

Due Date: Wednesday, April. 14, 2021

Exerpt from Week 2 Progress Log:

After analyzing my needs and actions, I discovered some recurring themes and overlapping ideas. While fulfilling my needs certainly relied heavily on my own thoughts and choices, I was surprised by how much of an impact my environment and the people in it had on my fulfillment. For every need, “safe”, “loved”, “powerful”, “free”, and “pleasured”, the fulfillment of the need relied heavily on me choosing to surround myself with people who evoke these feelings within me, and it ended up being the same people who came to mind every time, which must not be a coincidence. This is what lead me to realize that there is certainly some overlap between satisfying these five needs. I was surprised how simple these needs were to fulfill within my life. Typically, the actions which promoted each feeling were seemingly quite trivial, such as simply being personally acknowledged and greeted had a huge impact on my sense of feeling “loved”. I also noticed that a lot of my needs relied on each other, for example feelings of empowerment often overlapped with feelings of “freedom”, as both relied on having the confidence to feel as though I can achieve anything. I also noticed that all my productivity appeared to rely on these needs being met beforehand. For example, I was not able to immerse myself in creating quality homework solutions without support from loving people, approaching the task with a sense of empowerment or a “can do” attitude, and a safe work environment. This led me to the conclusion that these needs are not only a benefit to have met, but they are absolutely “essential” to all aspects of my life. I picture them as the building blocks holding up all my positive behaviors, happiness, and productiveness. Without choice, I would not be able to have these needs met, as I needed to choose my environment, activities, strategies, and companions to satisfy each need. Had I not been given such choices, I believe I would have needed to find alternative ways, most likely by unhealthy acts, to fulfill these needs, as they are “essential” to my life and therefore as humans, we are not at fault for seeking such fulfillment.

Why did I choose to include this excerpt in my portfolio?

I decided to include this sample from my week 2 progress log because I believe it nicely sums up what I have learned from doing this activity. By looking at what makes me feel “safe”, “loved”, “powerful”, “free”, and “pleasured”, I was able see how important such feelings are to me and what efforts I go to in order to make them happen. I realized that these feelings can very much be considered “basic needs”. That is, if one of the feelings is not being fulfilled, then it becomes essentially impossible to be productive or happy. For students in a classroom, it will be no different. The students will need their basic needs met before any academic progress is to be made or appropriate behaviour displayed. I go to great efforts to have my basic needs met and for these students, it will be no different. It is entirely possible that if a student is displaying inappropriate behaviour, it could be an attempt to have one of the needs met, which is understandable to me now. I also noted

above that these needs overlap with each other so much that if one is not being met, odds are there are more that are not. I certainly would act out if I thought it was what was required to have a need met. The same concept applies to an unproductive class, as I find it impossible to be productive if I do not feel all five of these feelings in my environment.

I was able to come to the conclusion that a huge part of having these needs met was **choice**. All the ways that I came up with to satisfy my needs required me to choose who, what, and where I was exposed to. I needed choice in how I made these feelings happen for myself. Had another person, for example a teacher, made these choices for me, there is a good chance that my needs would not be met. This made me realize that it is not only helpful, but essential for a positive learning environment for everyone involved to be able to choose. Later in the course, we were asked if we would let students choose where to sit or if we would let students choose for themselves. I immediately thought back to this progress log. In particular, I recalled my conclusion, or the above excerpt, and remembered how essential choice is for students. I have had many teachers in the past implement assigned seating arrangements and I believe that prior to completing the week 2 progress log, I would have pondered longer on the question of whether or not seating arrangements are required. Once I realized the importance of choice in the classroom, my answer became obvious and felt like it had a very logical and personal reason behind it: choice is essential.

To the right, I have included an instagram story that I made at the beginning of the semester. I was struggling to do an assignment for my MACM 401 class and I decided to move to sit in the sunshine and get some natural light. I decided to do this because I remembered that, in high school, if the teacher ever gave us a choice about where to sit, I would sit by a window. I felt like this helped me feel better and therefore be more productive. This choice to move into the natural light required me to have the ability to make that choice in the first place. This event served as an example to me of how choice, in this case the ability to choose where to sit, is essential to my productivity and I would like to provide my students with the same choice.

