

Maslow's Hierarchy of Human Needs

OBJECTIVES/RATIONALE

In order to have an understanding of human behavior it is important to realize that each person is motivated by needs. The student will identify human needs according to Maslow's Hierarchy of Human Needs.

TEKS 121.2 1H

TAKS ELA 1, 4

KEY POINTS

NEEDS: a lack of something required or desired. Needs motivate us to act!

- I. Maslow defined a Hierarchy of Human Needs that stated that the lower needs must be met before an individual can strive to meet higher needs.
 - A. **PHYSIOLOGICAL** - necessary for life; unmet, these needs lead to death
 1. food
 2. water
 3. oxygen
 4. sleep
 5. protection from extreme temperatures
 6. elimination
 7. sensory needs - hearing, seeing, feeling, tasting, and mental stimulation
 8. motor needs - if muscles are not stimulated, they will atrophy
 - B. **SAFETY/SECURITY**
 1. the need to be free from anxiety and fear
 2. the need to be secure in the environment
 3. the need for order and routine
 - C. **LOVE and AFFECTION**
 1. social acceptance, friendship, to be loved
 2. need to belong, to relate to others
 3. sexuality
 - a. a person's feelings/attitude toward their masculine/feminine nature
 - b. the ability to give and receive love and affection
 - c. reproductive capabilities
 - D. **ESTEEM** - feeling important and worthwhile - includes respect, approval, appreciation
 1. we engage in activities that bring achievement, success, and recognition
 2. we gain self-confidence and begin to direct our actions toward becoming what we WANT to be

- E. SELF-ACTUALIZATION - self-realization; obtaining our full potential; becoming confident, eager to express our beliefs, and willing to reach out to others to help them
- II. TO MEET OUR HUMAN NEEDS - we usually learn what works by trial-and-error
 - A. Direct methods:
 1. hard work
 2. setting realistic goals
 3. cooperating with others
 4. evaluating effectively
 - B. Indirect methods: unhealthy when used too often, but sometimes allows us to cope!
 1. suppression
 2. projection
 3. denial
 4. rationalization
 5. compensation
 - C. When defense mechanisms are inadequate, stress reactions develop:
 1. chronic complaining and demanding behavior
 2. agitation with manipulative behavior
 3. restlessness
 4. sleeplessness
 5. depression - be alert for potential suicide
 6. withdrawal
 - D. TO MEET THE NEEDS OF OTHERS -personalized health care focuses on the patient and meeting their needs and expectations
 - E. CHALLENGES:
 1. meet each patient's needs to the best of your ability
 2. set standards of excellence for yourself
 3. sometimes only you will know (i.e. sterile field)
 4. let your conscience be your guide
 5. anything less than 100% is not acceptable
 - F. RESPONSIBILITIES:
 1. take advantage of the opportunity to learn, develop basic skills, see the purpose of each assignment
 2. set your standards for your performance
 - a. is 70% good enough ???
 - b. establish study habits that work best for you
 - c. relate learning to past experience
 - d. measure each achievement in terms of progress toward your career goal
 3. be honest with yourself and take responsibility for your own actions
- III. UNDERSTANDING RESIDENTS AND THEIR NEEDS:
 - A. Aging Theory
 1. rate is genetic
 2. body undergoes wear & stress to decrease its functional ability

3. there are less body chemicals produced
- B. Recognize pitfalls to understanding aging
 1. stereotyping - rigid, biased ideas about people as a group, does not take into consideration the uniqueness of the individual; yet are often partly true
 - a. characteristic changes of aging (gray hair, wrinkled skin, poor eyesight, slower reaction times)
 - b. aged can't make good judgments and decisions
 - c. aged aren't happy and have no interest in sex
 - d. residents are in LTC to die
 - e. old is measured in "years"
 2. myths - beliefs that are NOT true
 - a. age alone causes disease
 - b. age determines value to society
 3. facts
 - a. aging is progressive and universal
 - b. no disease is specific to aging
 - c. factors that alter the progression are: attitude, genetics, and environment (family, finances, lifestyle-smoking, diet, exercise)
 - d. senescent changes
 - e. Common pathologies run in every age group: congenital, trauma, metabolic imbalances, ischemias, obstructions, neoplasms, infections
 4. Alzheimer's Disease - a form of dementia
 - a. Stages:
 - I - mild (disorientation, anxiety, depression, delusions)
 - II - moderate (wandering, pacing, sundowning, sensory changes, preservation, hallucinations)
 - III - severe (totally dependent, verbally unresponsive)
 - b. Treatment - Reality orientation, Validity Therapy
 - c. developmental disabilities - MR, Cerebral Palsy, epilepsy, paralysis

ACTIVITIES

- I. Complete Maslow's Hierarchy Of Needs Activity. (**Teacher Guidelines**)

MATERIALS NEEDED

Maslow's Hierarchy of Needs Graphic

<http://web.utk.edu/~gwynne/maslow.HTM>

<http://www.utoledo.edu/~ddavis/maslow.htm>

ASSESSMENT

Group Participation Rubric
Completion of Maslow's Hierarchy of Needs Activity

ACCOMMODATIONS

For reinforcement, the student will design a poster depicting Maslow's Hierarchy of Needs.

For enrichment, the student will research and report on Dr. Maslow and his Hierarchy of Needs.

REFLECTIONS

Maslow's Hierarchy of Needs Instructor Guidelines

Objectives: Students will be able to

- recognize that all human beings have basic needs
- describe Maslow's Hierarchy of needs pyramid
- identify personal needs – especially aesthetic and self actualization

1. Students receive the following scenario:
You are being sent into a bubble to live for 1 year. Make a list of 25 things you will need to take with you to survive.
Students will ask many questions, but the only information they can receive is the above statement.
2. When finished, students turn the paper over on desk and cannot add to the list. Some will not be able to think of 25 things.
3. Make a cassette recording of 10-12 different songs. Record about 5 – 10 seconds of each song with several seconds between. I use classical, country, oldies, rock and roll, rap, pop, and heavy metal.
4. As the tape is played, students write down the emotion or feeling they have as they are listening to the music.
5. Discuss how important music is to survival, how many hours a day are spent listening to music, and how fulfilling life would be without music.
6. Students turn their papers over and with a show of hands see how many included music on their list.
7. Break into groups and each group is given a packet of colors. I use construction paper and cut them in strips using black, white, the primary colors, and a few others. First, they write down how each color makes them feel, what mood it represents individually. Then they discuss their observations as a group.
8. Discuss the observations, as a class focusing on how important color and art are to us everyday. Students then review their lists to see if they included color or art as existence without color is discussed.
9. As a class, review the lists placing each need into one of the categories of the pyramid.
10. As we talk about self fulfilling needs – goals and ideals that motivate us, students write down three goals; 1 for the end of the semester, 1 for the end of the school year, 1 for 5 years from now and draw a picture of how they feel about themselves at this time. The students seal the goals in an envelope with their name on it and return to me. I keep them until the middle of May and then return them. I keep all the envelopes from the 1st and 2nd semesters and return them in May.

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