



Episode 1: The Sound of Home

~ Teacher Guide ~

Learning Objectives

Students will:

1. Retell why Kiko became separated and how she returned.
2. Identify curiosity, uncertainty, and relief using story evidence.
3. Explain one way orcas use sound.
4. Practice attentive listening and a safe group-reconnection strategy.
5. Name a sound that contributes to their own sense of place or belonging.

Vocabulary

Orca: The largest member of the dolphin family.

Pod: A social group of whales or dolphins.

Call: A sound an animal makes to communicate.

Spyhop: When a whale rises upright with its head above the surface to look around.

Belonging: Feeling connected and part of a group or place.

Before Listening

Invite students to close their eyes for ten seconds and notice the room's sounds. Ask, "How could sound help an animal in dark or cloudy water?" Tell students to listen for the moments when Kiko feels playful, uncertain, and connected again.

Discussion

1. What distracted Kiko from the pod?
2. Which details show that her feelings changed?
3. Why did Grandma Nima's call matter?
4. When is curiosity helpful? When should we pause and notice?
5. How can "each one different, all belonging" describe a classroom?

SEL Alignment

Self-awareness: Naming Kiko's changing feelings

Self-management: Pausing, listening, and choosing what to do when uncertain

Social awareness: Grandma Nima noticing another pod member's absence

Relationship skills: Using listening and shared signals to reconnect

Responsible decision-making: Balancing curiosity with awareness and safety



Core Lesson: Our Classroom Sound Map

Materials: Paper and pencils or crayons

1. Listen silently for 30 seconds without naming sounds aloud.
2. Draw a circle representing yourself or the class in the page center.
3. Add words, marks, or pictures showing each sound's direction and distance.
4. Compare maps with a partner. Notice that two careful listeners may hear different things.
5. Discuss which sounds make the classroom feel familiar and which make listening difficult.

Group Activity: Find the Pod

Choose a quiet call-and-response pattern. The teacher sends the first pattern and students answer with the second. Practice while facing different directions, then discuss how recognizable signals help groups reconnect. Do not use this activity near roads, water, or other hazards.

Outdoor Extension: Three Listening Stops

At three safe places on school grounds, record the closest sound, farthest sound, a living sound, and a weather sound. Compare how the soundscape changes from place to place.

Reflection and Quick Assessment

Students draw or complete one sentence:

- "I feel that I belong when..."
- "Orcas use sound to..."
- "When I am curious, I can explore safely by..."

Listen for accurate story retelling, a feeling supported by evidence, one correct sound fact, and one responsible exploration choice.

Sources: NOAA Fisheries - <https://www.fisheries.noaa.gov/species/killer-whale/science>

CASEL - <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>