

BASIC HUMAN NEEDS UNDER THE LIGHT OF CLIMATE CHANGE

CHAPTER 1



CLIMATOPIA



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Author: Susanne Linde and Klaus Linde-Leimer, Blickpunkt Identität,
Austria

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A few words at the beginning

Dear teacher!

Do you know the Choice Theory®? It was developed by William Glasser. Choice Theory assumes that each person has only the power to control himself and only limited power to control others.

Why does it start with power and control? And then about controlling others? It is almost a consolation that according to this theory it seems to be quite difficult to control others!

As you will see in a moment, it is about empowerment, about being able to make a difference (hopefully positive) for oneself and for others. And Glasser thinks that it is only possible to a limited extent that we can change other people. They have to do it themselves!

Glasser wanted to support people in taking responsibility for their own lives.

Now we are confronted with the effects of climate change. We are experiencing prolonged periods of heat. Many people feel weak and at the end of their tether. We are experiencing water shortages, drought, floods, forest fires, crop failures, species extinction, famine. The situation is very serious.

What about responsibility? What decisions must finally be taken? And more importantly, how do we have to act to protect our planet with all its creatures?

You are a teacher. You work with our children. What perspectives can we give our children? How should they be able to look to the future with confidence in the face of threatening circumstances? What can we give them? Isn't it much more the case that it is, above all, young people who show us "old people" that it is high time to take responsibility? So what

can we offer young people that will support them in making good decisions? And what is a good decision anyway?

If, in the face of this urgent situation, we can only control ourselves and have only limited possibilities to do so with others, the topic of "feeling responsible for one's own thoughts and actions" becomes even more central and important. Because, we will only succeed together, i.e. if as many people as possible take full responsibility for themselves and their actions, to save ourselves and this planet from even worse damage.

Now, you may of course object that it is very much possible to control other people. Due to increasing digitalisation, the surveillance of people by other people and especially by programmed algorithms is also progressing. There are now a large number of international corporations doing big business with our data.

Is this a contradiction to William Glasser and his statement that we have limited power to control others?

As we understand William Glasser, the point is that we don't have to wait, and certainly must not wait, for others to change so that we (can) change ourselves. We don't have much room for manoeuvre there. The current division in society regarding the Corona measures clearly shows us that both sides, those in favour of the measures and those against them, have only very limited possibilities to influence the attitudes and thus the behaviour of others, let alone to change them.

And yet, especially now, when it comes to making sustainable changes as a society to protect our planet, we need as much cooperation as possible from all of us, based on deep empathy for our own needs and those of our fellow human beings.

Why do needs come up here?

At this point, let's let Marshall Rosenberg, the founder of Nonviolent Communication, have his say:

Everything we do, we do because of needs.
All needs serve life. Nothing we do is bad. But some
strategies for satisfying our needs alienate us from others.

It will take a lot of motivation from all of us to make this social change work. And if we can believe Mr Rosenberg - and we believe we should - then the issue of motivation (everything we do) is very much about our needs.

You are a teacher and we are very glad that you are reading this booklet. You work with our children every day. You can give a lot to our children. In addition to all the knowledge you impart to our children, it is also very important that you give our children the following: Confidence. Confidence that together we can make it.

If we succeed in getting as many of us as possible to take responsibility, this will inevitably lead to us beginning to behave in a more sustainable way, to us having more positive relationships and generally being more satisfied with our lives.

In doing so, we can and should also help each other.

And this brings us back to the Choice Theory mentioned at the beginning, which we will introduce in more detail in the coming chapters. Choice Theory can be used to help our children lead more responsible and conscious lives. This theory is also about the topic of needs, which are, after all, the driving force behind our motivation.


And it is about the fact that we have a choice to decide. An important question here is: What is the best strategy to get what I really want for myself and my fellow human beings and our planet with its numerous living beings?

If we pay attention to our needs and make sure that we fulfil them responsibly, could this help us to give up superficial comforts and to support meaningful measures in the longer term?

Let us find out together on the following pages!

And now a few questions to start with

Are our actions fundamentally rational? Do we largely make decisions because we have weighed up well beforehand what the best decision is? Are the things we agree to always or at least mostly based on rational reasons? Do we agree or do we reject what we have thoroughly informed ourselves about in advance?




Are our actions fundamentally rational?

Do we largely make decisions because we have weighed up well beforehand what the best decision is?

Are the things we agree to always or at least mostly based on rational reasons?

Do we agree or do we reject what we have thoroughly informed ourselves about in advance?


These are very general questions. And there is a danger that these questions can only be answered with very sweeping answers. But there is also something fundamental at stake here. It is about questions like:



How do we humans make decisions?

What influences our thinking, feeling, and acting?

Why are these questions essential? Why are they essential when it comes to climate protection?



And what contribution can the school itself make to support young people in becoming mature and responsible inhabitants of the earth?

Can we humans change our perspective?

Is this even possible in the light of recent very worrying developments?

In the following we would like to look at these questions in more detail and attempt to provide some halfway satisfactory answers.

What moves us! A look at the topic of motivation

Much has already been published about motivation. You all know the pyramid of needs as presented by Abraham Maslow in humanistic psychology. We do not need to go into this in detail. But what is fundamental in his model is the fact that it is needs that motivate us, one could almost say drive us, to take action.

And that's where we want to take a closer look! If we look at motivation from the perspective that it is about unfulfilled needs that are pressing to be satisfied, the question immediately arises as to which needs we are talking about?

And further:

Do we humans differ much in our needs?

Or could it be that we all have similar, if not the same (basic) needs?

A look at the inventory of needs by Marshall Rosenberg, the founder of Nonviolent Communication, shows us very quickly that there are very many different needs:

CONNECTION	CONNECTION	HONESTY	MEANING
acceptance	continued	authenticity	awareness
affection	safety	integrity	celebration of life
appreciation	security	presence	challenge
belonging	stability		clarity
cooperation	support	PLAY	competence
communication	to know and be known	joy	consciousness
closeness	to see and be seen	humor	contribution
community	to understand and		creativity
companionship	be understood	PEACE	discovery
compassion	trust	beauty	efficacy
consideration	warmth	communion	effectiveness
consistency		ease	growth
empathy	PHYSICAL WELL-BEING	equality	hope
inclusion	air	harmony	learning
intimacy	food	inspiration	mourning
love	movement/exercise	order	participation
mutuality	rest/sleep		purpose
nurturing	sexual expression	AUTONOMY	self-expression
respect/self-respect	safety	choice	stimulation
	shelter	freedom	to matter
	touch	independence	understanding
	water	space	
		spontaneity	

Table 1: Needs Inventory - Center for Nonviolent Communication

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Website: www.cnvc.org Email: cnvc@cnvc.org Phone: +1.505-244-4041

The list presented here is made freely available to all people by the Center for Nonviolent Communication and it is immediately pointed out on its website that this list can only be a rather incomplete list of various needs.

So the answer to the first question should be "Yes!". " With so many different needs, it is not surprising that we are very different!" And we would have to answer the second question with an unequivocal "No!". "People tick quite differently! Where should there be common ground!"

Motivation and our basic needs

And yet we dare to contradict ourselves at this point!

Yes, there are many different needs! And yes, there are also quite big differences. The needs a certain person has in a certain situation might not match those of another person in the same situation at all.

But we humans do not differ at all in our basic needs! Very much so in terms of the weighting of these basic needs. But not the fact that we humans, no matter what our origin, or what experiences we have had, or what culture we have been born into, all share these basic needs.

Would you like to review this statement together with us?

In the following, we refer to William Glasser's "Five Basic Needs", which he formulated in his "Choice Theory". Glasser specifies these Five Basic Needs as follows:

Characteristics of the Five Basic Needs according to William Glasser

Universal

- Our Five Basic Needs are universal. That means everyone has them.

Innate

- They are innate. Our basic needs have evolved over time and become part of our genetic structure.

Overlap

- They overlap. So our basic needs cannot be considered separately from each other. With the way we think, feel and, above all, act, we can also satisfy several of our five basic needs.

Motivate us

- Our basic needs constantly motivate us to act. This point will come up when we look at how we humans make decisions.

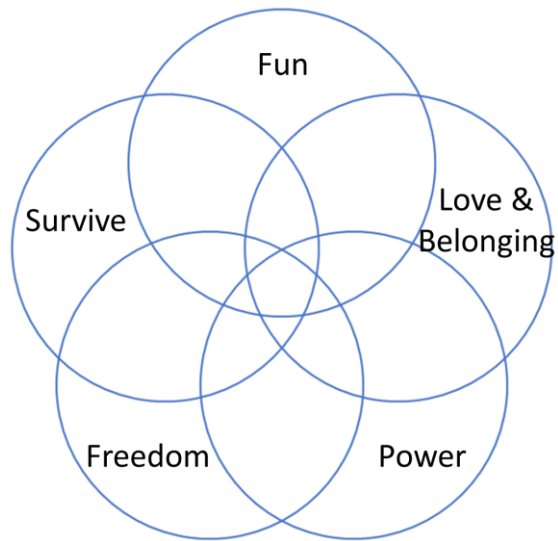
Are always in conflict with each other

- Sometimes, or quite often depending on the circumstances, these needs are in conflict with each other.

But what are Glasser's Five Basic Needs?

Here is a first brief overview:

William Glasser's Five Basic Needs



Let us now take a closer look at these Five Basic Needs. What do they mean in detail?

Survival

- This need is the need for food, shelter and security. It is the subjective feeling of being safe and having the basic existential needs (food, shelter, etc.) met.

Love & Belonging

- The need to love and belong includes the need for relationships, social connections, to give and receive affection and to feel part of a group.

Power

- To be powerful is to achieve something that is important to you, to be competent and qualified, to be recognised for our achievements and abilities, to be heard and to have a sense of self-worth.

Freedom

- The need to be free is the need for independence, autonomy, to have choices and to be able to take control of the direction of one's life. It means being able to make your own decisions, form your own opinions and take responsibility for yourself.

Fun

- The need for fun is the need to find pleasure, to play and to laugh. It is at play when we are curious and can discover something new. And thus the need for fun also includes learning.

Please check for yourself at this point:

Can you agree that Glasser's Five Basic Needs are universal needs, that they are needs that ALL people have?

We work with these needs in the Stop Dropout programme when it comes to supporting young people to do well in their education and ultimately to complete it successfully. We therefore work with these needs because we can observe them in all people, regardless of their background. Working with the Five Basic Needs makes it easier for us to find suitable solutions together with the young people. Solutions for which they are also sufficiently motivated to actually implement, precisely because needs prompt us every day to also pay attention to and satisfy them accordingly.

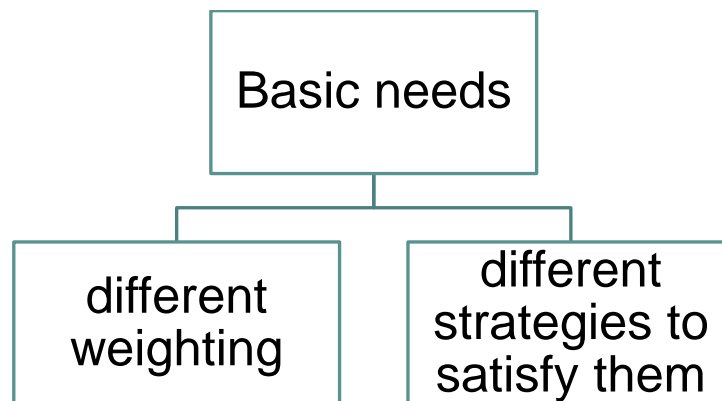
Using our basic needs to create connection

So if we can agree that basic needs are universal, that every human being has them, this could be a path to each other. A way towards more understanding for each other, more respect for each other. A path towards more community engagement, because we realise that the others are not so different from us at all in what is important to them. It could also be a way towards more responsibility towards our environment, because we can see that we can only fulfil our needs in the long run if we take care of each other and especially of our planet in the way we behave.

And all these values are ultimately democratic values: respect, community engagement, responsibility.

But a look at the division in our society regarding the actions in the current Corona pandemic, a look at the war raging very close to us in Europe, a look at all the people seeking shelter far from home because they are politically persecuted in their own country, shows us that respect, community engagement, responsibility are not so far off.

Why is that so?



The same needs, but different weightings

What we humans differ in is the weighting that these Five Basic Needs have for each and every one of us.

You surely know people for whom freedom (one of the Five Basic Needs) is particularly important, while the feeling of belonging (love and belonging) is not so important. Or people for whom it is exactly the other way round: for whom it is very important that they can feel part of a group (love and belonging), while they do not attach any particular importance to being able to decide freely in every situation, or who are even happy if they can hand over the decision and thus the responsibility more often. Nevertheless, these people also have the need to feel free - at least now and then.

Surely you also have people in your circle of acquaintances for whom fun is particularly important, while you in turn also know other people for whom this need is not at all so strong. And yet it is also the case here that in principle all people have a need for fun, only to different degrees and intensities.

The same needs, but different strategies to meet them

The fact that we humans all have these basic needs - albeit in varying degrees - does not adequately explain the fact that we take very different approaches to fulfilling our needs:

We do not differ in our basic needs, but in the strategies we use to fulfil our needs!

And that holds conflict potential! Great potential for conflict, in fact! Conflicts do not arise over our basic needs. We all have the same basic needs, so we can develop great understanding for each other. Conflicts arise when it comes to how I want to fulfil one or more of my needs and even more so when I am confronted with how someone else intends to do it.

And you can observe this every day:

A person to whom it is very important to feel free and to be able to make his own decisions (freedom) chooses as a strategy that he does what he wants regardless of how his fellow human beings will respond - and thus comes into conflict with his fellow human beings.

Someone who wants to achieve something (power) begins to manipulate other people because he believes that this is the best way to achieve his goals - and thus comes into conflict with his fellow human beings.

A person to whom it is very, very important that he is part of a group gives up many of his convictions and ideals in order to be accepted by this group - and thus comes into conflict with other fellow human beings who are sceptical about this group.

Someone to whom fun is very important and who, in his need for it, completely overlooks the fact that by doing so he annoys other people, perhaps even embarrasses or even alienates them, inevitably also comes into conflict with these people.

A person to whom security (survival) is very important and who, in his attempt to feel secure all the time and everywhere, uses other people to constantly convey security to him - this person also sooner or later comes into conflict with his fellow human beings.

All these examples demonstrate two things:

On the one hand, these examples show that the Five Basic Needs cannot be considered completely separate from each other:

- Someone who is part of a group is not only fulfilling his need for love and belonging, but possibly also his need for fun, because it is funny to be together with the others, and possibly also his need for power, because others in the group listen to him, and perhaps also his need for security, because the group gives him enough support.

On the other hand, these examples also show that the five basic needs of a person can also conflict with each other.

- To stay with the example: Someone who wants to be part of a group may feel an inner conflict between his need for love and belonging and his need for freedom because he does not make some decisions within the group that he would like to make because he does not want to risk losing the affection of the others.

And these two aspects raise an even bigger question:

What would be a good strategy to fulfil one's own needs?

This question is not necessarily easy to answer. And a truly definitive answer will probably not be found to this question.

We will try anyway!

We believe that this question can be answered with three more questions. A little paradoxical, but let's try!

Finding a good strategy could be achieved by asking the following questions:

Is what I am about to do really good for me? Will it really bring me what I want?

Is what I am planning good for my fellow human beings?

Is what I am planning good for all of us together in the future?

We are well aware that each of these individual questions is in turn not necessarily easy to answer, let alone find a truly qualified answer to each of them.

And yet we are convinced that the very fact of asking ourselves these questions makes a difference. Asking oneself these questions initiates a process of reflection that is otherwise often simply lost in the hustle and bustle of events. And this reflection is important! It is important because

it leads us from largely unconscious to more conscious and responsible decisions.

So let's summarise

We humans have the same basic needs, but quite different strategies to fulfil them. And these strategies harbour a considerable potential for conflict.

Is that all? Does this knowledge make it possible to live more responsibly and consciously?

The Theory of the False Self

We have our doubts. Why? Because we very often meet people who do not have good access to their own needs. And that immediately raises another question:

How can a person who does not have good access to his or her own needs have good access to the needs of other people?

Or put another way:

How can someone who has little empathy for themselves be able to have empathy and understanding for other people?

At this point we have to refer to another theory. It comes from the psychoanalyst Donald Winnicott. It is about the False Self

This theory says: The False Self is a defensive façade behind which a person can feel hollow and empty because his or her behaviours are learned and controlled rather than spontaneous and genuine. A False Self often develops at a very early age.

Children who have many parts of a False Self are handicapped in their individual development. They have to perform, adapt, and function a lot. As a result, they also cannot really find out who they are themselves. And they do not get their wishes for affection unconditionally answered.

When many different areas of life are affected by false self parts, a lot of frustration and also anger builds up in these children. However, such frustration and anger often remain hidden behind the false self parts. The children lose more and more access to their own needs and eventually their own needs are even split off. As a result of this splitting off, they have no access at all to their own feelings and, what makes things even more worrying, they increasingly deny these feelings to others. They have

developed little empathy for themselves and thus cannot muster it for others either.

This is a challenge for parents, there is no question about that! At this point, however, we must not disregard the school and its framework conditions, because this is also about pressure to perform (having to achieve a lot and function). We have to ask ourselves how school itself can be a place where personal growth is promoted and young people can develop as freely as possible?

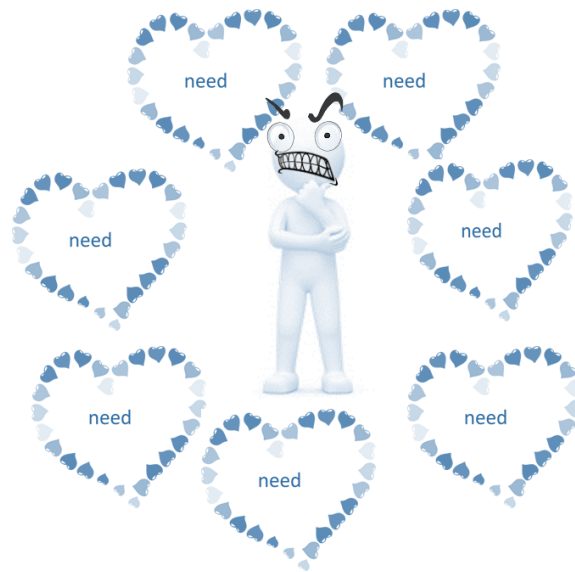
Why is this important? What does all this have to do with democracy?

Let us return to the basic needs as formulated by William Glasser and relate them to Donald Winnicott's theory of the False Self.

A True Self - the counterpart to a False Self - is a person who has good access to his or her own needs. A person who can empathise with himself is more likely to be able to empathise with others.



A person with a False Self does not have good access to his own needs. Because she or he has little access to his own needs, she or he can also have little empathy for other people.



The more False Self parts a person has, the more likely he or she is also in danger of not behaving cooperatively and responsibly because he or she lacks empathy for himself or herself and for others.

What the school can do now?

We briefly mentioned the pressure to perform earlier. To avoid giving the wrong impression, we would like to emphasise at this point that we are by no means longing for the opposite. We think it is important for young people to perform. Achieving something makes us proud. It satisfies our need for power (power for something, not power over someone) and recognition. Achieving something also strengthens our self-esteem and, last but not least, a good performance always confirms our self-efficacy and is thus an important resilience factor.

But we believe that in our school system, especially when it comes to empowering our children, it is quite important that young people also very often have to be given the opportunity to learn emotionally. And that leads us back to the questions we asked at the very beginning.

The questions from the beginning

We have highlighted them again below:

Are our actions fundamentally rational? Do we make decisions largely because we have weighed up well beforehand what the best decision is?

Emotions are always involved in our decisions. These emotions are related to our basic needs. If one or more of our basic needs is not fulfilled, we have an unpleasant feeling that prompts us to do something so that we

can feel better again. If we can have empathy for ourselves, for others and for all of us in the future when we make decisions, we are certainly taking a step in a more right direction.

Are there always, or at least mostly, rational reasons behind what we agree with? Do we agree or disagree with what we have thoroughly informed ourselves about in advance?

Of course, information plays an important role. But it is far from the case that we make all decisions on the basis of rational considerations alone. Choice theory is a theory of motivation. One of the postulates of this theory is that our basic needs constantly motivate us to act. And that's where our emotions come in. It makes us feel uncomfortable when we realise that one or more of our basic needs are not being met right now. Ultimately, it is emotions that give us the drive to make a decision and then to implement what we have decided. It is important that we recognise which of our basic needs are affected at a particular moment. Then we can start looking for a good strategy (good for myself, good for others, good for all of us together in the future).

How do we humans make decisions? What influences our thinking, feeling and acting?

If we know that emotions influence our thinking, feeling and acting, then it is especially important to have good access to them and the needs behind them.

At this point we would like to refer once again to Marshall Rosenberg, the founder of Nonviolent Communication, who says: "Everything we do, we do because of needs. All needs serve life. Nothing we do is bad. But some strategies for satisfying our needs alienate us from others."

Good access to our own feelings and to the feelings of others supports responsible, considerate, and respectful behaviour. And we need this if we want to actively protect the climate.

And what contribution can the school itself make to support young people in becoming mature and responsible inhabitants of the earth? Can we humans change our perspective? Is this even possible in the light of recent very worrying developments?

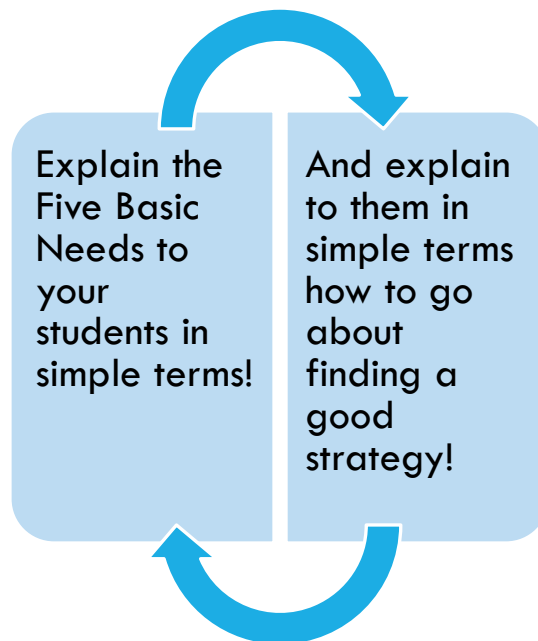
School must not stop becoming a place where our children can flourish. It is much more important than constant demands for performance that children learn to cooperate and show consideration for each other. Then they can develop freely. Then they can learn to take responsibility. Then they can accept other people and their opinions and search together for

good solutions in the sense of a good strategy (good for myself, good for the others, good for all of us together in the future).

What does this mean in concrete terms for teaching?

If you can fully subscribe to the idea that it is important for children to be able to develop as freely as possible in their lessons, that they can blossom and realise the (positive) influence they can have on themselves and others by being human, then bring the Five Basic Needs into your lessons.

How could this look in practice?



A suggestion on how to explain the Five Basic Needs according to William Glasser to children

You could explain the Five Basic Needs in this way or something similar:

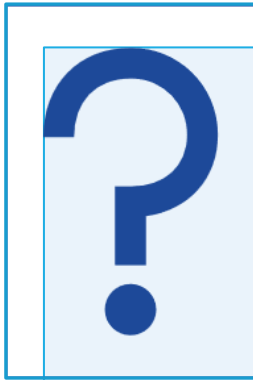
Safety and Survival

The need for survival includes everything one needs to live, such as movement, air, shelter, food, warmth, cooling, rest and sleep, health, protection, and safety.

All people have the need to feel safe. Imagine you had nothing to eat and you didn't know where you could get something to eat in the near future. How would that feel? Or if you had no home and didn't know where you could sleep the next night. Then your need for security and survival would be affected. People living in crisis regions also have their need for security and survival threatened.

But it doesn't always have to be so dramatic: our need for security and survival also comes up when we feel threatened and afraid. You probably know students who freak out when they get a bad grade. Of course, their life is not threatened, but they still have feelings as if they are in great danger. You have probably also experienced situations in which you were very afraid. This is where your need for safety and survival has come in.

Our need for survival also helps us to stay healthy. It becomes apparent quite soon when our body needs something. Think about how uncomfortable hunger or thirst can be. Some people get really fidgety if they have to sit still for too long and need exercise. The need for cleanliness, fresh air, more warmth or cooling down are also part of this.



How well do you pay attention to the needs of your body?

Feel inside yourself for a moment - Are all your physical needs being met right now?

Do you feel awake and alert? Do you need exercise or fresh air?

Are you sitting well? Do you feel tense anywhere?

Is the temperature right around you or would you like it warmer or cooler?

Are you hungry or thirsty?

Do you feel safe in your current environment?

If you have now noticed that something is not right, how could you improve your situation?

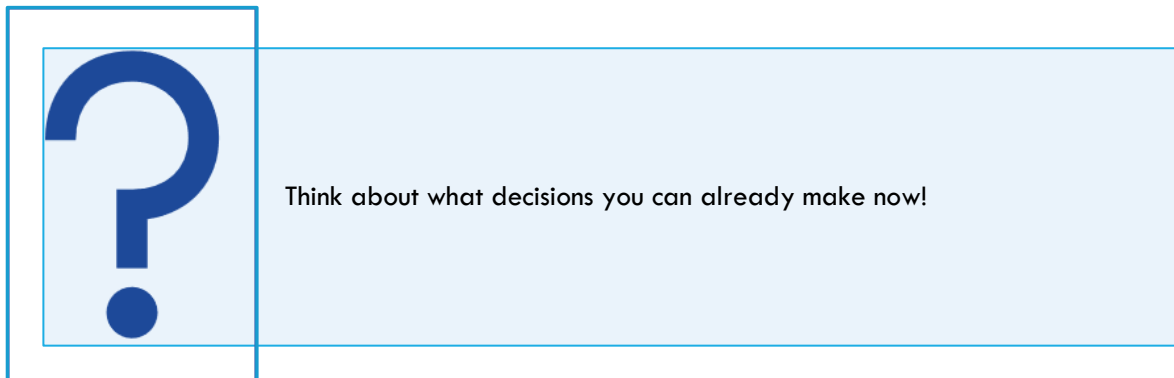
Freedom

Our need for freedom means being able to move freely, to have our own opinion, and also to make our own decisions. But that's not all: imagine a life in which someone totally rules over you. Everything you do, you do not do because you have decided so, but because someone else has decided so.



Who would then be responsible for all the decisions?

Exactly: the one who decides about you. Of course, this rule also applies the other way round. Making decisions and taking responsibility for them belong together. The older you get, the more responsibility you can take for yourself and your actions.



Surely you can make more decisions now than you could a few years ago. You can do this because you have already had more experiences in life and you can better assess the consequences of your actions. You see, the need for freedom is closely related to the willingness and ability to take responsibility. The better informed you are and the better you know about yourself and your needs, the better decisions you can make.

Love and Belonging

This is about both the need to be loved and the need to love. You certainly know this need from your own experience. And you have probably also experienced that it can hurt terribly when you feel unloved, or when someone else does not want your affection at all. For an infant, this can even become a life-threatening and fatal deficiency. There are observations that infants, even though they are fed and changed, die if they do not feel loved.

We humans are communal beings. We have therefore created regular opportunities in all cultures to meet each other. This already begins in the crib or kindergarten. And of course now, at school, it is also a lot about doing or experiencing something together. We meet each other in cafés and restaurants, go to the cinema or theatre, or join groups and clubs.

Feeling connected to someone else also means that you want to please them. And that you are interested in what the other person wants or how the other person thinks about something. At the same time, everyone wants to feel understood by others and to belong to a group.

But you can also feel love and belonging to a hobby, an idea or a goal.

Perhaps you have been really enthusiastic about something and have also committed yourself to it. Think of how many people, especially young people, are currently campaigning for climate protection. Maybe you have a hobby that you spend hours on and are impatient to get back to. Then you know how it feels.



Do you know the feeling of being completely enraptured by an event?

That your heart really soars when you look at the beauty of nature or listen to a song, for example?

Of course, what applies to others also applies to you!



How much do you like yourself?

How do you show yourself that you care?

Are you as caring and understanding with yourself as you are with the people closest to you?

Power and Influence

Another basic human need is to make a difference.

For example, think about how satisfied you are when you do a good job at school and how good it feels when someone you care about acknowledges or even praises you for it.



Surely you have often made a suggestion at home, at school or with your friends, and this suggestion has been accepted!

Did this make you proud and encourage you to get involved further?

That is exactly what this need is about. Power is closely related to the word "do" and in order to do something, we need the drive to do it. And the good news is that it is precisely this drive that we get from our need for power and influence. What reinforces this need is when we are well aware of our own strengths and abilities and can use them well and beneficially for ourselves and for the community.



Have you ever been very impressed by your friend because she or he did something really great?

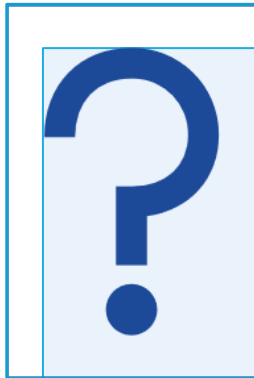
Have you also told your friend that you are very impressed?

Do you know what you are particularly good at?

Do you know how you can make others happy with what you are particularly good at?

Fun

Surely you have had fun many times in your life and know how it feels.



How did it feel?

Were you pleasantly excited?

Were you completely absorbed in the activity?

Did you have the feeling that everything was going easily, almost by itself?

Did you forget everything around you and afterwards you were amazed at how quickly the time passed!

That is exactly what is meant. Maybe you know this feeling from different situations. It often happens when you are discovering something new, when you are doing something that suits you, when you are playing and having fun. You can see that the need for fun also has a lot to do with learning. Namely, when you are allowed to be curious and discover something new.

And when we are curious, the whole world around us can become a great adventure! And that is definitely fun!

Fun is also often a good way to make things around us easier again. You probably know the situation when your classmates get all excited before a school assignment and laugh about things they don't usually find funny. They do this to relieve the inner tension and still stay focused and attentive, which is very important in schoolwork.

If this fun is at the expense of others, then of course it's not so good.

A suggestion on how to explain to children how to come up with a good strategy to fulfil their needs

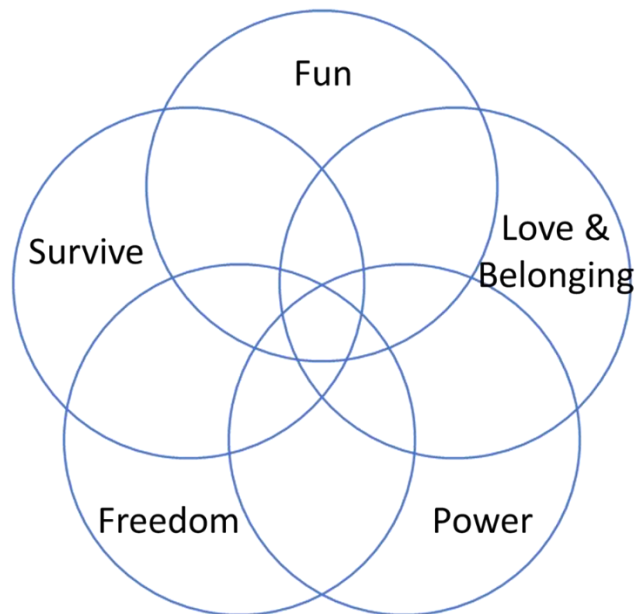
We suggest at this point that you try story telling here. You know better than we, who wrote this booklet, that children love stories. So why not tell a story when it comes to strategies! The story could go something like this:

You now know the basic needs. And surely you have noticed that when one or more of our needs are threatened or not met, you don't like it at all. It can make you feel really uncomfortable!

Now let's say you have a big sister. Maybe you really do have a big sister! If not, then just imagine that you have one! One day your big sister comes home from school all excited. Three of her friends already have this new smartphone that has just come out. And now Alex, her best friend, has also got this great thing from his parents. Of course, all the apps run much better on this device. The display has the highest resolution currently available. Playing alone or together in multiplayer mode is even more fun! And the camera! It takes beautiful pictures! Much more beautiful pictures than were possible with the previous model of this smartphone. Even at night, when the lighting conditions are not optimal for taking pictures, this device delivers really good pictures. And the design of this smartphone is amazing anyway! This smartphone is even a bit flatter than the previous model and the rounded corners make this device a real eye-catcher!

In short, your big sister really wants to have this new model. Your parents, however, don't seem very enthusiastic. Another new smartphone! Your sister only got a new mobile phone last spring. And that was absolutely amazing at the time! Everyone had to have it then too.

Now you already know the Five Basic Needs. Let's take a look together at what needs your big sister might have:



Fun! Definitely, I would say. It's certainly a lot of fun to own such a new device, to discover the new features, to try out the camera, to share the first pictures. So fun is definitely at the forefront!

What about love and belonging? I would say this need is also quite important here. Why? Well, because three of your sister's friends already have this device and now Alex has also become the proud owner of this smartphone. Of course, your sister just wants to belong!

Is this also about power? Maybe it is! Your sister wants to be recognised by her friends. She may also want to take better photos than she can with her current smartphone. And she wants her friends to think that these photos are pretty cool.

Could the need for freedom also be at play? I would say "Yes! Your sister has already made up her mind: she really wants to have this new smartphone. If it were up to her, she and her parents would go straight to the nearest store and buy this eagerly awaited mobile device. If it weren't for your parents, who don't think that's a good idea at all.

Is this also about security? In this respect, I would think that this need is not of particular importance in this example. The fact that your sister wants to have this smartphone very much has little or nothing to do with her need for survival and security.

Now let's look at your parents. Why are they not particularly enthusiastic about buying yet another new smartphone for their daughter?

Your parents think it is important that we humans take care of ourselves and our planet. And your sister thinks that's very important too. You are

now sitting together and talking about how we humans should not produce so much waste. It's about climate change. And it is about the fact that every human being can contribute to protecting ourselves and the earth from greater damage. And you can feel it very clearly together, your need for survival and security, as you sit there together and talk about the consequences of climate change.

And now you come into play! Last week at school you also talked about climate change. Your teacher told you about the Five Basic Needs and that everyone has them. And although everyone has the same Five Basic Needs, people try to fulfil these basic needs in quite different ways.

And then your teacher showed you how to find out quite well if what you are trying to do to fulfil a need is really ok.

"It is then good," your teacher said, "if it is good for as many people as possible!"

"But how am I supposed to know if it's good for all people. I don't know all the people!" one of your classmates said.

Your teacher smiled and said, "Yes, you're absolutely right. We can't say that with certainty. And yet it's important that we ask ourselves these questions. It is easier for us to find out whether what we're planning is really OK than if we didn't ask ourselves these questions."

"What questions?" you asked, "you haven't told us anything about that yet!"

Your teacher smiled again and said:

"Basically, it's quite simple! Whenever you notice that you have an unpleasant feeling, it is a sign that one or more of your Five Basic Needs are coming up. And when you realise that you want to do something about this unpleasant feeling so that it gets better again, then simply ask yourself these questions:

Is what I am about to do really good for me? Will it really bring me what I want?

Is what I am planning good for my fellow human beings?

Is what I am planning good for all of us together in the future?

You have to be completely honest with yourself. Because only then will these questions help you to do the right thing."

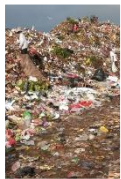
And then you discussed several topics in class, all of which have to do with climate change. You talked about:



the destruction of the habitat of humans and animals by cutting down forests or rainforests



the problem of plastic waste in the world's oceans



the "throwaway society" and the associated problem of growing mountains of rubbish, especially in poorer countries



the life of people in wealthy countries at the expense of the population of other countries

And for each topic, you went through the questions your teacher showed you earlier.

Your family has listened with interest and your mother suggests that you could also go through these questions together when it comes to a new smartphone that your big sister really wants to have.

At first, your big sister is not very enthusiastic about this suggestion. But then she gets curious about what might come out if you try to answer this question together. And finally she agrees and you start with the first question.

Is what I am about to do really good for me? Will it really bring me what I want?

"I really want this smartphone," your sister said. "But will it really bring me what I want? Well, that's quite a difficult question! I just think it's cool, this smartphone, and some people in my class already have it. But I don't really need this smartphone yet. I mean, I only got a mobile phone last spring and it still works perfectly. And now we were just talking about the throwaway society and the mountains of rubbish. Well, what I really want is to be able to be with my friends. That we have fun together and so on. It would be really cool, this new smartphone, but whether it really brings me what I want ... hard to say ... but I think it's more friendships and stuff that I really want."

Wow, those are pretty strong words coming from your sister! Now it is you who asks the second question:

Is what I intend to do good for my fellow human beings?

"Well, when I think of all the mountains of rubbish," your sister says, "or the fact that we live in a fairly prosperous country despite the crisis, and I've also heard that a lot of our prosperity comes at the expense of other countries, then I'm not so sure that this new smartphone is such a good idea."

"So-called "rare earths" are also used in smartphones," your father now interjects, "and as the word implies, they are rather rare, which means that they are not infinitely available and we therefore have to be careful that we don't carelessly throw them away when we throw away a smartphone that is still in working order."

"Yes, and these rare earths are also mined under conditions that are not particularly good for the workers," your mother now speaks up, "Many workers have already developed health problems as a result of this work. And we can't be indifferent to that, can we?"

"Yes, you're right," says your big sister, "so whether it's particularly good for the others if I'm always wishing for a new smartphone - and I really do always want the latest model - I don't think that was such a great idea of mine."

Then the third question comes into play:

Is what I am about to do good for all of us together in the future?

"Well, after all we've talked about, I don't think so!" your sister now admits. "All the other mountains of rubbish that will be created if we don't stop throwing away things that actually still work well! I mean, climate protection is totally important to me too! And I think the people who demonstrate for it are totally cool. That's an important thing. And now I realise that I can also fully contribute to it. It's not always easy, because I have to do without something. But I can actually do something and that's very cool!"

Then you go through the Five Basic Needs together again.

Fun! Your sister is now quite sure that she will still have lots of fun with her old smartphone. The apps all work very well on this device, after all, this device is not that old. It was purchased last spring. And the photos you can take with it are also quite ok.

Love and belonging! Your sister thinks that her friends like her simply because she is herself, because she is who she is and that is what they like about her. Whether she has this new device or not doesn't really matter. And speaking of playing—playing together in multiplayer mode also works with the smartphone she has now. She doesn't need a new device for that.

Freedom! Now that you have talked about it together, your sister has made a new decision. She has decided that she will keep her old smartphone, which is not that old. And this decision makes her feel good. And she has decided something else: if she ever really needs a new smartphone, she will make sure that it is a model that she can easily repair herself. More and more smartphone manufacturers are now moving in this direction and offering models where, for example, you can easily replace the display yourself if it is broken. You don't have to throw away the whole smartphone. Or replace the battery. There are also more and more models where you can do it yourself.

And that brings us to the topic of power! Your sister has made up her mind that she will talk about this with her friends. That it's more important to repair things than to throw them away. And that doesn't just apply to smartphones. And your sister is sure that her friends feel the same way, because they also care about our environment. I'm sure they will all agree with her suggestion that we should work together to prevent so many things from being thrown away too quickly.

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