



Episode 6: Every Orca Has a Gift

~ Teacher Guide ~

Learning Objectives

Students will:

1. Explain why comparison changes Kiko's feelings.
2. Identify at least one quiet or less-visible strength.
3. Describe how stopping and listening helps Kiko solve a problem.
4. Distinguish a fixed judgment ("I'm not good at anything") from a growth-oriented observation.
5. Name one contribution they make to a group.

Vocabulary

Gift: A strength or way of contributing

Notice: To pay careful attention

Compare: To notice how things are alike or different

Belonging: Feeling accepted and important within a group

Before Listening

Ask students to silently notice three details in the room. Invite several answers and point out that different students noticed different things. Listen for how Kiko's feelings change when she compares herself with her family.

Discussion

1. Which abilities did Kiko try to copy?
2. What did Kiko say when comparison made her discouraged?
3. What did she do differently in the thick kelp?
4. How did her quiet strength help the whole pod?
5. Why can a classroom need many different kinds of gifts?

SEL Alignment

Kiko practices **self-awareness** by recognizing her feelings and emerging strengths; **self-management** by becoming still enough to listen; **relationship skills** by helping the pod; and **responsible decision-making** by using what she notices.



Core Lesson: Our Classroom Sound Map

Materials: One natural object per pair, paper, pencils or crayons

1. Give each pair a shell, leaf, stone, feather photograph, or other safe object.
2. Observe silently for one minute.
3. Record five details without guessing what the object "should" be like.
4. Partners compare lists and circle details only one person noticed.
5. Discuss: Did different observations make the group's understanding stronger?

Group Activity: Our Pod of Gifts

Create a class circle. Each student completes: "One way I help our class is _____." Classmates may offer kind, specific observations. Record quiet gifts as well as visible skills.

Reflection and Quick Assessment

Students draw or complete:

- "At first Kiko believed..."
- "Kiko discovered..."
- "A gift I bring is..."
- "A question I still have is..."

Look for accurate story reasoning, a clear cause-and-effect connection, and recognition that strengths can be practiced, discovered, and contributed.

Sources: NOAA Fisheries - <https://www.fisheries.noaa.gov/species/killer-whale/science>
CASEL - <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>