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Evaluate How Well Your Basic Needs Are Met

TRANSITION OBJECTIVE

Students will evaluate their progress in meeting Maslow's five basic needs.

RELEVANCE TO SUCCESSFUL TRANSITION

People who have found success are often very aware of their own needs. They can quickly sense how to adjust to a situation so their needs can be met. Becoming aware of Maslow's basic needs will help students begin to assess their own current and future needs.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

An important human need for me is . . .

❑ STEP 2: Convene Roundtable

"Right now the needs I have fulfilled are _____."

❑ STEP 3: Advance Organizer

"In today's lesson, we will play a game to review the basic human needs and complete a questionnaire to evaluate how well your basic needs are met."

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PERSONAL MANAGEMENT: Unit 1 LESSON 3

Basic Human Needs Checksheet

As you read each statement, circle the number that fits you. Circle number 3 if you did what the statements say in the last 24 hours. Circle number 2 if you almost completed the statement and circle number 1 if you did not complete the statement.

In the last 24 hours:	Met 3	Almost 2	Not Met 1
1. I ate good, healthy food.			
2. I slept 6-8 hours.			
3. I drank plenty of water, milk, and juice.			
4. I exercised for at least 20 minutes.			
5. I felt safe and secure at home and at school.			
6. I knew what to expect at home and school. (predictable no surprises)			
7. I was treated in the same way with which I am familiar. (consistency)			
8. I felt comfortable in my surroundings. (warm, cool, safe)			
9. I listened to others who were speaking.			
10. I showed that I understood what another person needed or was saying.			
11. I expressed my feelings appropriately.			
12. I showed that I cared about those who need me and whom I love.			

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PERSONAL MANAGEMENT: Unit 1 LESSON 3

Basic Human Needs Check Sheet

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In the last 24 hours:	Met 3	Almost 2	Not Met 1
13. I talked about the things I can do well with my friends or family.			
14. I felt confident about what I was doing in my life at home, school or work.			
15. I had a positive attitude.			
16. I felt needed by others at home, in school or in other activities.			
17. I thought about my goals and what I want for myself in the future.			
18. I learned something new that will help me in the future.			
19. I concentrated and did a good job on my school work and chores.			
20. I worked on a chore or task until it was finished.			
21. I started working without being told.			
22. I helped a friend or family member with something.			

TOTAL SCORE: _____

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❑ STEP 4: Activity - 30 Minutes

Review the five needs with students by starting with a game. Students first write the five needs, one each, on 3" x 5" cards from a list of the needs on the board, starting with self-actualization at the top and physiological at the bottom. Using the cards, students play the game **What's My Need?** described on the next page of this lesson. After the game, talk about the importance of meeting each of the five needs and that successful and happy people have learned to meet their highest needs. Review that the highest need, self-actualization, is reached

only after all other needs are met. Also, point out that our needs will fluctuate, depending on the situation.

needs. As they act out the skit, the rest of the class guesses which human need they are portraying.

❑ STEP 5: Activity - 15 Minutes

Go over the Basic **Human Needs Checksheet**. Students rate themselves, showing how well they have met their needs in the last 24 hours. Have students add their scores, then explain that the higher the score, the more needs they have met. Explain that the purpose of these lessons is to increase each student's personal power. At the end of this unit, they will complete this checksheet again.

❑ STEP 6: Evaluate Outcomes

My basic needs are met when I feel “_____.”

❑ STEP 7: Connecting Activity

Have individuals or small groups develop a skit or role play about one of the five human

PERSONAL MANAGEMENT: Appendix A UNIT 1: LESSON 3

What's My Need?

Game Directions

Students will use 3x5 cards each labeled with one of the five human needs. To play, read each statement aloud to the students. After 20 seconds, students hold up the card labeled with the human need that represents the statement. Say "go" as a signal to students to hold up their cards. Check for understanding as students hold up their cards.

Statements:

1. I feel very cold and tired walking to school – **(physiological)**
2. I don't have any self-confidence when I am taking a test – **(self-esteem)**
3. My sister's boyfriend gives me the creeps when he comes over – **(safety)**
4. I don't know what kind of career I want to have – **(self-actualization)**
5. I always feel safe and loved at home – **(safety)**
6. I have three very good friends – **(affiliation)**
7. I'm really good at playing softball – **(self-esteem)**
8. I'm working on my goal to become a lab technician – **(self-actualization)**
9. My mom and dad are always there for me – **(affiliation)**
10. At school, I don't know who I am – **(self-actualization)**
11. I always feel out of it when I'm around a big group of kids – **(affiliation)**
12. I don't feel safe walking in my neighborhood after dark – **(safety)**
13. It is always hot and stuffy in my computer class – **(physiological)**
14. I feel really good about my grades this year – **(self-esteem)**
15. Everyday I think about how I can be a better person – **(self-actualization)**
16. My friends call me all the time – **(affiliation)**

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KEY WORDS

self-actualization

self-esteem

affiliation

safety

physiology

MATERIALS AND PREPARATION

- Student Handouts: **Basic Human Needs Checksheet**, page 18-19; **What's My Need Game**, Appendix A, page A6.
- Prepare **What's My Need Game**. Have five 3" x 5" cards for each student.
- Prepare to explain the **Basic Human Needs Checksheet**.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Reasoning
- Personal Qualities: Self-Esteem, Sociability