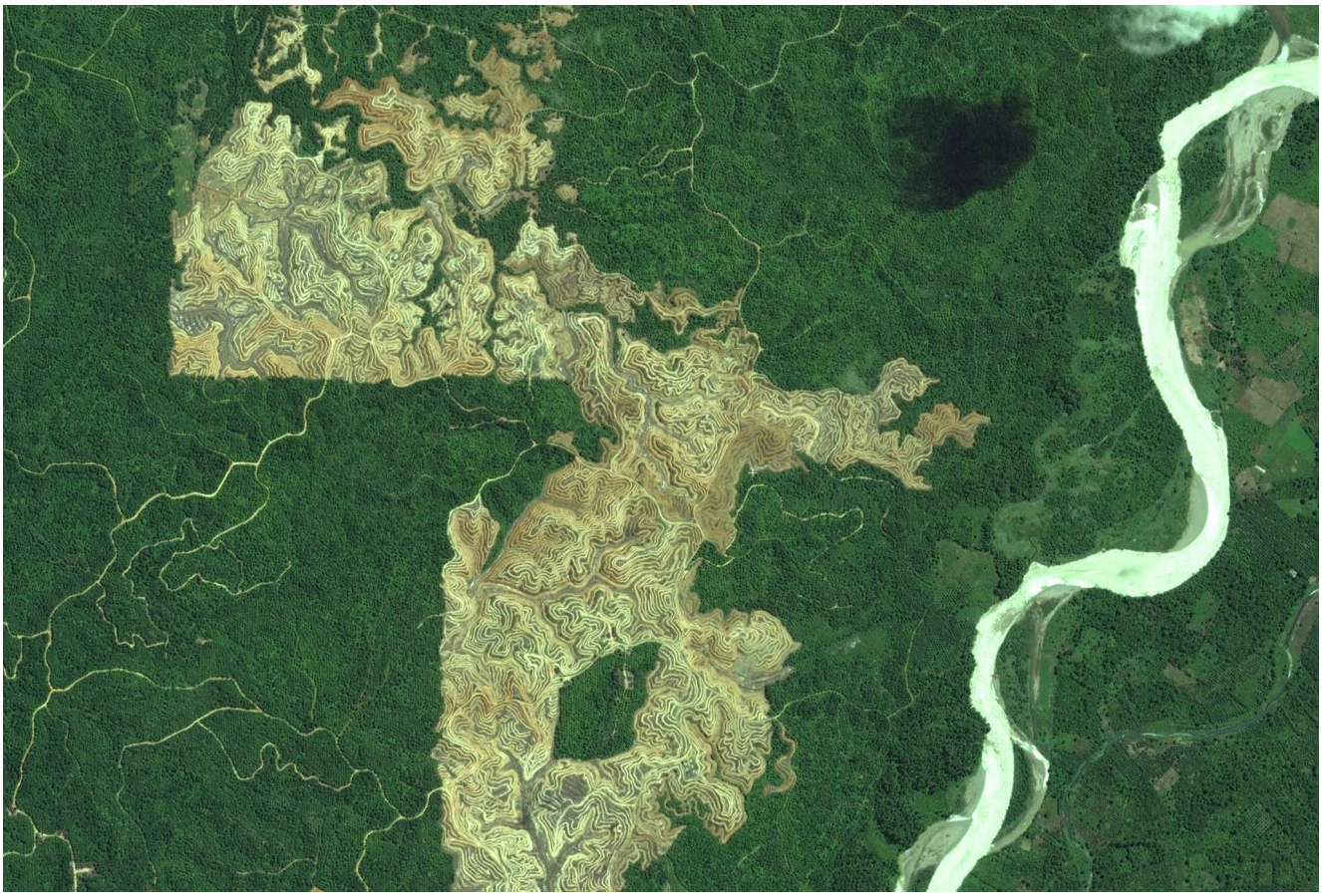

PROJECT TIGER
TOPIC- CONSERVATION OF PLANTS AND ANIMALS
145 MINUTES

PROJECT TIGER	TIME -145 mins

OVERVIEW Students will learn to explore more about various programmes about saving one of the most critically endangered species on earth : The Tigers; and will also learn about the developments of Project Tiger in various countries.

SUBJECT/TOPIC Environmental Science	AGE LEVEL : 10 - 13 years
Learning Objectives 1. To learn why tiger matters and threaths to tigers. 2. To learn about the developments of Project Tiger in various countries. 3. To get to know about different subspecies of tigers around the globe. 4. identify where tigers are found on Earth 5. list some of the foods that tigers eat 6. describe differences and similarities between subspecies of tigers	Inquiry 1. What is Project Tiger and how is it implemented across the world? 2. What are the endanger d subspecies of tigers? 3. Threats to tigers and why their population is decreasing.
Materials Needed Student access to Google earth Student access to the internet Parents' permission to students to access different websites.	Lesson Summary Engage: Locate areas where there is a dense population of Tigers using google earth imagery. Explore: Gather information from multiple sources about Project Tiger and the ways in which it is implemented Explain: Identify the reason for declination in the population of tigers in the past years and how they are affected. Revise: Search for statistical data of the population of various subspecies of tigers. Apply: Voicing out opinions about the advantages of implementing Project Tiger in all Natural Reserves and wildlife sanctuaries through rallies.

Sustainable Development Goals

Culminating Task/Assessment

Students will stage a drama on conservation of Tiger and it will put up on social media platforms to spread awareness.

Textbook Chapter NCERT STD VIII Chapter 7 : Conservation of plants and animals.

Engage (10 minutes)

1. Students will work in groups and locate areas where there is a dense population of Tigers using google earth imagery.

2. They will mark places on earth where tiger population is decreasing.

Explore (25 minutes)

1. Students will work in small groups for the activity. Before class, choose three of the types of tigers listed in the lesson. Create envelopes for each of the subspecies. All of the student groups will need envelopes for the three types of tigers. Include the following:

- For each subspecies, print out photographs of the tiger, several animals that it eats, and its habitat.
- Place the pictures of the type of tiger, its diet, and habitat into one of the envelopes.

Label each envelope with the subspecies name, how much it weighs, where it is found on Earth, and its current population.

2. Students will research on various causes for decreasing tiger population.

Explain (20 minutes)

- Students in their groups will present their finding with other groups through a presentation which will answer these questions
- Find out where the tiger lives in the world.
- Trace a map of India and add the national parks in which tigers live.
- Look up the history of the tiger in India. Put together a time chronology of the tiger.

- Why is the tiger endangered?
- Make a list of all the habitat and economic reasons that the tiger is declining in number in the wild. •
- What impact has man had on the tiger and its environment?
- Why is the tiger being poached around the world?
- Create a ‘Save the Tiger’ programme for your class. •

- Revise (10 minutes)

- Students will brainstorm on thse questions
- How many wild tigers were alive in 1900 and how many tigers are left in the wild today?
- Why do we think that tigers are special?
- Why are they endangered?
- Why is India called Land of the Tiger?
- Can you name any famous fictional tigers?
- Many companies or sports teams use the Tiger as their brand image – can you name any or find any pictures of them?

- Apply (80 minutes)

- Spread awareness in community through social media explaining the dangers of buying products made from endangered species. Ask them to set an example by giving any endangered species products they may have bought in the past to the proper authorities to be destroyed and Choose Responsible Ecotourism

- Evaluate: Exemplar Response and/or Rubric

- Group Presentation Rubric
- The teacher will use this rubric to evaluate each group's presentation. Students can look at this rubric so they may understand what they are being graded on. The Group Presentation Rubric will be combine with the Teammate Participation Rubric to determine your final grade for the project.
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• Trait	• Criteria				• Points
•	• 1	• 2	• 3	• 4	•
• Content Did the presentation have valuable material?	• Presentation contained little to no valuable material on strategies related to conservation of tiger.	• Presentation had moments where valuable material on conservation of tiger. was present but as a whole content was lacking.	• Presentation had a good amount of material covering why tigers matter and threats and importance of tiger conservation. and benefited the class.	• Presentation had an exceptional amount of valuable material on Tigers, their habitat, species and subspecies, importance , geographical areas with data on tigers, conservation and was extremely beneficial to the class.	____
• Collaboration Did everyone contribute to the presentation? Did everyone seem well versed in the material?	• The teammates never worked from others' ideas. • It seems as though only a few people worked on the presentation.	• The teammates sometimes worked from others' ideas. However it seems as though certain people did not do as much work as others.	• The teammates worked from others' ideas most of the time. And it seems like every did some work, but some people are carrying the presentation.	• The teammates always worked from others' ideas. • It was evident that all of the group members contributed equally to the presentation.	____

• Organization Was the presentation well organized and easy to • follow?	• The presentation lacked organization and had little evidence of preparation.	• • There were minimal signs of organization or preparation.	• The presentation had organizing ideas but could have been much stronger with • better preparation.	• The presentation was well organized, well prepared and easy to follow.	• • • • • ____
• Presentation Did the presenters Speak clearly? Did the engage the audience? • Was it obvious the material had • been rehearsed?	• Presenters were unconfident and demonstrated little evidence of planning prior to presentation.	• Presenters were not consistent with the level of confidence/ preparedness they showed the classroom but had some strong moments.	• Presenters were occasionally confident with their presentation however the presentation was not as engaging as it could have been for the class.	• Presenters were all very confident in delivery and they did an excellent job of engaging the class. • Preparation is very evident.	____

- Additional Resources

- /www.savewildtigers.org/ www.bornfree.org.uk http://worldwildlife.org/species/tiger http://www.wpsi-india.org/tiger/tiger_facts.php http://www.kidsfortigers.org/index.php?option=com_content&view=article&id=17&Itemid=84 http://tigersincrisis.com/ http://kids.nationalgeographic.com/kids/animals/creaturefeature/tiger/

- Options for Differentiation

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

- Credits

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