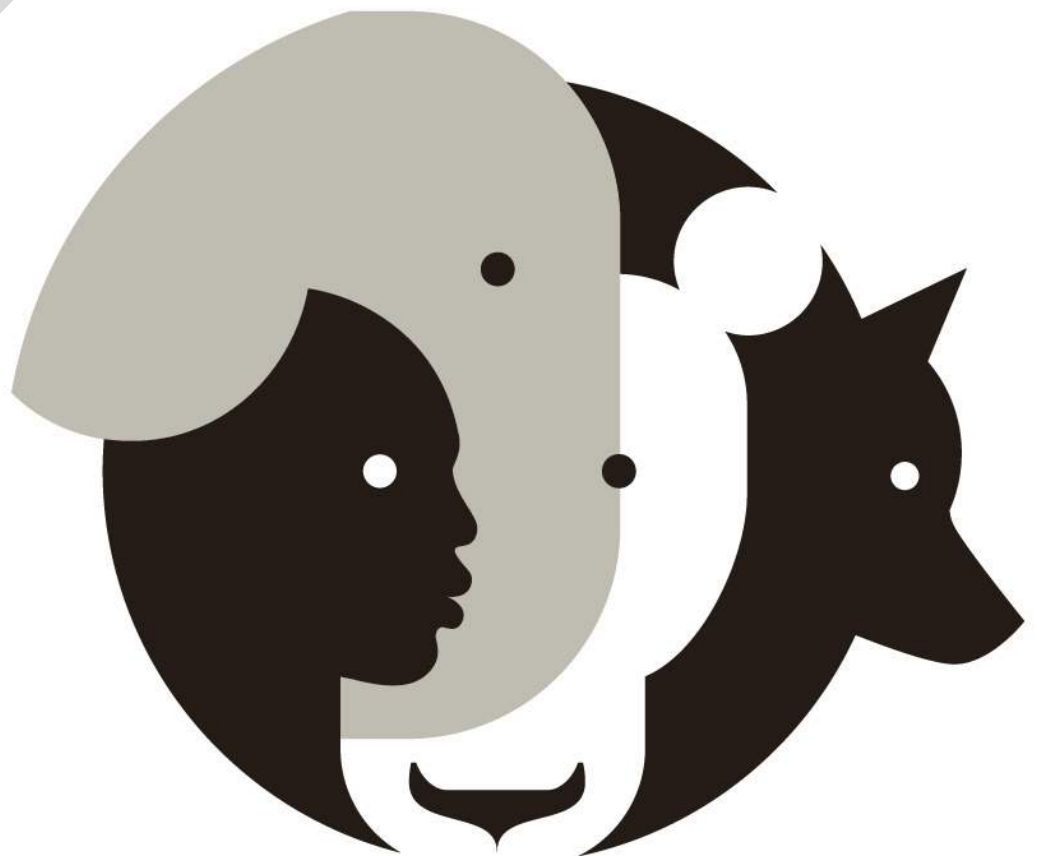


# IN THE SHOES OF A TIGER

EDUCATIONAL ACTIVITY PROJECT SHEET



**coexistence.life**





# ACTIVITY DETAILS

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## PROJECT TITLE

*In the shoes of...*

A journey around the world to discover the most fascinating and the most feared animals by man

## PROJECT DURATION

There are 7 Educational activities under the project "In the shoes of" that have a duration of approximately 50 minutes. Each of them is dedicated to a different animal. We have the Bear, the Tiger, the Shark, the Snake, the Elephant, the Wolf and the Bat.

## GENERAL DESCRIPTION

The activity is structured in two different moments. At first, we discover what the kids know/think about the selected animal through the children's words. With the help of a microphone and a tape recorder, the children put themselves in the shoes of a journalist. They carry out a simple interview asking simple questions to their mates. It is the starting point for them to learn some curiosities about the species explained by the educators (conservationists, biologists, and zoologists). The second part of the activity involves greater dynamism and creativity. On the topic discussed, fun games and experiments are proposed to involve children and facilitators.

## PEOPLE INVOLVED

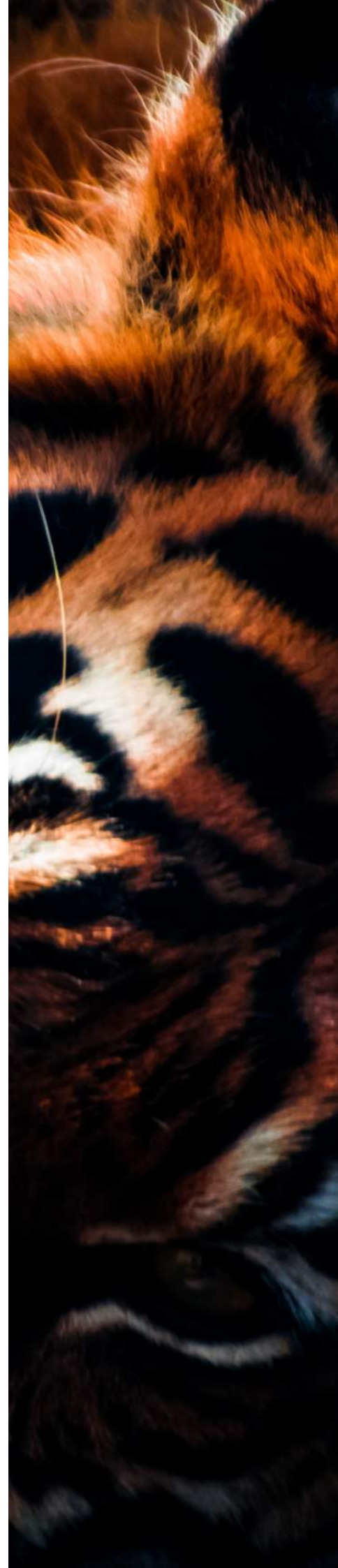
- School teacher or school facilitator (operator), if the activity is carried out at school.
- Educator: Expert in conservation, zoology and biology of large predators.
- Students: Age 6+



# ACTIVITY TABLE

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|                  |   |
|------------------|---|
| <b>TOPIC</b>     | Coexisting with tigers  |
| <b>TARGET</b>    | Primary school, middle school and families  |
| <b>DURATION</b>  | Approximately 2 hours   |
| <b>OBJECTIVE</b> | <ul style="list-style-type: none"><li>• Improve knowledge about tigers (biology, ecology, treats, coexistence, etc.)</li><li>• Learn a little bit of geography by discovering where tigers live</li><li>• Learn about other cultures that coexist with large carnivores like tigers to understand and appreciate what they do</li></ul> |
| <b>MATERIALS</b> | <ul style="list-style-type: none"><li>• Inflatable globe</li><li>• Stickers with a dotted shape</li><li>• Microphone</li><li>• Recorder</li><li>• Pictures to support each section</li><li>• Cardboard with tiger musk</li><li>• Scissors</li><li>• Rubber band</li><li>• Pictures of prey and food</li></ul>                           |



# ACTIVITY BREAKDOWN

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## **STEP 1**

### **WHERE DO TIGERS LIVE?**

The goal of this activity is to identify the tiger's distribution range. The kids are sitting in a circle and they pass an inflatable globe to each other. They all have stickers to be placed in the country (or region if your country has tigers) they think tigers live. The game offers the opportunity to introduce the tiger subspecies and their habitat. Make sure to show them where they live so that they can realize how far (or how close) tiger areas are.

## **STEP 2**

### **YOUNG JOURNALISTS IN NATURAL SCIENCE**

The goal of this activity is to learn as much as possible about tigers general traits. For this, we propose a true or false game. Each sentence holds information and curiosities about the tiger's biology and ecology.

Children then will take turns to take on the journalist role as they read a sentence holding the handmade microphone. Another child will then take on the role of an interviewee and try to answer the questions from the journalist with true or false statements. After each question and answer, the facilitator can ask the rest of the children for their opinion and start a side discussion.





Here some sentences that may help you kick off this activity:

- Each tiger has unique stripes like humans have unique fingerprints. (True)
- A tiger that is about to attack does not roar, but it may hiss and snort instead. (True)
- When tigers eat prey, males eat first, then females and pups. (False)
- The hairless tiger is all pink. (False)
- The tiger hates water. (False)
- Tigers can prey on bears. (True)
- The tiger attacks crocodiles by taking them from the back. (True)
- Tigers are not endangered species (False)

To support this activity you can use pictures or a PowerPoint presentation to explain in depth each of the statements whether true or false.

### **STEP 3**

#### **THE TIGER SONG**

The goal of this activity is to learn how other children coexist with tigers in other countries. This activity is based on the projection of the video "Tiger Song - How to avoid human-tiger conflict" made by the Last Wilderness Foundation. You can find the link to the video [here](#).

In this video, children from India, who live in an area where people share their land with the tiger, sing a song to explain to their friends how to behave in case of a close encounter with the tiger and how to avoid it from the start. The song explains how tigers are important for the environment and how they contribute to the forest ecosystem wellbeing. That is the reason why children in India have to learn to coexist with tigers while protecting their livestock and themselves.



*"ALWAYS REMEMBER if there are tigers, there will be forests, if there are forests there will be water and if there is water there will be life. Do not trouble the tiger and the tiger will not trouble you. When you go out into the forest try and make some noise, if you meet a tiger in the forest do not scream and without looking back, move backwards. If your cow is attacked, first get to safety, if you go to the fields at night, bring a light with you, if you feel in danger in the forest, inform the Forestry Department. When you have to go through the forest go with some friends. To protect your cattle, build a strong shelter in your house. Don't trouble the tiger, make sure there is no fire in the forest. Don't drive the tiger away from the forest. Save the forest by planting trees. ALWAYS REMEMBER if there are tigers, there will be forests, if there is a forest there is water and if there is water there is life"*

## **STEP 4**

### **THE TIGER MASK**

In some places in India, people traditionally wear a mask on the back of their head as they walk through forests to prevent tigers from rushing from behind, making tigers believe they are observed. Also in the video, the children wear masks of animals instead of human faces.

In the second part of the activity, children cut masks in the shape of a tiger or any animal that lives in the forest like hares, monkeys, bears and peacocks.





## **STEP 5**

### **TREASURE HUNT**

This activity aims to learn about the tigers' diet. For this, we recommend you print and hide images of what could be a prey and what could not. Once the children have found the cards hidden in the space where the activity takes place, they place them on a board where they distinguish those that are the tiger's prey from those that are not. The facilitator will then discuss the results and provide further explanation accordingly. Here are some examples:

- Snake: Not a pray because they are hard to catch and often poisonous
- Dolphin: Not a pray because they live in different habitats; marine and terrestrial
- Monkey: Yes, for those who live in the tiger habitat
- Marmot: Not a pray because they don't share the same forest
- Bear: Yes, for the bears that live in tigers habitat and could become prey
- Ungulates: Yes, because they live in the same habitat and are relatively easy to hunt
- Wild boars: Yes, because they live in the same habitat and are relatively easy to hunt
- Berries: Not a prey
- Donkey: Yes, because they live in the same habitat and are relatively easy to hunt. Humans have to make sure donkeys are protected as well as other livestock





## **STEP 6**

### **STATUES GAME**

This is just a fun game to recreate the scenario that occasionally happens when humans and tigers coexist in the same habitat. As we have seen before, people in India living close to tigers wear a mask to venture into the thick forest. In this activity, we will recreate that scenario with the well-known game of statues.

For this, the educator will wear a mask of prey and turn his or her back to the children which are standing a few meters away. To succeed, children will have to run towards the prey when it isn't looking and stand immobile when it turns around. If the educator turns around and sees a child running, he or she will have to go back to the start line. The first one to run across the field without being seen will win.

