

What's Your Motivation?

Maslow's Hierarchy of Needs

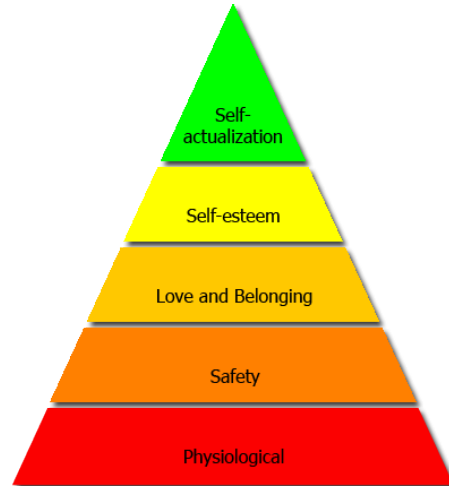
Teacher's Lesson Plan Guide

Lesson Overview

This lesson is intended to convey motivational concepts in order to help High School junior or senior students understand Maslow's Hierarchy of Needs. The lesson will be introduced to help students understand how people are affected by their environment and how people construct much of what they learn and understand. With an understanding of the hierarchy, the student will be able to communicate learned information effectively, apply scientific and psychology based information, draw inferences based on data and create graphic representations of their conclusions. When the lesson is complete, the student will be able to explain and identify the different levels of Maslow's Hierarchy of Needs. The average classroom size will consist of approximately 30 High School students who are in a traditional classroom setting. This group of students should be in a Health, Psychology or Technology course so that the information they are learning relates to the course curriculum. The students should have a prior understanding of basic computer and internet skills. The lesson will be taught in the computer lab where each student will have access to a computer or in a classroom with access to mobile laptops.

Lesson Objectives

1. The learner will complete a webquest based on Maslow's Hierarchy of Needs
2. The learner will be able to name the five levels of the hierarchy
3. The learner will be able to categorize needs into the different hierarchy levels
4. The learner will understand how needs relate to motivation
5. The learner will complete a Motivation Quiz based on Maslow's Hierarchy of Needs
6. The learner will complete the Goals and Motivation Assignment
7. The learner will present the assignment to the class as the final form of evaluation



Necessary Equipment

In order to complete this lesson plan, the teacher will require access to either a computer lab or a set of mobile laptops. All computers or mobile laptops should have access to the Internet. Computers should also have either a word processing or general graphics software program such as Microsoft® Office Word, Microsoft® Windows Paint, or Adobe Photoshop®. Students must have the capability to save their files in either jpeg or PDF file format.

If a teacher or other students are bothered by the sound from the videos, then headphones should be provided.

A scanner will be required for students that decide to hand draw their work instead of using a graphic software program.

The teacher should have access to a projector so that students can have their work displayed during their class presentations.

A printer may be required for student use if a teacher decides that students should turn in paper documentation of their webquest assignments for grading.

Learning Activities

Number of Students: Approximately 30

Student Age: Junior/Senior High School

Courses: Health, Psychology or Technology

Lesson Duration: At least three 50 minute classes, plus classes for presentations

INTRODUCTION TO LESSON:

To engage the students, begin the lesson by asking the class, "What is motivation?" Give time for students to discuss the question and then ask them, "What motivates you?" There will be a variety of answers but look for those that answer with things such as family, money or achievement. Link these answers to motivation and discuss how motivation relates to needs. Explain to students that they will be examining the fundamentals of why people are motivated to perform certain actions or how they relate to their environment. Students will be researching Maslow's Hierarchy of Needs and relating it to their own lives and needs.

STUDENT ASSIGNMENTS:

Students will have several assignments to complete during this lesson. They must first start up their computer and then use the Internet to go to the lesson plan website at <http://6304maslowmotivationlessonplan.pbworks.com/w/page/39344158/Home>. Their first assignment will be to complete the Maslow's Hierarchy of Needs Webquest. Students will be required to read the home page of the lesson plan website, the overview, watch each need level video and then use the Internet search engines to find all of the answers to the webquest. Answers for the teacher can be found on the lesson plan website.

Students should then complete the Student Motivation Quiz. It will ask them several questions and gauge what motivates them most in life. Students will receive information about their motivators which will help connect the lesson to them. By relating the lesson and what they have just learned from the webquest to their personal lives student will become more engaged in the lesson and this should activate any prior knowledge they may have.

After students have completed their webquest, they should then move on to the Goals and Motivation assignment. Read the assignment directions with the class or have students read

it to themselves. Ensure that the due date part of the directions is completed for the students. There is an example for this assignment to help students recognize what is required. Display and explain this example then review the grading rubric for the assignment with the students. Once all assignments are completed and turned in correctly, begin assigning the order for presentations. Student compositions should be displayed using a projector connected to a computer or laptop. Their composition should be displayed as students present. The Goals and Motivation Presentation Grading Rubric will guide the assessment process.

MODIFICATIONS:

Student modifications can be met with this lesson plan. If needed, the teacher can decrease the number of questions on the webquest, can have students work in groups or can allow students to use Microsoft® Word Talk if they have certain disabilities. Gifted and Talented students can complete the Early Finisher's Extended Assignment.

MONITORING OF STUDENTS:

The teacher should continually walk around the classroom and monitor the students while they are on the Internet. Periodically the teacher should stop and ask students questions in regard to the webquest or their assignments. Challenging students and assisting them will ensure absorption of the lesson plan concepts.

Lesson Closure

To conclude the lesson, ask students what they believe motivates them now that they have completed the lesson. Also ask them which level of Maslow's Hierarchy of Needs they believe they are in. Discuss their needs and motivation in their daily lives.

Resources

To assist teachers, the lesson plan website has been created along with educational videos on each need level. Teachers also have access to the Teacher's Lesson Plan Guide, Maslow's Hierarchy of Needs Webquest, Webquest answers, Goals & Motivation Assignment, Goals & Motivation example, Presentation Grading Rubric, Early Finisher's Assignment and a Student Motivation Quiz. Teachers can also find all references for this lesson plan and more resources on the Resources & References page of the lesson plan website.

Learning Standards

Chapter 112. Texas Essential Knowledge and Skills for Science Subchapter C. High School

- (a) General requirements. This course is recommended for students in Grade 11 or 12.
- (4) Science and social ethics. Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods and ethical and social decisions that involve the application of scientific information.
- (c) Knowledge and skills.
- (3) Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:
- (A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student;
- (B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials;
- (C) draw inferences based on data related to promotional materials for products and services;
- (7) Science concepts. The student knows the relationship between carrying capacity and changes in populations and ecosystems. The student is expected to:
- (D) analyze and make predictions about the impact on populations of geographic locales due to diseases, birth and death rates, urbanization, and natural events such as migration and seasonal changes.

Source: The provisions of this §112.37 adopted to be effective August 4, 2009, 34 TexReg 5063.

Chapter 126. Texas Essential Knowledge and Skills for Technology Applications Subchapter C. High School

- (1) The technology applications curriculum has four strands: foundations, information acquisition, work in solving problems, and communication.
- (2) Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.
- (c) Knowledge and skills.
- (1) Foundations. The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to:
- (A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;
- (B) compare, contrast, and appropriately use the various input, processing, output, and primary/secondary storage devices;
- (C) make decision regarding the selection, acquisition, and use of software taking under consideration its quality, appropriateness, effectiveness, and efficiency;
- (D) delineate and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats and cross platform connectivity;

(2) Foundations. The student uses data input skills appropriate to the task. The student is expected to:

(A) demonstrate proficiency in the use of a variety of input devices such as keyboard, scanner, voice/sound recorder, mouse, touch screen, or digital video by appropriately incorporating such components into the product; and

(B) use digital keyboarding standards for the input of data.

(3) Foundations. The student complies with the laws and examines the issues regarding the use of technology in society. The student is expected to:

(A) discuss copyright laws/issues and model ethical acquisition and use of digital information, citing sources using established methods;

(B) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet;

(4) Information acquisition. The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to:

(A) use local area networks (LANs) and wide area networks (WANs), including the Internet and intranet, in research and resource sharing; and

(B) construct appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies.

(5) Information acquisition. The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to:

(A) acquire information in a knowledge about electronic formats including text, audio, video, and graphics;

(8) Solving problems. The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:

(A) participate with electronic communities as a learner, initiator, contributor, and teacher/mentor;

(B) demonstrate proficiency in, appropriate use of, and navigation of LANs and WANs for research and for sharing of resources;

(C) extend the learning environment beyond the school walls with digital products created to increase teaching and learning in the foundation and enrichment curricula; and

(11) Communication. The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:

(A) publish information in a variety of ways including, but not limited to, printed copy and monitor displays; and

(B) publish information in a variety of ways including, but not limited to, software, Internet documents, and video.

Source: The provisions of this 126.22 adopted to be effective September 1, 1998, 22 TexReg 5203.

Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading Subchapter C. High School

(b) Knowledge and skills.

(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek or other linguistic roots and affixes;

(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;

(C) make subtle inference and draw complex conclusions about the ideas in text and their organization patterns; and

(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.