HIGH SCHOOL
LESSON 1
RELATIONSHIPS

Objectives
Students will
• Define Maslow’s Hierarchy
• Discuss values
• Identify and choose behaviors that promote healthful relationships with family, dates, and friends
• Discuss reasons for not dating
• Discuss healthy and responsible approaches to dating and breaking up dating relationships

Concepts
1. Maslow’s theory states that individuals have needs that can be classified as physical, emotional, aesthetic and self-fulfilling. Understanding these needs is important for healthful and responsible friendships as well as dating.
2. Adolescents with high self-esteem may be less likely to succumb to peer pressure, tobacco, alcohol, or other drugs.
3. The family, as the basic unit of security, serves two essential functions;
   A. The primary support system to which individuals turn in order to have their basic needs met.
   B. Provide the essential mechanism by which a child develops the capability to survive and function as an adequate person in this world.

Materials
1. Chalkboard/chalk or flip chart
2. Overhead projector
3. Teacher awareness – “A Hierarchy of Needs”
4. Handout – Maslow’s Hierarchy of Needs

Activity Choices
1. Discuss what students perceive as basic needs. List these on the board. Have students prioritize needs and discuss examples of how the family may help meet these needs. How do friends meet these needs? How does dating meet these needs? Have students compare their works with Maslow’s Hierarchy of Needs.
2. Discuss self-actualization.
3. Discuss the importance of being friends with members of both sexes. Form male-female pairs to discuss what characteristics they find valuable in friends of the opposite sex.
4. Introduce the importance of choosing friends who contribute to wellness. Ask how one would know if a friendship was healthful. Answers might include: a healthful
friendship emphasizes strong points, contributes to positive family relationships, and encourages one to put forth their best efforts in activities.

5. In groups of 3 or 4, have students collaborate on the definition for “personal values.” How are they formed? Who or what influences the forming of values? How?

6. Have students generate a list of reasons to date during high school years and a list of reasons not to date during high school years. Discuss the types of dates (double, group, blind, party, etc) and the advantages and disadvantages of each.

7. Have two students volunteer to role-play a situation in which one breaks off a dating relationship with the other. Discuss the importance of showing mutual respect.

8. Discuss safety issues involved in dating. Emphasize that it is wise to let parents know the “details (where and when)” of the date.

9. Exceptional Education Inclusion Activities
   A. Have the students cut out pictures from magazines representing the basic needs of people. Classify the pictures by food, shelter, friends, family, etc.
   B. Role-play healthy/harmful peer interactions.
   C. Make a chart listing friends and activities that they share. Put a + next to positive activities and a – next to negative activities.

**Vocabulary**
1. self-actualization
2. Maslow’s Hierarchy
3. aesthetic
MAASLOWS HIERARCHY OF NEEDS

- Self-fulfilling
  - Need for self-actualization
  - Need to know, to explore, to understand
  - Need to achieve, to be recognized
  - Need to belong and love and be loved
  - Need to be secure and safe, out of danger
  - Need to satisfy hunger, thirst, sleep, etc.

MAASLOWS HIERARCHY OF NEEDS
THE HIERARCHY OF NEEDS
(TEACHER INFORMATION)

Abraham Maslow, an American psychologist, presented human needs in the form of a triangle. His idea was that all have basic needs, but some are more basic than others. Consequently, there is a hierarchy of needs. The most basic needs come first. These needs must be met before becoming aware of the others.

**Physical Needs**
1. The most basic human needs are the physical needs – hunger, thirst, sleep, etc.
2. The next level of needs is security and safety, to be free from danger.
3. If the first level of physical needs is not satisfied, there is little awareness of other needs.
4. When physical needs are met, emotional needs are addressed.

**Emotional Needs** - The needs that are related to emotions have a great impact on self-concept and are strong motivating forces behind behavior.
1. Be loved and belong
2. Socialization
3. Belong to a group
4. Self-worth and value
5. Achieve – to be recognized as competent

**Aesthetic Needs**
1. The desire to know and to understand aesthetics.
2. Aesthetic needs include appreciation of beauty in its many forms—a sense of balance and order.

**Self-Fulfilling Needs**
1. Reach or strive for full potential as a person. This is a life-long process.
2. According to Maslow, in order to feel fulfilled people need to do what they are capable of and be challenged.