

Maslow's Hierarchy of Needs
College of Lake County
Healthcare Bridge Curriculum
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Overall Goal:

Objectives:

1. To describe and list Maslow's Hierarchy of Needs.
2. To give examples of each Hierarchy level.
3. To explain the difference between needs and wants.
4. To discuss issues in medical settings relating to Maslow's Hierarchy of Needs.
5. To give examples of how medical professional can help patients at each level of Maslow's Hierarchy.

Major Skill Focus:

Applied critical thinking in a problem solution context

Minor skill focus:

Reading comprehension
Oral communication skills
Writing skills
New vocabulary

Illinois ESL Content Standards:

HI.L3 Respond to requests for elaboration (e.g., Could you explain that a bit more? And what else?)

AE.L3 Identify the main idea and key details in a variety of sources (e.g., from a conversation, radio or TV broadcast, or presentation)

AE.S4 Use collaborative skills in a group (e.g., agree, disagree, compromise)

AE.S5 Present short speeches or oral reports (e.g., on customs or traditions in native country)

HI.W2 Write paragraphs with main idea, supporting details, and conclusion (e.g., writing an autobiography, writing an accident report)

AE.W8 Organize key details in a variety of contexts (e.g., by note taking, listing or outlining)

HI.R1 Read passages or articles on familiar and new topics (e.g., work or current events)

AE.R3 Interpret charts, tables, graphs and other non-prose information

General new vocabulary:

Hierarchy
Self-actualization
Self-esteem
Reassurance

Medical terminology in the lesson:

Physiological
Paraplegia
Spinal Cord injuries

Materials Needed:

Mitchell, Joyce and Haroun, Lee. *Introduction to Health Care, 2nd ed.* pp. 303 – 307.
White boards and various colors of dry erase markers
Computer and projector to play video:
<http://www.youtube.com/watch?v=QxdNzOVRAmA>
Overhead projector or scanning projector for KWL chart
Index Cards

Handouts:

Maslow's Hierarchy of Needs Handout.
Sentence Strips Handout copied on card stock.
Writing Assignment Handout.
KWL Chart Handout

Teacher Topic Information:

Abraham Maslow's Hierarchy of needs was based on clinical experience with people, not animals, unlike other popular psychologists such as Skinner. His book, *Motivation and Personality (1954)* introduced his Hierarchy of Needs. His motivation theory is based on a belief that people are motivated by unsatisfied needs and that lower needs have to be satisfied before higher needs can. The fundamental, lower-order needs like Physiological and Safety needs must be addressed before a person can pursue higher-level motivators and strive towards self-actualization.

In the Hierarchy diagram, after a need is satisfied it is no longer a motivator and the next level begins to motivate. As life is dynamic, not static, as things happen to us (such as a health crisis) we may change our motivation and level. Self-actualization is our goal as we try to reach our full potential. While the lower level needs can be fully satisfied, this need is never totally achieved as a person always has new opportunities to grow. Maslow felt only a few will ever fully reach this level. If the students do further research, they will find additions to this model that further delineate the theory but the basic, five step model still is very helpful to us.

Some motivators noted in each level are:

- **Self-actualization:** After reaching the other levels and achieving self-esteem, a person will be motivated by truth, justice, wisdom and meaning.
- **Esteem:** After feeling they “belong” internal motivators are self-esteem, accomplishment and self-respect. External motivators can be reputation, attention, social status or recognition.
- **Love and affection:** Once basic physiological and safety needs are met the first higher level needs that are motivators are friendship, belonging to a group, and giving and receiving love.
- **Safety and security:** Once the basic needs to life are met, wanting to live in a safe area, medical insurance, job security, and savings become motivators. Maslow’s theorized that if a person feels threatened, needs further up the pyramid will not receive attention until the safety need has been resolved.
- **Physiological needs:** People need to sustain their life and are motivated by the very basic needs of air, water, food, and sleep. These needs are so highly motivated that they have to happen before moving up the pyramid.

Estimated time for lesson: 3 hour class session

Directions:

Warmer (15 – 20 minutes):

- **Write on board:** Imagine you have been travelling with our class on a field trip to Hawaii by boat. It was a small ship and only some of us have survived and washed up on a deserted island. All we have is what we are wearing. What would your first thoughts be about? With the others at your table, make a plan for the next month. Make your plan short and simple.
- **Tell them that they probably won’t even have writing materials on the island so the plan must be concise. Each table has to select someone to write down the plan. You have 10 minutes to develop and write up your plan.**
- **Have each group write their plans on the board.**
- **Discuss similarities and start to group and categorize by need. Use different Colors of dry erase markers to categorize. Most needs will probably be in the physiological or safety level of Maslow’s Hierarchy. Use as intro to presentation.**

Presentation: (30 Minutes)

(It is assumed in this lesson that pages 303-307 in the book have already been read – if they have not, additional time in class will be needed to read the material.)

Elicit prior knowledge of new vocabulary by having students write on the board any vocabulary from the reading (pp. 303-307 in Intro to HealthCare.) Otherwise make sure key vocabulary is understood during the presentation by giving examples, use of dictionaries etc.

Create a KNL chart with class on an overhead to be used at the end of class.

Hand out Hierarchy of needs handout. Assign each level to a group and have them present their understanding of their level and take questions. Have them use the book pages and their notes as a guide. The teacher should go and guide each table to help them stay on task, answer questions etc. Have the Handout on a screen using the computer projector.

Discussion: (30 minutes)

Using the warm-up exercise discussion and the presentations, discuss and relate to patient needs.

Begin by playing the You Tube video: (3 minutes) summing up Maslow's Hierarchy of Needs

<http://www.youtube.com/watch?v=QxdNzOVRAmA>

In the discussion relate the patient example of Carlos and elicit any knowledge, skills and experience among the students that they feel relate to this subject. Make sure everyone understands the medical terminology in his story, using dictionaries as needed. List ways healthcare workers helped Carlos or could help him more to meet his needs.

Discuss whether their various cultural backgrounds bring anything different to the Hierarchy.

- *Before dismissing for break, ask why we give students a break. What needs are being met? Before they studied Maslow did they sometimes think the break was unnecessary?*

Writing Handout: (25-30 minutes)

Have students fill out questions 1 and 2 individually.

Assign question 3 for homework and ask the students to write it in paragraph form. (give the students 5 minutes to finish question 1 and begin question 2. Give them 5 more minutes to discuss at their tables and brainstorm the answers to question 2.

Have the levels on the board and have the students list under each level their answers to question 2 and then discuss as a group.

Activity: (25-30 minutes)

- Copy Sentence Strips Handout on cardstock so there is one copy per table. Have questions and answers cut out and mixed up.
- Give each table the sentence strips and ask them to match up questions and answers. Go over all of the questions and answers as a group.

- (alternative activity would be to give each person a strip and have them find their partner – make more or less strips according to class size)
- Give each table 6 blank strips and have them look in their notes and the reading and create 3 questions and answers and write them on their strips. Assist as needed.
- Collect each table's new questions and answers and mix them up and pass to other tables and have them match up answers.
- As a group reflect on activity and new questions.

Closing activity:

Go back to KWL chart and hand out blank copies to each student. Put overhead with column one and two filled out on overhead projector and then fill out column three as a class and give opportunity for questions.

Pass out index cards to each student asking them to (anonymously) write down things they liked and didn't like on one side of the card and any suggestions to be used in future classes on the other side. Have them put them in a box by the door on their way out.

Assessment:

Ongoing informal assessment throughout class session and homework writing assignment. Besides checking the answers to question 3, teacher will evaluate work done on the other questions as well.

Overall assessment orally through closing KWL activity. In reviewing index cards find out if more practice/instruction is needed.

Sentence Strips:

Questions and Answers about Maslow's Hierarchy of Needs

1. What is the highest goal in human development according to Maslow?

Self Actualization

2. Being treated fairly, without prejudice or fear of bad treatment is under what level of Maslow's Hierarchy?

Safety and security

3. Receiving medical care for illness or injury is under what level of Maslow's Hierarchy?

Physiological needs

4. Having friends and family visit patients in the hospital or nursing homes would fit under what level of Maslow's Hierarchy?

Love and affection

5. Respect and approval falls under what level of Maslow's Hierarchy?

Esteem

6. How does Maslow's Hierarchy of Needs help health care professionals?

It is a model that helps them better understand their patients and better meet their needs.

7. What are the five levels in Maslow's Hierarchy of Needs?

**Physiological Needs
Safety and Security
Love and Affection
Esteem
Self-actualization**

8. Is a request for pain medication is it a want or a need?

It is the safety and security need.

9. Does being a millionaire put someone in a higher level than having an average income?

No. If they both have their basic needs met, money does not necessarily mean you have love and affection etc.

Name: _____ Date: _____

Writing about Maslow's Hierarchy of Needs

1. Explain the difference between wants and needs. Give examples.

2. How do you think health care professionals can help patients at each level of Maslow's Hierarchy?

Physiological:

Safety and Security:

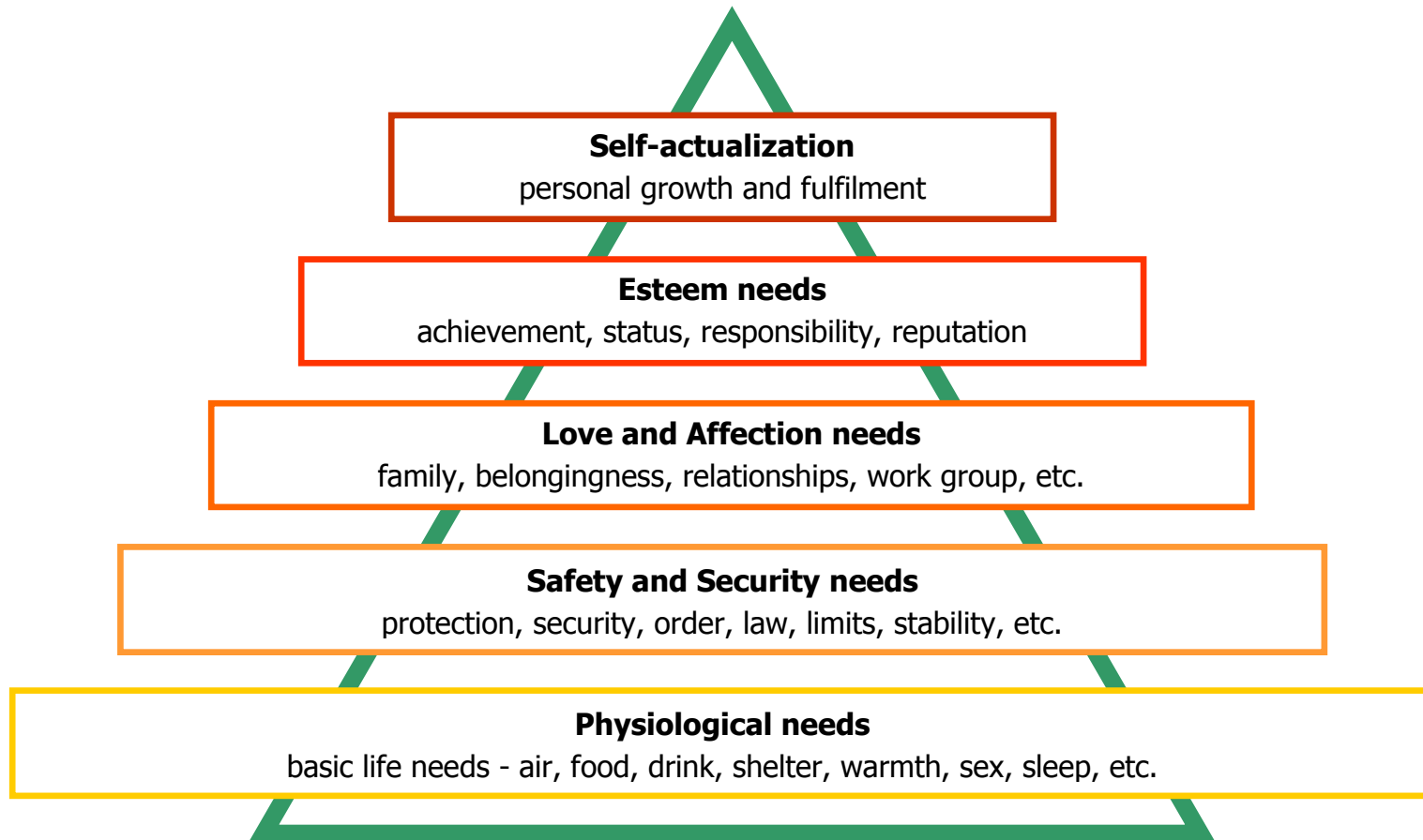
Love and Affection:

Esteem:

Self-actualization:

3. Do you know anyone who has reached the level of self-actualization and explain why you think they have reached the highest level. This can be someone famous that you don't know personally as well.

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What we Know

What we Want to Know

What we Learned

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