- Explain that many people don't realize just how many other, less obvious everyday items also originated from forests—specifically from trees. For example:
 - Chocolate (from cacao trees, found in tropical rain forests)
 - Chewing gum (uses chicle sap from sapodilla trees)
 - Sponges (made from cellulose wood fibers)
 - Rubber balls (made from natural latex that comes from the rubber tree)
- Tell students they are going to go on an exploration to try to find as many examples of forest products in their own school as they can.

Part 2: Activity

- Ensure each student has a piece of paper and something to write with. Instruct them to fold or draw lines separating their paper into three columns.
- Pick three locations to visit in the school. You could start with the classroom as location 1, and then pick at least two other locations to use (cafeteria, gym, playground, library, computer lab, music room). Tell students to write the name of each location at the top of each column on their paper.
- Take the students to the different locations, and have them list items they see that originated from forests.
 - This portion of the activity is intended to let students think outside the box; no answers are necessarily wrong answers. Remind them that as they make their observations, they should be able to explain why they put that item on their list and how they believe it came from forests.
 - It may be helpful for you to make lists of your own, either simultaneously with the students or prior to the activity.



- Once you return to the classroom, hold a discussion among groups or with the entire class, comparing lists. If you overhear an answer that is debatable, encourage the student to explain. Students should add answers to their lists that they may have missed as they hear them.
- Have the students add up the number of items from each area and write the total at the bottom of each column.

Part 3: Discussion and Assessment

- Recap the activity by allowing students to interpret their totals and helping them comprehend this on a global scale. If they were able to identify a large number of forest products in their school, ask them to imagine the number of schools in the state, and then in the country, and then in the world that have the same types of products. This should give them an understanding of the scale at which forests and trees are needed for human uses.
- Bring the discussion back to the tiger. Tigers rely on forests to live, grow, feed, and reproduce. With so many people needing forest products, if we are not careful about how we use the trees, forests can be cut down without a good plan and tigers could lose homes.
- Explain there ARE ways to both help humans get the products they need AND protect tigers' homes, and that the students can help.
 - Explain that one of the primary products that is derived from trees is paper. There is a huge demand for paper products all over the world (toilet paper, paper towels, writing paper, etc.), and unfortunately, many of the trees that are extracted to create these paper products are coming from forest areas that are not managed sustainably.
 - We can help keep tigers from losing their habitat by opting to buy 100% recycled or Forest Stewardship Counsel (FSC)-certified paper. By making the effort to buy recycled or FSC-certified paper products, you're contributing to tiger and forest conservation efforts. (See the "Vocabulary" section for a longer definition of the FSC logo and what it stands for.)
- Print a copy of the FSC logo tiger pledge (included below) for each student to sign and take home. Challenge them to protect forests and tigers by looking for this logo on items in their home or next time they're at the store, perhaps providing incentive from those that bring in examples.
 - Optional: You can also bring in some paper towels, tissues, or toilet paper with an FSC logo on the packaging and pass the items around for students to familiarize themselves with where they might find the logo on products. (Several major US brands of paper products commonly found in supermarkets are FSC certified.)



WILD CLASSROOM

TIGERS

● Extended Learning Options

- To incorporate a math/graphing component, students could use the back of their data sheet to make a graph of their data. This could be in the form of a pictograph, bar graph, pie graph, etc. They can graph the number of forest products found in each of the locations they collected data from.
- As a follow-up take-home assignment, have the students repeat this activity in their homes, choosing three different rooms in their home and totaling the number of items they find made from forest products.
- As a review and assessment of the concepts learned in this activity, you could also incorporate a lesson on cause and effect. Use the cause-and-effect worksheets available at the end of this document to further emphasize the connections between humans, forests, and tigers and what can happen when forests are cut down irresponsibly—and also to teach students how cause and effect works in their own lives.
- Start a class fundraiser to protect tigers and other wildlife and their habitats using WWF's online fundraising tool, Panda Nation. Learn more at www.pandanation.org.
- Download the [WWF Together app](#) and explore the tiger segment for more fun, interactive tools and information about tigers.



● Additional Background Info

You can use the information found at the links below to enhance your discussion with the class, or you may want to share some links directly with students if you determine they are grade-level appropriate.

- Video: [Don't Flush Tiger Forests](#)—focuses on how the toilet paper on grocery store shelves may have a direct impact on wild tigers, and shows the FSC logo
- Article: [7 Products You Didn't Know Come From Trees](#)—from latex to hair dye, highlights some surprising items that come from trees
- Article: [Forests, Pine Nuts, and Tigers](#)—a story about how protecting pine trees can help save the Amur tiger and improve the livelihoods of local people, too
- Article: [Tigers and Pesto: What's the Connection?](#)—a story that explains the food chain that connects pine nuts to tigers
- Article: [Endangered Species Threatened by Unsustainable Palm Oil Production](#)—explains how conventional palm oil production methods and unchecked agricultural expansion threaten the forests where tigers and other wildlife live, and how the oil can be harvested more sustainably
- Interactive web feature: [Switch to FSC-Certified Products and Save Tigers](#)—highlights areas in the home where one could use FSC-certified products
- Article: [What Is FSC Certification—and Is It working?](#)—explains the rigorous studies that have been showing how FSC certification helps reduce deforestation and improve other environmental factors
- Article: [Why the FSC Label Matters to Wildlife—and All of Us](#)—a reading that introduces the Forests Stewardship Council and outlines its standards for addressing environmental issues



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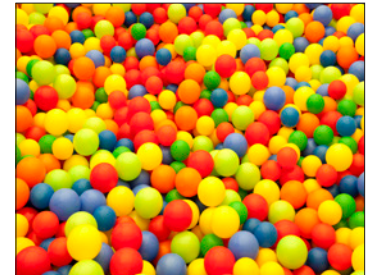


WILD CLASSROOM



TIGER PLEDGE

I WILL DO MY PART TO SAVE TIGERS BY USING PAPER AND WOOD PRODUCTS WITH THE FSC LOGO!



SIGNED:



TIGERS

Name: _____

Date: _____

Cause-and-Effect

View the cause-and-effect examples related to tigers below. Notice how an effect can often become another cause later—and that can create a new effect, and so on.

CAUSE

The human population is growing, and all those people need places to live and food to eat.

EFFECT

More houses, roads, and farms have to be built so the people have places to live and can grow enough food.

CAUSE

Houses, roads, and farms need to be built for more people.

EFFECT

To build houses, farms, and roads, the forests where tigers live are sometimes cut without a good plan for how to grow them back.

CAUSE

Forests where tigers live are sometimes cut down very fast, and often without a good plan for how to grow them back.

EFFECT

Tigers lose their home and have a hard time finding food to eat, which puts them in more danger.

NOW, YOU TRY!

Using the tiger examples above as a guide, fill in the blanks below with cause-and-effect examples from your own life. The first cause is provided for you.

CAUSE

I stayed up way past my bedtime.

EFFECT

CAUSE

EFFECT

CAUSE

EFFECT

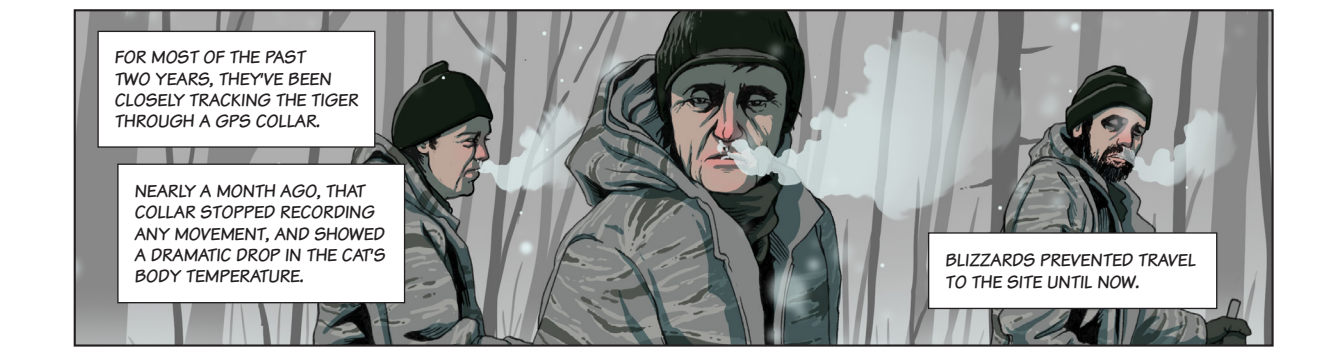


MARCH 2017
Khabarovsk Province, Russia



IN THE RUSSIAN FAR EAST, RESEARCHERS VENTURE INTO THE GURSKY WILDLIFE REFUGE WITH A LOCAL POLICEMAN.

THEY'VE COME TO INVESTIGATE A PROBLEM WITH AN AMUR TIGER.



FOR MOST OF THE PAST TWO YEARS, THEY'VE BEEN CLOSELY TRACKING THE TIGER THROUGH A GPS COLLAR.

NEARLY A MONTH AGO, THAT COLLAR STOPPED RECORDING ANY MOVEMENT, AND SHOWED A DRAMATIC DROP IN THE CAT'S BODY TEMPERATURE.

BLIZZARDS PREVENTED TRAVEL TO THE SITE UNTIL NOW.



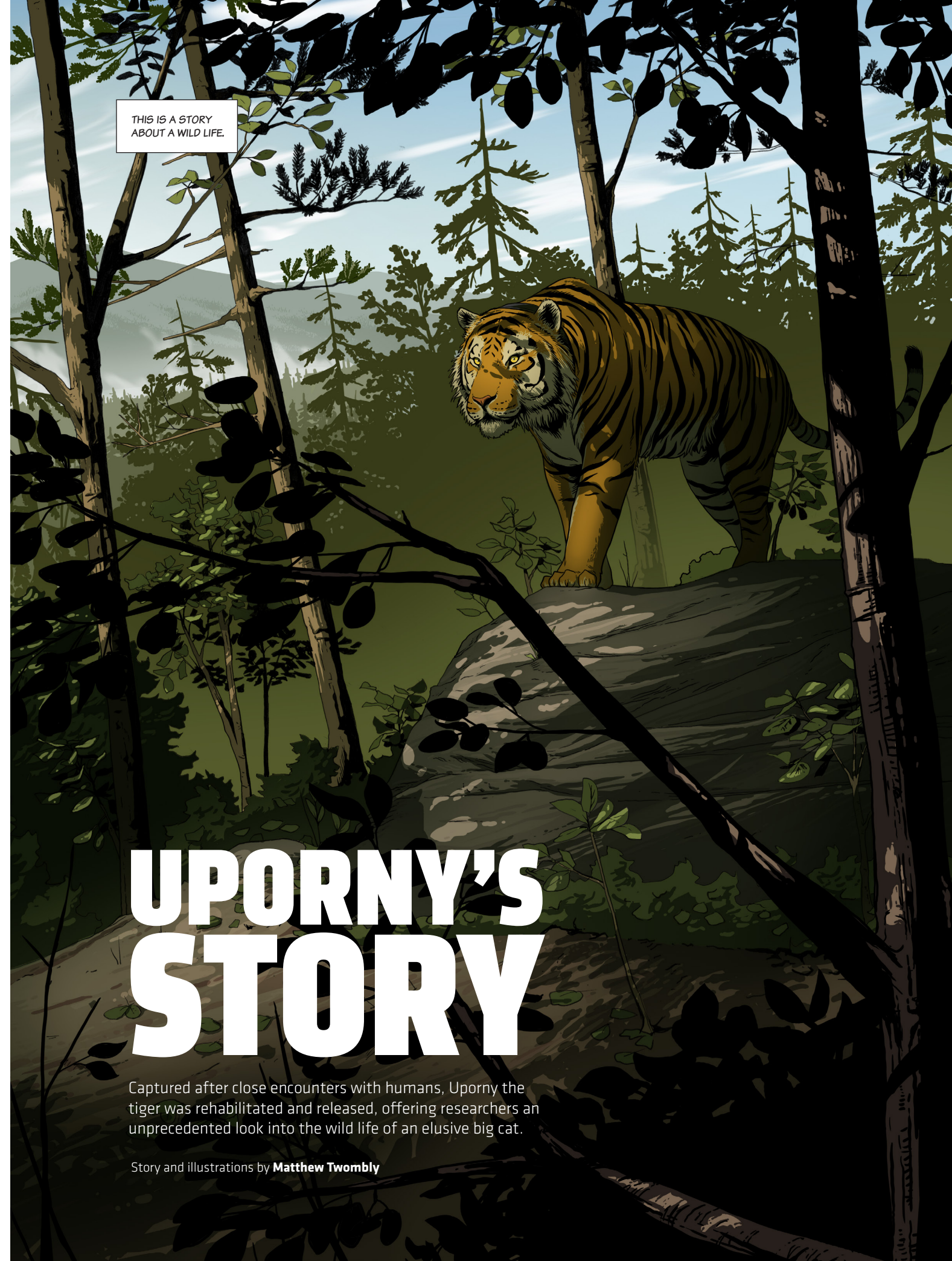
TO FIND THE POINT OF THE LAST SIGNAL, THEY TRAVEL 5 MILES FROM THE NEAREST ROAD, EXPECTING THE WORST.



AND THEY'RE RIGHT.

BUT THIS IS NOT A STORY ABOUT THE DEATH OF A TIGER.

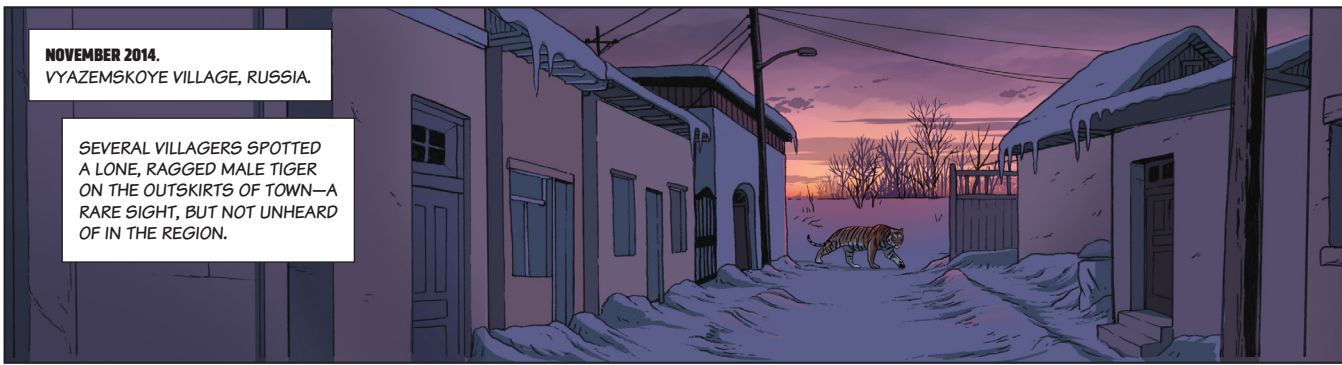
THIS IS A STORY ABOUT A WILD LIFE.



UPORNY'S STORY

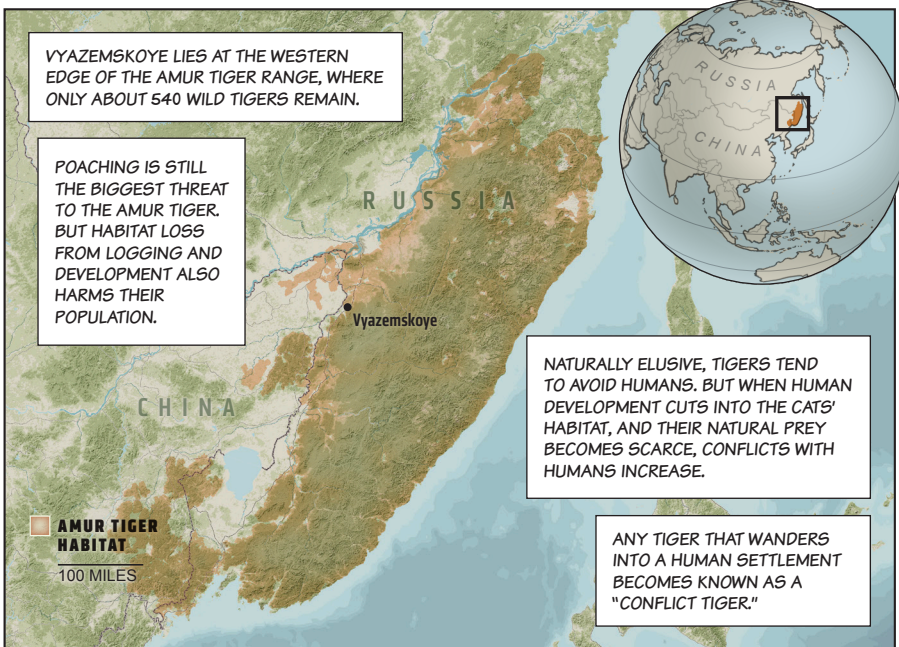
Captured after close encounters with humans, Uporny the tiger was rehabilitated and released, offering researchers an unprecedented look into the wild life of an elusive big cat.

Story and illustrations by **Matthew Twombly**



NOVEMBER 2014.
VYAZEMSKOYE VILLAGE, RUSSIA.

SEVERAL VILLAGERS SPOTTED A LONE, RAGGED MALE TIGER ON THE OUTSKIRTS OF TOWN—A RARE SIGHT, BUT NOT UNHEARD OF IN THE REGION.



VYAZEMSKOYE LIES AT THE WESTERN EDGE OF THE AMUR TIGER RANGE, WHERE ONLY ABOUT 540 WILD TIGERS REMAIN.

POACHING IS STILL THE BIGGEST THREAT TO THE AMUR TIGER. BUT HABITAT LOSS FROM LOGGING AND DEVELOPMENT ALSO HARMS THEIR POPULATION.

NATURALLY ELUSIVE, TIGERS TEND TO AVOID HUMANS. BUT WHEN HUMAN DEVELOPMENT CUTS INTO THE CATS' HABITAT, AND THEIR NATURAL PREY BECOMES SCARCE, CONFLICTS WITH HUMANS INCREASE.

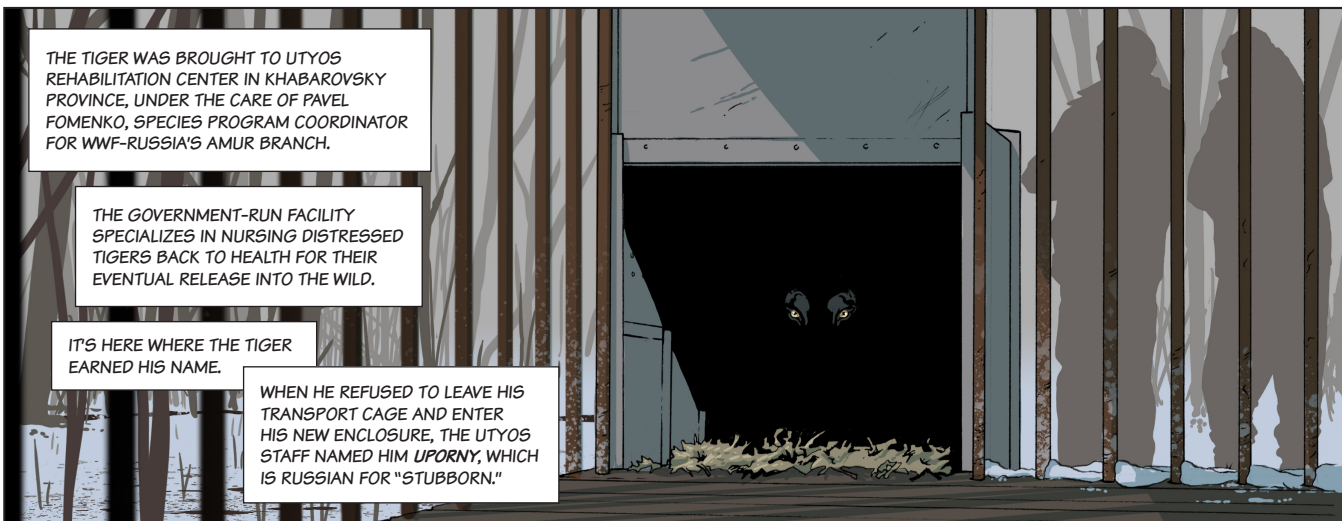
ANY TIGER THAT WANDERS INTO A HUMAN SETTLEMENT BECOMES KNOWN AS A "CONFLICT TIGER."

AFTER TIGERS KILLED THREE DOGS IN VYAZEMSKOYE, LOCALS CONTACTED A GROUP THAT ADDRESSES HUMAN-TIGER CONFLICT, CREATED WITH THE HELP OF WWF-RUSSIA.



SEVERAL EXPERTS FROM THE GROUP CAME TO SNARE AND TRANQUILIZE THE CAT, A THREE-YEAR-OLD MALE IN POOR HEALTH.

HIS FUR WAS PALE, AND HIS RIBS WERE SHOWING. HE WAS SERIOUSLY EXHAUSTED.



THE TIGER WAS BROUGHT TO UTYOS REHABILITATION CENTER IN KHABAROVSKY PROVINCE, UNDER THE CARE OF PAVEL FOMENKO, SPECIES PROGRAM COORDINATOR FOR WWF-RUSSIA'S AMUR BRANCH.

THE GOVERNMENT-RUN FACILITY SPECIALIZES IN NURSING DISTRESSED TIGERS BACK TO HEALTH FOR THEIR EVENTUAL RELEASE INTO THE WILD.

IT'S HERE WHERE THE TIGER EARNED HIS NAME.

WHEN HE REFUSED TO LEAVE HIS TRANSPORT CAGE AND ENTER HIS NEW ENCLOSURE, THE UTYOS STAFF NAMED HIM UPORNY, WHICH IS RUSSIAN FOR "STUBBORN."



BUT UPORNY'S HEALTH IMPROVED QUICKLY, AND HE EAGERLY ACCEPTED FOOD.

EXPERTS FROM UTYOS MADE SURE TO KEEP CONTACT WITH UPORNY TO A MINIMUM, PRESERVING HIS WILD INSTINCTS FOR HIS EVENTUAL RELEASE.



A PLAN WAS FORMULATED TO STUDY UPORNY IN THE WILD.

HE WAS OUTFITTED WITH A RADIO COLLAR, WHICH MEASURED BODY TEMPERATURE AND LOCATION, SO HIS MOVEMENT THROUGH THE WILDERNESS COULD BE CLOSELY TRACKED.

THE COLLAR COULD BE DETACHED REMOTELY, OR WOULD DETACH AUTOMATICALLY WHEN IT RAN OUT OF BATTERY POWER.



ALONG WITH DATA FROM THE COLLAR, RESEARCHERS WOULD TRACK UPORNY'S ACTIVITIES THROUGH OBSERVATIONS IN THE FIELD AND THE USE OF CAMERA TRAPS.



THE GOAL WAS TO LEARN HOW REHABILITATED TIGERS MOVE THROUGH THE REGION, WHERE THEY HUNT...

...AND HOW BEST TO KEEP THEIR POPULATION SAFE AND AWAY FROM HUMAN SETTLEMENTS.



AFTER 6 MONTHS AT UTYOS, UPORNY WAS HEALTHY AND READY TO BE RELEASED BACK INTO THE WILD.



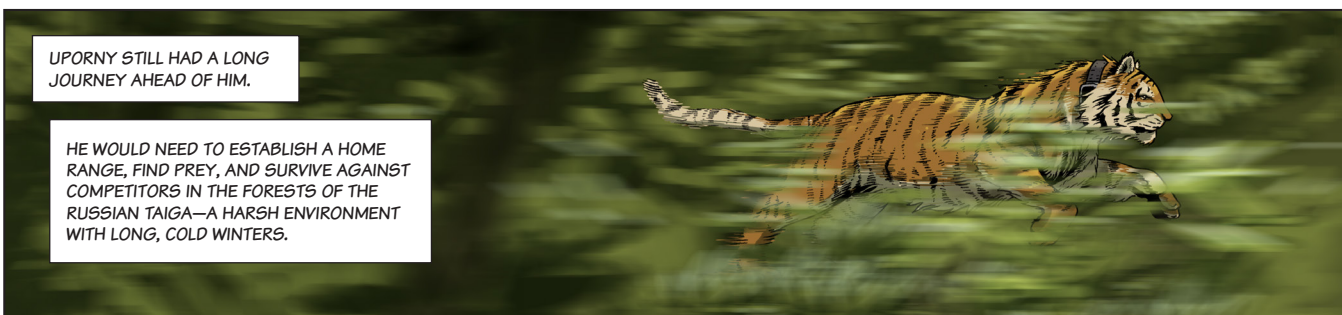
MAY 28, 2015.
BORDER OF ANYUISKY NATIONAL PARK.

A SITE FOR RELEASE WAS CHOSEN 124 MILES NORTHEAST OF UTYSO'S REHABILITATION CENTER, JUST OUTSIDE THE PARK IN PRIME TIGER HABITAT.

A MALE TIGER AND A FEMALE WITH A CUB WERE ALREADY KNOWN TO BE IN THE AREA.

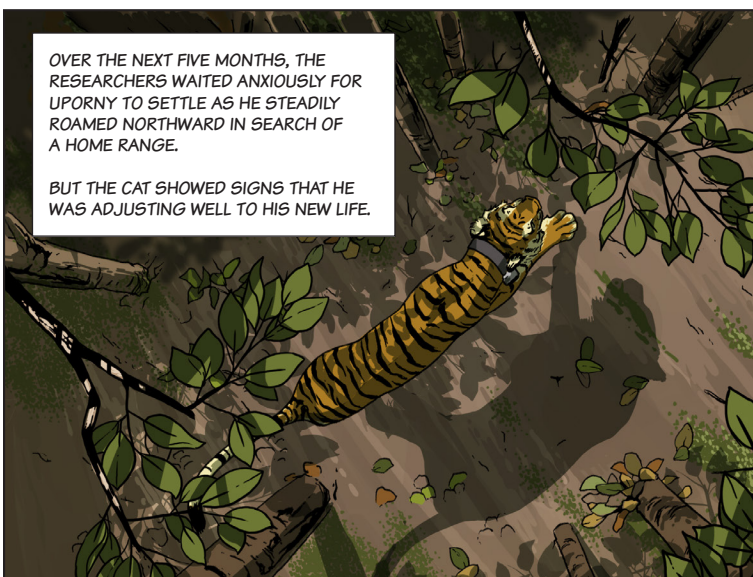


THE CAGE DOOR SLID OPEN. HEALTHY AND ENERGETIC, UPORNY BOLTED FROM THE CAGE WITHOUT LOOKING BACK.



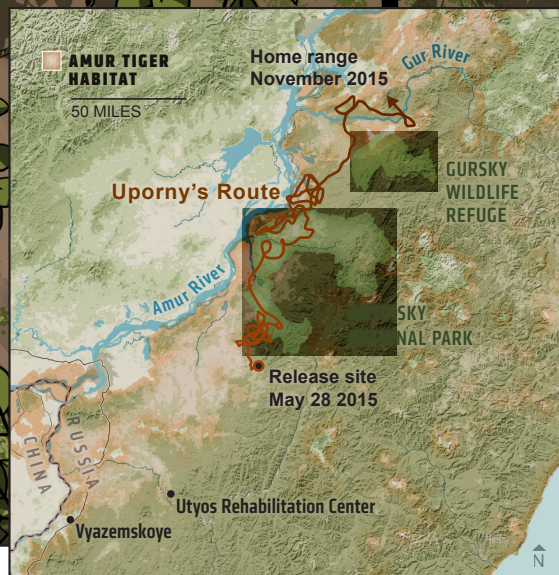
UPORNY STILL HAD A LONG JOURNEY AHEAD OF HIM.

HE WOULD NEED TO ESTABLISH A HOME RANGE, FIND PREY, AND SURVIVE AGAINST COMPETITORS IN THE FORESTS OF THE RUSSIAN TAIGA—A HARSH ENVIRONMENT WITH LONG, COLD WINTERS.



OVER THE NEXT FIVE MONTHS, THE RESEARCHERS WAITED ANXIOUSLY FOR UPORNY TO SETTLE AS HE STEADILY ROAMED NORTHWARD IN SEARCH OF A HOME RANGE.

BUT THE CAT SHOWED SIGNS THAT HE WAS ADJUSTING WELL TO HIS NEW LIFE.



THE CLEAREST SIGN WAS HIS DIET. THROUGH FIELD EXCURSIONS, RESEARCHERS NOTED THAT THE CAT WAS HUNTING WELL, REGULARLY CATCHING BOAR...

...RED DEER...

...AND IN ONE CASE, A FEMALE MOOSE—AN EXCEPTIONALLY LARGE PREY FOR A TIGER.



NOVEMBER 2015
AFTER MONTHS ON THE MOVE, TRAVELING OVER 430 MILES, UPORNY FINALLY SETTLED IN THE GUR RIVER VALLEY.

HE WAS HOME.



SEPTEMBER 2016
THE FOLLOWING FALL, RESEARCHERS EVEN DISCOVERED EVIDENCE THAT UPORNY HAD FOUND A MATE—A GREAT SIGN, SINCE REHABILITATED ANIMALS OFTEN SHOW POOR SOCIAL SKILLS.



BECAUSE THEY WERE LEARNING SO MUCH FROM UPORNY'S MOVEMENTS, THE RESEARCH TEAM DECIDED TO LEAVE HIS GPS COLLAR ON FOR ANOTHER YEAR AND A HALF.



MARCH 2017
AND THAT EXTENSION OF
THEIR STUDY LED THEM HERE.

LIFE IN THE TAIGA IS
UNFORGIVING; ONLY THE
STRONGEST SURVIVE.



AN AUTOPSY IS CONDUCTED
TO REVEAL WHAT CAUSED
UPORNY'S DEATH.

ALL EVIDENCE POINTS
TOWARDS A FIGHT WITH
ANOTHER LARGE PREDATOR,
ALMOST CERTAINLY
ANOTHER MALE TIGER.



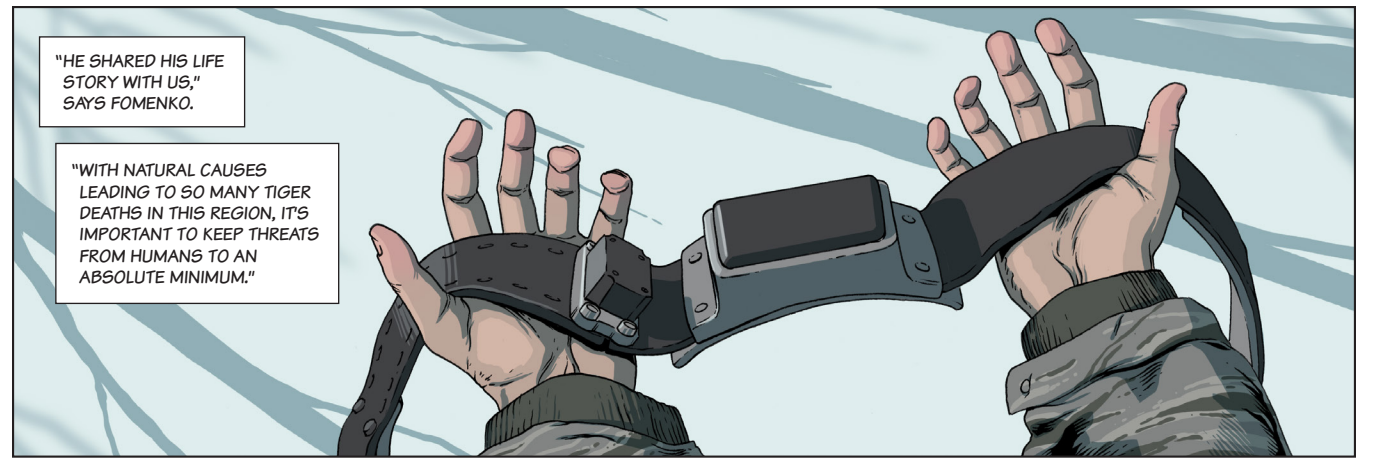
FOR WWF-RUSSIA, UPORNY
BECAME A SYMBOL FOR THE
FREEDOM AND STRUGGLE OF
SURVIVAL IN THE WILD.

HE WAS CAPTURED,
REHABILITATED, AND FORCED
TO ADAPT ALL OVER AGAIN.

HE LIVED FREELY IN THE
FOREST FOR TWO YEARS,
IN THE HARSHTEST CONDITIONS,
WITH TEMPERATURES DROPPING
TO -40° F AND SNOW UP TO FIVE
FEET DEEP.

HE SUCCESSFULLY
KILLED LARGE PREY,
AND WE BELIEVE HE
FOUND A MATE.

UPORNY LIVED A TRULY WILD
LIFE, AND MET A WILD END.



"HE SHARED HIS LIFE
STORY WITH US,"
SAYS FOMENKO.

"WITH NATURAL CAUSES
LEADING TO SO MANY TIGER
DEATHS IN THIS REGION, IT'S
IMPORTANT TO KEEP THREATS
FROM HUMANS TO AN
ABSOLUTE MINIMUM."



THIS INTIMATE LOOK INTO THE
LIFE OF AN AMUR TIGER WILL
HELP US ENSURE THE SAFETY
OF THIS VULNERABLE SPECIES...



...AND FUTURE POPULATIONS
WILL OWE THEIR CONTINUED
SUCCESS IN PART TO ONE
STUBBORN TIGER.

Uporny's rehabilitation was the result of collaboration between Khabarovsk Province Hunting Department's Tiger Conflict Resolution Group, the Utyos Rehabilitation Center, WWF-Russia, and the Amur Tiger Center.

Since the beginning of 2017, three other tigers have been rehabilitated and released through these partners' work. Two tiger cubs have also been rescued and are currently being rehabilitated.