



# Guide for Teachers

## Module 2

As my own Basic Needs are concerned ...

A self-reflection for Teachers

**Author**

Susanne Linde

**Layout**

Pantelis Balaouras, GUnet, Klaus Linde-Leimer, Blickpunkt Identität



## Declaration on Copyright:



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free to:

**share** — copy and redistribute the material in any medium or format

**adapt** — remix, transform, and build upon the material

under the following terms:

**Attribution** — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

**NonCommercial** — You may not use the material for commercial purposes.

**ShareAlike** — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original.



## Content

1	About the European Heart Project .....	2
2	About the Module – Guide for Teachers .....	3
3	Teachers' profession and needs.....	4
4	Basic Needs in the work context.....	5
5	Self-empathy .....	6
6	Positive strategies to fulfil your own needs.....	8
7	How to formulate needs and wishes .....	10
8	The Basic Needs of pupils.....	12
9	The Basic Needs of colleagues .....	14
	Problems with colleagues .....	14
10	Same Basic Needs, different prioritisation .....	16
	The Need-Type Questionnaire .....	16
11	Further Materials .....	17
12	List of figures .....	17
13	Sources and References .....	18

# 1 About the European Heart Project

The European Heart project is about democracy in action. If we as a community assume that all people have the same basic needs, we have a solid foundation built on empathy and understanding. Based on this approach, teaching materials have been developed to provide skills and tools to encourage and support young people to participate as responsible European citizens.

The theoretical concepts are taken from William Glasser's Choice Theory and Marshall Rosenberg's Nonviolent Communication.

## Materials for Pupils

The European Heart materials are designed for use in the classroom for 13 - 16-year-olds and can be used in language classes as well as in the subjects of history, political education, ethics, philosophy, social studies, arts, and similar.

They fit topics such as: Democracy, inclusion, diversity, cooperation, social skills training, communication, human rights, European values, media literacy and the like.



### Toolkit for Pupils

- Booklet 1: Workbook about Basic Human Needs
- Booklet 2: Workbook about Strategies to fulfil one's Needs
- 6 Booklets 'Learning from History'



### Short Movies – Milestones on the way to democracy

- Accompanying videos to the Booklets 'Learning from History' that can support a discourse on basic human needs, developed by pupils.



### ACT – Active Citizen Team-Game

- In a playful way, pupils deal with burning socio-political issues and train skills that they need to ACT as responsible citizens.

## 2 About the Module – Guide for Teachers

---



### Module Guide for the implementation of the materials in school

- E-Learning Platform containing 4 Modules for teachers to work with the materials across subjects in the classroom.

The aim of the guide is not only to provide background information and facilitate the use of the materials in the classroom, but also to show ways teachers can personally benefit and also improve school culture.

The Guide for teachers consists of 4 Modules:

**Module 1:** *Basic information about the fundamental Concepts - 5 Basic Needs and Strategies to fulfil them*

**Module 2:** *As my own Basic Needs are concerned ... - A self-reflection for Teachers*

**Module 3:** *Application of the European Heart Materials in school*

**Module 4:** *Democratic values in school Culture*

**Module 5:** *Practical Examples - using the European Heart Materials in schools*

### How to use this Guide

Even though each module represents a unit on a defined topic, we recommend that you consider the individual modules as building on each other.

Start with **Module 1** and familiarise yourself with the basic concept.

In **Module 2**, reflect on your own basic needs and motivations as a teacher, colleague and person. Since teaching the concepts is not only a matter of knowledge but also of attitude, you should also be well prepared on this level when working with the pupils.

**Module 3** is fully dedicated to practical implementation in the classrooms. Here you will find clear instructions, tips, information on possible challenges, as well as further advice.

**Module 4** is dedicated to the impact of the use of the materials on the school culture: How can the materials be used to make a positive contribution to strengthening democratic values, respectful interaction and participation?

How have other teachers used our materials? Get ideas for your own lessons in **Module 5**.

## 3 Teachers' profession and needs

---

As a teacher, you have chosen a profession in which you are on the one hand a mediator of knowledge and competences, and on the other hand a guide for your pupils in their development.

*But what about you as a person?*

Do you as a person tend to stay in the background because you think that your own opinion has no place in the classroom? - Or, on the contrary, do you find it particularly important to act as a role model for your pupils?

Can you fully identify with the role attributed to you as a teacher by your pupils and colleagues? - Or do you sometimes have the feeling that you are not perceived enough as a person or as a human being in your profession? Then you are in the same situation as many of your colleagues.

*This module is all about you and your needs!*

You can use the suggestions and instructions in this module for yourself,

- This module is all about you and your needs!
- You can use the suggestions and instructions in this module for yourself,
- to reflect on your personal needs in the work context, either on your own or together with colleagues.
- to develop an empathic and appreciative approach to your own feelings, including unpleasant ones.
- to develop positive strategies to better meet your personal needs.
- to express your own needs and wishes in words that others can understand and are more likely to fulfil.
- Understand and respond to pupils' and colleagues' motives for certain behaviours.

Also use the NeedsType Questionnaire to find out which need is most important to you, i.e. where you invest the most effort to fulfil it.



## 4 Basic Needs in the work context

---

These days, teachers are exposed to a great deal of tension between legal requirements and the expectations of parents and pupils on the one hand, and the general conditions at school on the other. It is certainly no coincidence that the burnout rate among teachers is particularly high. In German-speaking countries, it is around 30 per cent. These figures are a sure indicator that the school workplace does not necessarily promote personal needs and personal growth.

Just as there is no such thing as the norm student, there is no such thing as the norm teacher. If you have studied the theory of the False Self in Module 1, you see the danger of overhearing one's own needs: one not only suppresses one's own aliveness, but additionally endangers one's mental and physical health. Furthermore, one also begins to reject others when they express their feelings and needs. This manifests itself in sarcasm, devaluation of others and suppressed aggression. So, to make the school habitat more humane, we need to respect our own basic needs and those of others.



Figure 1: Teachers' conference, Photo licensed by Microsoft creative commons

## 5 Self-empathy

---

You recognise that a need is not fulfilled or is at risk by the way you feel. You feel out of sorts, under pressure, dissatisfied; something doesn't fit. Take these feelings seriously and do not ignore them. Take the time to look more closely at the cause.

In this table you will find some examples of feelings and how they relate to the five basic needs. Strictly speaking, some of the feelings listed are not real feelings, according to Marshall Rosenberg, because they relate to others. However, for the purpose of identifying the unmet needs behind them, we find them quite useful.

### Love and belonging

Do you feel

- excluded
- abandoned
- betrayed
- misunderstood

### Security and survival

Do you feel

- threatened, cornered
- helpless, at the mercy
- exhausted
- overwhelmed

Can you no longer switch off?

### Power

Do you feel

- not noticed enough
- ignored
- underestimated in your abilities
- worthless
- too little appreciated

## Freedom

Do you feel

- manipulated
- controlled by others
- restricted

Do you need more Autonomy?

## Fun

Do you feel

- listless
- bored
- frustrated
- underchallenged

Do you no longer have anything to laugh about in your work?

Take your needs seriously even when an inner voice says: "This is ridiculous!" Or, " Do not make such a fuss!". Start treating yourself well now. This voice does not contribute anything to a constructive solution, but rather prevents you from being in good contact with yourself.

If you are too much in the emotion to make this analysis, provide some distance from the issue. There are several ways to get distance. A very effective one is to take a few deep breaths and evoke a nice memory. Another wonderful method to get a grip on strong feelings that we can highly recommend is EFT - Emotional Freedom Techniques. In chapter 11. Further materials, you will find some useful links.

The next step is to think about how you can improve the situation so that your needs are better met.

## 6 Positive strategies to fulfil your own needs

With a Needs-Check you take a closer look at the situation and the unmet need behind: In which areas of your work is this need is met? What strategies do you choose to improve the situation where your need is threatened? Which of these is or are the best?

### Needs-Check

First, consider which of the five basic needs (security and survival, power, love and belonging, freedom or fun) is unfulfilled or threatened to such an extent that it affects your state of mind. Be empathetic with yourself and try to be as understanding as possible of your situation, as described in the previous chapter. The Needs-Check consists of four steps:

1. **Description of the situation** in which the need is threatened and what this triggers in you.
2. **Appreciation** of the areas where your threatened need is met.
3. **Description and analysis of the strategies** you (want to) use so that your need is met.
4. **Exploring further opportunities**

1. Situation	<ul style="list-style-type: none"> <li>• In this situation(s) my need (for security, belonging, freedom, power or fun) is not met in my job:</li> </ul>
2. Appreciation	<ul style="list-style-type: none"> <li>• Through these aspects of my profession as a teacher, my need for ... (insert here the need you have found) is fulfilled:</li> </ul>
3. Strategies	<ul style="list-style-type: none"> <li>• So I try to fulfil my need in this situation (the situation described in point 1):</li> <li>• Evaluation: useful? counterproductive?</li> </ul>
4. Opportunities	<ul style="list-style-type: none"> <li>• I also still have these opportunities and resources:</li> </ul>

## Application example: Need for **security**

### *Situation*

In this situation, my need for security in my job is not met:

*I am afraid of talking to these parents.*

### Appreciation

My need for security is fulfilled by the following aspects of my job as a teacher:

*I have a secure salary, the school organisation works well and supports me in my work, the headmistress gives clear instructions and stands behind me.*

### Strategies

That's how I try to fulfil my need for security:

*I prepare myself and put together arguments. At worst, I call in the headmistress.*

Positive: I am well prepared and the headmistress will back me up.

Negative: the parents are also good at arguing and then we don't get anywhere. If I call in the headmistress only when we are arguing, it takes away my authority.

### Opportunities

Further opportunities to fulfil my need:

*I consult with a colleague beforehand, I can also ask her to do the interview with me. The pupil should also be present.*

You can also use this Needs-Check in to get an overview of which needs are quite well met in the different areas of your working life and in which areas you are not so comfortable. Choose one basic need and ask yourself the questions given in the four steps. Reflect on the strategies you are using to fulfil the chosen need and discover further possibilities. Go through one need after another using this scheme. Of course, you can apply the Needs-Check to other areas of your life as well.

## 7 How to formulate needs and wishes

---

Very well! You have taken your need seriously and have come up with a positive strategy to improve your situation. All that is missing is the last step, namely to get in touch with the other persons concerned and to communicate your wishes and needs to them. To do this, we would like to introduce to you a method based on Marshall Rosenberg's non-violent communication: Contact in Four Steps:

### Contact in Four Steps

#### Describe the starting situation

*Be careful to describe and not to judge, describe neutrally and without blaming.*

#### Describe the consequences

- *What disadvantages does this situation have for you?*
- *Which of your needs are endangered by it? Are other persons also affected?*

#### Propose a solution

*Formulate the solution you would like to propose. Describe how it will better meet your basic needs. If the proposal also involves disadvantages for the person addressed, show what advantages could compensate for them. What will he or she gain instead? Perhaps it is another way of meeting a need of his or her?*

#### Ask for approval

*Ask your conversation partner what he or she thinks about this proposal and under what conditions he or she would agree.*

Surely you know this from your own experience: someone approaches you with a legitimate concern, but formulates it in such an emotional and judgmental way that you can do nothing but defend yourself. And the conversation turns into an argument that destroys more than it benefits.

To avoid this risk, some preparatory work is needed from the person raising the concern; in return, success is much more likely to be guaranteed. The most important thing when

preparing for a conversation is that you yourself have clarity about your feelings, needs and your part in the situation. If your conversation-partner is not familiar with the concept of the Five Basic Needs, it is better to “translate” the need to help him or her understand. For example, instead of “My need for security was endangered”, you can say:” In order for me to contribute well, I need to feel safe.”

Also make sure that you approach your conversation-partner at a time when you are not disturbed and he or she is receptive.

*Yesterday, in the meeting, when you said to me, in front of the others ...*

*I felt ...*

*Because my need for ...*

*Before the next meeting, together we could ...*

*Does that work for you?*

## 8 The Basic Needs of pupils

---

You certainly remember your school days. What needs stood out for you at that time? Take a moment to think back in time and answer the following questions.

- *To what extent was your need for **security** fulfilled, what threatened it?  
How have you fulfilled your need for security?*

- *To what extent was your need for **freedom** fulfilled, what threatened it?  
How have you fulfilled your need for freedom?*

- *To what extent was your need for **belonging** fulfilled, what threatened it?  
How have you fulfilled your need for belonging?*

- *To what extent was your need for **power** fulfilled, what threatened it?  
How have you fulfilled your need for power?*

- *To what extent was your need for **fun** fulfilled, what threatened it?  
How did you fulfil your need for fun?*



You can probably guess why you should ask yourself these questions, it's about being empathetic with yourself and others. Maybe you just had an AHA-moment or two, because you still use some of the strategies you developed in school?

## Taking pupils' needs important

---

Think of a recent situation where a pupil has upset you with his or her behaviour.

**First, go into self-empathy as described in chapter 4.**

Which of your basic needs was threatened in that situation?

Why?

**Now empathise with the pupil.**

Which of her or his basic needs was threatened in the situation?

By what?

When you have found out which of the pupil's basic needs was threatened, you will probably think: "I understand the need, but the strategy was wrong.

**What better strategies could the pupil use to meet the need?**

Think about how you can help the pupil choose a better strategy to fulfil his or her need.

One proven method to help pupils find more adaptive forms of behaviour is the **Change Talk**. In chapter 11. Further Materials, you find a link to more information.

## 9 The Basic Needs of colleagues

---

What is true for any workplace is even more true for the school workplace: it is immensely important to design living and working conditions in such a way that they are conducive and sustainably supportive for all involved. This challenge can be met more easily in a strong team. Experience shows that lone fighters are more prone to self-exploitation or distancing than persons who can draw support and motivation from a functioning team. By working with the five basic needs, the social cohesion and motivation of teams can be strengthened immensely. Here are a few ideas on how to do this:

- *Work on this module with a colleague you trust.*
- *Talk to colleagues about using the European Heart materials in their classrooms and share how it is going.*
- *Start a meeting with a roundtable discussion.*
- *Talk about your needs in the team, others will take this as an example and join in.*
- *Take the Needs Type Questionnaire and share it with colleagues.*
- *Bring up the topic of basic needs in supervision.*
- *Form intervision teams and include the concept of basic needs in your case reviews.*

### Problems with colleagues

---

Situations are often so complex that it makes sense to first clarify the areas of influence:

#### Ask yourself:

*What is my part in the situation? - What is my responsibility?*

Think about what you have said and done as well as about your basic needs behind it.

*Which parts of the situation are the responsibility of the colleague?*

What did your colleague contribute to the situation? Which of his or her basic needs could be affected?

*What about the situation is due to the framework conditions?*

Are there also parts of the situation for which neither you nor the colleague are responsible and which you cannot change?

Once you have clarity about your part in the situation, it will be easier for you to find understanding for yourself and for your colleague. Of course, you can also use the Needs-Check that has already been introduced in this module. If you want to discuss the situation with the person concerned, you can use the Contact in Four Steps as a guide.

If you have found out in the previous reflection that the framework conditions have a strong influence on the situation, you can consider together with the colleague:

*How can we better deal with these framework conditions without tearing each other down?*

Another reason for conflicts with colleagues can be the different prioritisation of the five basic needs. You will learn more about this in the next chapter.

## 10 Same Basic Needs, different prioritisation

---

From Module 1, where the concept of the Five Basic Needs and the Strategies to fulfil them were introduced, you know that all persons have a basic need for security, love and belonging, power, freedom and fun, and can therefore understand these needs in others. However, the valuation of the five basic needs is individually different: for one, for example, the need for freedom is more important than the need for belonging, for another the need for security is more important than the need for fun.

The knowledge about the different prioritisation of basic needs brings us to an essential point in working with other people - and thus to potential for conflict: The need whose fulfilment is most important to you may be at the bottom of your colleague's list.

Here, empathy and also tolerance are once again required in order to be able to deal with these differences. But just by knowing this, you will already be able to handle the situation better, knowing that this has nothing to do with you personally, but only with the different prioritisations.

### The Need-Type Questionnaire

---

Which need is more important to you than others? Which one would you subordinate if two needs cannot be fulfilled at the same time?

Complete the Need-Type Questionnaire. The evaluation can help you to better understand yourself and your strategies.



*Figure 2: screenshot of the Need-Type Questionnaire*

Links to Need-Type Questionnaire:

[https://training.european-heart.eu/modules/document/file.php/EUH102/Guide/NeedsType\\_Questionnaire\\_EN.pdf](https://training.european-heart.eu/modules/document/file.php/EUH102/Guide/NeedsType_Questionnaire_EN.pdf)

[https://training.european-heart.eu/modules/document/file.php/EUH102/Guide/NeedsType\\_Questionnaire\\_EN.xlsx](https://training.european-heart.eu/modules/document/file.php/EUH102/Guide/NeedsType_Questionnaire_EN.xlsx)

## 11 Further Materials

---

**Best performers in Education:** On the website of the project “Best performers in Education” you will find a Methods Database, Training modules and a guidebook for teachers.



The Methods Database includes, amongst others, a description of a collegial intervision. With the self-assessment questionnaires, pedagogues can learn how to use their inner beliefs to better manage everyday stress. <http://www.best-performers.eu/indexcd76.html?id=5&L=1>

**EFT – Emotional freedom techniques:**

<https://www.youtube.com/watch?v=Ue7ExWOYwWM>

**Motivational Interviewing:** with this link you find useful tips on how to talk with pupils about changing their behaviour:

<https://www.motivationalinterviewing.org/sites/default/files/Ten%20Strategies%20for%20Evoking%20Change%20Talk%20Sue%20EckMaahs.pdf>

[Resilience Project](#)

## 12 List of figures

---

Figure 1: Teachers’ conference, Photo licensed by Microsoft creative commons ..... 5

Figure 2: screenshot of the Need-Type Questionnaire..... 16

## 13 Sources and References

---

Fox Eades, Jennifer M. (2008): *Celebrating Strengths: Building Strengths-based Schools*. Coventry

Glasser, William (1999); *Counselling with Choice Theory*.

Hofmann, Franz (2008): *Persönlichkeitsstärkung und soziales Lernen im Unterricht*. ÖZEPS im Auftrag des BMUKK: <http://www.ozeeps.at/a213.html> (Stand November 2016)

Rosenberg, Marshall. (2015) *Nonviolent Communication – A Language of Life*. PuddleDancer Press, Encinitas CA

Rosenberg, Marshall. (2004) *Konflikte lösen durch gewaltfreie Kommunikation*. Ein Gespräch mit Gabriele Seils. Herder, Freiburg

Rosenberg, Marshall (2007) *Erziehung, die das Leben bereichert. Gewaltfreie Kommunikation im Schulalltag*. 3. Auflage. Junfermann, Paderborn

Rosenberg, Marshall (2005) *Kinder einführend unterrichten. Erfolg durch gegenseitiges Verständnis*. Junfermann, Paderborn