

Maslow's Hierarchy of Human Needs

Course

Principles of Health Science

Unit VIII

Human Growth and Development

Essential Question

What are our basic needs as a human being?

TEKS

130.202 (c) 11

Prior Student Learning

None

Estimated time

1-2 hours

Rationale

In order to have an understanding of human behavior it is important to realize that each person is motivated by needs.

Objectives

Upon completion of this lesson, the student will be able to:
understand Maslow's Hierarchy of human needs;
identify human needs according to Maslow's Hierarchy of Human Needs;
label needs with its respective level on Maslow's Hierarchy;
recognize that all human beings have basic needs; and
identify personal needs – especially aesthetic and self actualization.

Engage

Ask the students what they are motivated by:
Money?
Friends?
Being accepted by peers?
What else?

Key Points

NEEDS – a lack of something required or desired. Needs motivate us to act!
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. engagement in activities that bring achievement, success, and recognition
 - 2. growth of self-confidence which directs 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, with a willingness 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

Activity

- I. Complete the Maslow's Hierarchy of Human Needs Quiz.
- II. Complete Maslow's Hierarchy Of Needs Activity. (Teacher Guidelines)

Assessment

Key - Maslow's Hierarchy of Human Needs Quiz

Completion of Maslow's Hierarchy of Needs Activity

Materials

Maslow's Hierarchy of Needs Graphic

Colored construction paper

Various songs

Accommodations for Learning Differences

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.

National and State Education Standards

National Health Science Standards

HLC01.01 Health Care Workers will know the academic subject matter required (in addition to state high school graduation requirements) for proficiency within their area. They will use this knowledge as needed in their role.

TEKS

130.202(c)(1)(I) identify human needs according to Maslow's Hierarchy of Human Needs

Texas College and Career Readiness Standards

English/Language Arts Standards

II Reading

B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.

III Speaking

A. Understand the elements of communication, both in informal group discussions and formal presentations, (e.g. accuracy, relevance, rhetorical features, and organization of information).

B. Develop effective speaking styles for both group and one-on-one situations.

IV. Apply listening skills as an individual and as a member of a group in a variety of settings, (e.g. lectures, discussions, conversations, team projects, presentations, interviews).

Maslow's Hierarchy of Basic Needs Quiz

Match the correct level with the letter of the need.

- A. Physiological Need
- B. Safety Need
- C. Social Need
- D. Esteem Need
- E. Self-Actualization Need

- _____ 1. I'm starving.
- _____ 2. Please lock the door.
- _____ 3. I hope I won't get fired for that mistake.
- _____ 4. I will succeed with that new program.
- _____ 5. I wish they would invite me to go to lunch.
- _____ 6. I want to chair that committee.
- _____ 7. Those people in that office are just mean.
- _____ 8. I hope they think my idea was good.
- _____ 9. I know I can be class president.
- _____ 10. I'm exhausted.

KEY - Maslow's Hierarchy of Basic Needs Quiz

Match the correct level with the letter of the need.

- A. Physiological Need
- B. Safety Need
- C. Love and Affection Need
- D. Esteem Need
- E. Self-Actualization Need

___ **A** ___ 1. I'm starving.

___ **B** ___ 2. Please lock the door.

___ **B** ___ 3. I hope I won't get fired for that mistake.

___ **E** ___ 4. I will succeed with that new program.

___ **C** ___ 5. I wish they would invite me to go to lunch.

___ **D** ___ 6. I want to chair that committee.

___ **C** ___ 7. Those people in that office are just mean.

___ **D** ___ 8. I hope they think my idea was good.

___ **E** ___ 9. I know I can be class president.

___ **A** ___ 10. I'm exhausted.

Maslow's Hierarchy of Needs Instructor Guidelines

1. Students receive the following scenario:

You are being sent into a bubble to live for one 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 are to 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 recording of 10-12 different songs. Record about 5 – 10 seconds of each song with several seconds between. You can use classical, country, oldies, rock and roll, rap, pop, and heavy metal.
4. As the music 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 discuss 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 you talk about self-fulfilling needs – goals and ideals that motivate us -- students write down three goals: one for the end of the semester, one for the end of the school year, one for five 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 the teacher. Keep them until the middle of May, and then return them. Keep all the envelopes from the 1st and 2nd semesters and return them in May.

Maslow's Hierarchy of Needs

