

**Intended for Grades:** 4 - 8      **Estimated Time:** 45-60 minutes

**Lesson Title:** IN YOUR ELEMENT: Where Passion Meets Abilities

**Lesson Purpose:** Students will explore and discover their passions and abilities to help them chart a course for their future.

**Materials & Preparation:**

- \* Two ‘Ōlelo No’eau (See below)
- \* Computer and ability to project the following Birke Baehr video:  
[http://www.ted.com/talks/birke\\_baehr\\_what\\_s\\_wrong\\_with\\_our\\_food\\_system.htm](http://www.ted.com/talks/birke_baehr_what_s_wrong_with_our_food_system.htm)
- \* Student Questionnaire - one per participant (See below)
- \* Strengths List - project or make copies for groups (*Please revise as desired.*)

**Steps:**

1. Project or post ‘Ōlelo No’eau when class begins. Have students read the ‘Ōlelo Hawai’i (Hawaiian words), then the English translation. Ask them what this means to them. Then share and discuss the *kaona* (hidden meaning).
2. Discuss definition of passion (intense emotion; any object of warm affection or devotion; strong feeling or emotion). Discuss feelings when something “lights you up”.
3. Discuss definition of abilities (strengths; gifts; areas of natural talent), highlighting that everyone has unique abilities as well as unique passions.
4. Show Birke Baehr video. Ask students to look for his passions and abilities.
5. Follow with student comments and observations about Birke himself and his topic, (*which is usually very lively*). Discuss his passion, confidence, and poise. Help students understand that this passionate young boy has found a path to pursue toward his future.  
*He is living in his element, where his passions have come alive and his abilities discovered, thus propelling him into his future path with meaning and purpose.*
6. Distribute and introduce the student questionnaire, designed to help them explore their own passions and strengths. Have students fill out the questionnaire.
7. Help students form groups of 4 to 6. Have them turn their questionnaire over and list their character strengths by having the students give one another their observations about positive traits. Distribute and/or project/post the list of strengths on the overhead for examples; encourage groups to add to this list.
8. When done, invite volunteers from each group to read their answers, including strengths. Facilitate discussion to help students with their path toward their future.

**Reflection:** Re-read the ‘Ōlelo No’eau. Ask students to re-examine their own questionnaire answers to determine if their path to the future is clearer. Also, have them reflect on their own lives and what might be beneficial to strengthen or develop, as it is never too late to change!

*O ka makapō wale  
no ka mea hapapa  
I ka pouli.*

*TRANSLATION:*

**Only the blind  
grope in the darkness.**

*KAONA (HIDDEN MEANING):*

*“If you have no direction in life, you’ll get nowhere.” Another way to say this:  
“If you’re going nowhere, you’re guaranteed to get there.”*

*He lawai‘a no ke kai papa‘u,  
he pokole ke aho;  
he lawai‘a no ke kai hohonu  
he loa ke aho.*

*TRANSLATION:*

A fisherman of shallow seas  
uses only a short line;  
a fisherman of the deep sea  
uses a long line.

*KAONA (HIDDEN MEANING):*

*You will reach  
only as far as you aim  
and prepare yourself to reach.*

Name \_\_\_\_\_ Date \_\_\_\_\_

### **FIND YOUR PASSION!**

*What do you really love? What lights you up? Identify your strengths and abilities. This will help you on a pathway of living in the element.*

1. I dream of being a \_\_\_\_\_ when I grow up.
2. I love books or movies about \_\_\_\_\_.
3. If I had a choice to do anything on one week of school break, I'd spend my time \_\_\_\_\_.
4. Most people don't know this about me, but I really enjoy \_\_\_\_\_  
\_\_\_\_\_.
5. My friends and family come to me when they need help with \_\_\_\_\_  
\_\_\_\_\_.
6. Even though I have only tried it once or twice, I really enjoy \_\_\_\_\_  
\_\_\_\_\_.
7. What makes me most happy is when I'm \_\_\_\_\_.
8. If I won first prize in a contest or talent show, it would be for \_\_\_\_\_  
\_\_\_\_\_.
9. From your list above, pick your top 3 answers:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
10. Which is your top choice? Circle it...

**STRENGTHS & POSITIVE CHARACTER TRAITS**

Active	Resourceful
Athletic	Responsible
Compassionate (caring)	Self-controlled
Confident	Sensitive
Courageous/brave	Sincere
Creative	Talkative
Curious	<b>ADD MORE:</b>
Determined/persevering	
Energetic	
Forgiving	
Funny	
Hard working	
Helpful	
Honest/has integrity	
Humble	
Inquisitive	
Intelligent/smart	
Kind/friendly	
Leader	
Loving	
Modest/humble	
Organized	
Outgoing	
Peacemaker	
Poised	
Positive attitude	
Powerful	
Punctual (on time)	