



Seal Stories Educator's Guide

Mahalo nui for joining The Marine Mammal Center for Seal Stories! This Educator's Guide will provide you with steps to guiding your students in their collective challenges, commitments, or pledges. In this exercise, students will have an open discussion about the challenge, commitment, or pledge that was presented at the end of the session(s) they attended (see chart below). Students will then decide whether they would like to participate or upgrade the challenge to suit the needs of their class. Please use the steps provided below as a guide to support discussion and carry out your class agreement. [Looking for Ocean Literacy Principles and NGSS Standards? Scroll to the last page of this document.](#)

Session	Challenge, Commitment, or Pledge
Hawai'i Island Seals	<i>Use barbless hooks whenever you go fishing and encourage your friends and 'ohana to do the same.</i>
Moloka'i Seals	<i>Choose sustainable seafood and engage in pono fishing practices.</i>
O'ahu Seals	<i>Be a responsible pet owner by creating a safe and fun, indoor environment for your cat. Don't own a cat? Learn about ways you can help restore and preserve native shoreline plants that help absorb and reduce toxins before they reach the ocean.</i>
Kaua'i Seals	<i>As a group, create posters celebrating the growing Hawaiian monk seal population and earth day, and then coordinate with local business and organizations to display your posters.</i>
Papahānaumokuākea 'Ekahi (part 1)	<i>Reduce your group's use of single- use plastic by _____.</i>
Papahānaumokuākea 'Elua (part 2)	<i>Commit to Meatless Mondays as a group.</i>





Step 1: Discussion

Please take a moment to discuss the challenge, commitment or pledge associated with the sessions you attended as a class. Below you will find a series of prompts to help guide thoughtful discussion. Consider discussing all the questions below, or only the ones that are appropriate for your class and the session you attended.

Discussion Prompts

Question: *What are some new things you learned during today's Seal Stories lesson?*

Point of discussion: Have students recall the most significant points from the session. What main threat to Hawaiian monk seals was highlighted? Who was the special guest/conservation partner, and how do they also help?

Question: *Which do you think would make the biggest difference: 1. Completing the action by yourself? OR 2. Completing the action with a group of people (for example: your classmates, friends, family, or a club group) and WHY?*

Point of discussion: Have students consider the benefit to agreeing to this challenge, commitment, or pledge as a class rather than as individuals.

Question: *What will happen immediately by taking this action and what could be the future benefit for the ocean and Hawaiian monk seals? (short vs. long term outcomes)*

Point of discussion: Have students consider the lasting effect of completing this challenge, commitment, or pledge as a class. How could this affect their school and community in the long run?

More prompts on the next page...





The Marine
Mammal Center.

The Marine Mammal Center advances global ocean conservation through marine mammal rescue and rehabilitation, scientific research, and education.

Question: *What are things we can do as a class to make sure we are each successful at completing the commitment or pledge?*

Point of discussion: Have students determine a way to monitor and gauge the success of the class action, consider how long the class will participate (number of days, weeks, months, etc.), and what is necessary to carry out the challenge, commitment, or pledge to completion.

Question: *How do you plan to share what you are doing with friends and 'ohana when asked?*

Point of discussion: Have students reflect on why this challenge, commitment, or pledge is important to them personally, and how this is an opportunity to share positivity and hope with others.

Step 2: Vote

Decide whether you will agree as a class to the challenge, commitment, or pledge. Majority vote rules. If the class for any reason does not agree, take time to hear out their reasons to decline and modify the challenge, commitment, or pledge to better suit their needs.

Step 3: Take Action!

Write the agreement up on a whiteboard or poster. Then, have each student sign their name near the agreement. Explain that by signing the board, each student is agreeing to the challenge, commitment, or pledge to protect the ocean, Hawaiian monk seals, and humans alike! (*Tip: For virtual instruction, try using [Jamboard.google.com](https://jamboard.google.com), or create a PowerPoint slide of the agreement and have students use the annotate feature on Zoom to sign their names to the slide.*) Refer to the second to last discussion prompt to decide on an action plan and carry out your agreement as a class.



For more info on our programs go to: MarineMammalCenter.org or email EduHI@tmmc.org



Seal Stories connects [Ocean Literacy Principles](#) and [NGSS](#) for [4th grade](#) and [5th grade](#). For more information go to: <https://www.marine-ed.org/ocean-literacy/ngss-alignment>

GRADE 4

4-ESS3 Earth and Human Activity

OLP 3. Ocean-related natural hazards, such as hurricanes and cyclones (OLP 3d; 3-5 S&S 3A.6), are strong examples of natural hazards that humans cannot eliminate, but humans can take steps to reduce their impact (DCI ESS3.B). The OLP and S&S (Scope & Sequence) also discuss the underlying causes of these natural hazards (OLP 3d; 3-5 S&S 3A.3, 5-6). The standard does not call for a complete understanding of all-natural hazards or their underlying causes. Therefore, it is not essential to understand ocean-related natural hazards to meet the standard, but ocean-related hazards are among the most prominent and dramatic examples.

OLP 6. The DCI discusses natural hazards and human response to those hazards (DCI ESS3.B). There are many ocean-related examples of these hazards, as well as information about how humans may be affected because a large proportion of the human population live near the ocean (OLP 6f; 3-5 S&S 6B.4). Additionally, energy resources from the ocean (OLP 6b; 3-5 S&S 6A.4) provide examples of naturally-derived energy and fuels (DCI ESS3.A).

GRADE 5

5-ESS3 Earth and Human Activity

OLP 6. The OLP (5d, e, g) and specifically the concepts developed in the S&S (3-5 S&S p5C), provide an overview of how human activity has had and can have major effects on the ocean, as identified in the DCI (ESS3.C).

OLP 7. In order to fully understand how communities, use science ideas to protect the earth (DCI ESS3.C), related ocean science ideas must be considered (3-5 S&S 7). Excluding ocean concepts would result in an incomplete and inaccurate understanding of how to protect the earth's resources and atmosphere.

For more info on our programs go to: MarineMammalCenter.org or email EduHI@tmmc.org