LESSON OBJECTIVES:
Students will:
- Discuss what “Circles of Support” represents and how identifying helpful relationships can empower individuals
- Recognize and differentiate kinds of support they receive in their life
- Identify individuals who support them in different ways
- Identify kuleana (responsibilities) to those who support them

MATERIALS:
- E Ola Pono video clips for lesson introduction (see below)
- Long strands of grass, raffia, or string – one or two per person
- Circle of Support “Think Sheet”
- Circles of Support graphic handout
- Pencils for each student

PROCEDURES:
• INTRODUCE LESSON:
- Create partners or small groups of three and share that students will be working on their own information while providing ideas and help for their partner(s)
- Introduce the lesson title “Pilina” and share its definition (Pukui):
  *n. Association, relationship, union, connection (and more)*
- Introduce this lesson by sharing that students are going to think about the different relationships and associations they have that provide them with support in their lives.
- Write “Circles of Support” and ask partners what they think this might be or look like. Invite responses, clarify your understanding, and discuss why knowing your “Circles of Support” might help a person at times in life.
- Revisit the ‘Ōlelo No’eau for this unit and ask teams to talk about how this phrase might relate to Pilina, or connections of support. Discuss experiences and examples of how family members often provide assistance to each other.

  **‘Ōlelo No’eau 1: 1 maika‘i ke kalo i ka ‘ōhā**
  
  *Translation: The goodness of the kalo is judged by the young plant it produces.*
  
  *Mana‘o: Parents are often judged by the behavior of their children.*

- Invite students to watch 3 short student created videos that show different examples of giving and receiving support. Explain these videos were part of a statewide competition to create public service announcements about “E Ola Pono” (E Ola Pono = to live in harmony and respect with everything and everyone).
**Video Titles and themes:**

- #1 - “Lending a Helping Hand” – Students helping each other
- #2 - “Pono, A Way of Life” – Family members helping each other
- #3 - “Aia i Hi‘ikua” – Student asking her teacher for help

- Debrief by discussing similarities and differences of each scenario, including who was giving and receiving support or help.

- Summarize and invite students to consider four main groups of people who usually provide support to students: your family, friends, school, and community.

**MODEL LESSON:**

- Post the large (2 page) *Circles of Support* Graphic (or draw it) and explain how this image depicts different levels of support received from others. Share who your own supporters are or discuss examples for each circle:
  
  1. **1st Circle: Center or “Piko” (navel):**
     - Represents the center, yourself (Someone always there to help!)
  
  2. **2nd Circle: Closest supporters:**
     - Represents people you know well who help you in critical ways (I.e.: provides for basic needs; helps with challenges; there to celebrate successes, etc.)

  3. **3rd Circle: Personal Supporters:**
     - Represents different people who regularly help with various kinds of support

  4. **4th Circle: Other Supporters:**
     - Represents people, places, and groups who provide occasional support to you

**GUIDED PRACTICE:**

- Have students make groups of 3-4 and pass out one or two long strands of grass, raffia, or string to each person. Instruct groups to “make something strong.” Give them 5 minutes and then discuss what they made. Make the analogy between this activity and having a strong group of people that can provide support when needed in life.

  - Distribute the *Circles of Support Think Sheet* and explain how to complete the information. Encourage partners to write down their own supporter names while also helping each other think of people. Explain students will also receive a *Circles of Support Graphic* next to transfer names after they complete the Think Sheet. Encourage students to brainstorm many names.

  - Ask students to use their *Think Sheets* to narrow down and identify 6 or more people they want to put on their *Circles of Support Graphic*. Have them write names in pencil as support people usually shift and change. *(Option: Students can create their own individualized representation of supporters in their life instead of using *Circles graphic.)*

**CLOSURE:**

- Review the concept of “Circles of Support” by asking students to write or reiterate what this means on the top of their *Think Sheet* where it says “definition.”

**EVALUATION:**

- Completion of both the *Circles of Support Think Sheet* and *Graphic*
**Circles of Support “Think Sheet”**

**Definition of ‘Circles of Support’:**

<table>
<thead>
<tr>
<th>PHYSICAL SUPPORT</th>
<th>EMOTIONAL SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you’re sick, who takes care of you?</td>
<td>When you’re happy, who is there to share in your happiness?</td>
</tr>
<tr>
<td>When you’re hungry and thirsty, who provides you with food and drink?</td>
<td>When you’re angry, sad, or feeling down, who do you trust to help you get calm or feel better?</td>
</tr>
<tr>
<td>Who provides you with transportation to go where you need and want to go?</td>
<td>When you’re confused, who helps you figure things out?</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>EDUCATIONAL SUPPORT</th>
<th>FINANCIAL SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you need extra help in class, who do you know that will help you?</td>
<td>Who provides the food you eat?</td>
</tr>
<tr>
<td>When you have “school questions,” like about grades, classes, or high school, who do you feel comfortable talking to?</td>
<td>Who provides shelter for you?</td>
</tr>
<tr>
<td>When you are asked to do an assignment for homework, who is there to give you any help?</td>
<td>Who provides the clothes that you wear?</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>RECREATIONAL SUPPORT</th>
<th>SOCIAL SUPPORT</th>
</tr>
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<tbody>
<tr>
<td>When you want to do fun activities, who do you think about learning from and being with?</td>
<td>Who helps you participate in group and community activities?</td>
</tr>
</tbody>
</table>

OTHER PEOPLE WHO SUPPORT YOU:  *Who and how they help:*

Name _____________________________  Date __________________