

Navigating the Island of Aggression

Lesson 8: Reflection Activity

Learning Outcomes:

Students design a reflection piece about key concepts in the unit through drawing, writing, video creation, or other teacher-approved means.

Materials:

- Ship's Log
- Projector or other way to display a digital slideshow
- Paper, pens, markers, and other materials as determined by student proposals.
- Tablet or laptop for student research

Procedure:

1. "You will be creating a reflection piece for the end of the unit. This will be a way for you to think a little more deeply about what you have learned and what it means to you."
2. **Show** slides 2-11: Lesson Titles
3. **Show** slide 12: List of Lessons
4. **Read** out loud: "Take a moment to look over the titles of the lessons we have gone through together. Think about an idea that really stood out to you from the unit. Was it warning aggression? The Fires Beneath Aggression? Social aggression? The Tapestry of Language? Ares vs. Athena?
Focusing on that idea, create a reflection piece that shows what that idea means to you."
4. **Show** slide 13: Reflection Project examples:
5. **Read** out loud: "Here are some examples of reflection pieces you could make. You can choose from this list or suggest your own. Your reflection idea should be approved before you begin." Click through examples listed:
 - a. Draw pictures representing 5 of the muscles of our humanity we studied and add word-art in the background of words that connect to each idea.
 - b. Write a skit in which someone is in a conflict. Have someone act out Ares talking about how to respond, and have someone act out Athena talking about how to respond. Make them persuasive! Don't forget, Ares is a liar! He will try to trick and deceive people into acting aggressively.
You can also do this as a story, a drawing, a cartoon, or a short, graphic story.
 - c. Do some research and make a poster:
 - i. What information can you find on the effectiveness of violence versus the effectiveness of nonviolence?
 - ii. What are some of the nonviolent (nonaggressive) strategies that were used in the Civil Rights movement to create social change?

Extension activity:

Decorate the front (or back) cover of your Ship's Log with images from the unit.

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Activity 8: Leveling up/Rubric

Key concepts:

- Learning any skill takes time and practice
- Leveling Up is connected to Growth Mindset
- Growth Mindset is the understanding that learning takes time and effort and happens in stages over time

Learning Outcomes:

Students learn a rubric that can help them track their progress, diagnose how they are doing, and level up their skill

Profile of Graduate Standards:

- Upper Elementary, Collaboration:
 - (4.1) I am respectful to my team.
 - (4.2) I acknowledge and respect other perspectives and disagree diplomatically.
- Middle School, Collaboration:
 - (4.1) I am polite and kind to teammates.
 - (4.2) I listen to other points of view with kindness and respect.

Materials:

- Ship's Log
- Projector or other way to display a digital slideshow
- Slides available at peaceliteracy.org/navigation-curricular-materials

Vocabulary:

- Level Up
- Growth Mindset
- Rubric

Procedure:

1. Read out loud:

- “Learning any skill takes time and happens in stages, just like leveling up in a video game. Sometimes we can look at a goal we have and feel it is impossible to reach! It seems so far from where we are today.
- It can help to understand the different stages of learning, and to be able to see your progress in small steps. In this way, you can celebrate each step you make toward reaching your goal. You can understand that learning is taking place as you reach each different stage in the learning process.
- A rubric is a tool people use to measure growth in learning. It lets you know what you can expect to see at each stage of the process. Let's take a look at a rubric that has been made to help people measure their progress in learning how to see the fires or distress beneath aggression.

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Activity 8: Leveling Up/Rubric

Procedure, continued:

2. **Show** slide 5, Rubric.

Rubric for Skill #1 - Learning how to see aggression as a distress response

Criteria	Level I Competency	Level II Competency	Level III Competency	Level IV Competency
Individual is developing self-awareness of distress when acting aggressively or thinking aggressive thoughts.	Can recognize feelings of distress underlying aggressive thoughts and actions after conflict/incident has occurred.	Can recognize feelings of distress during the conflict/incident and is able to <i>attempt</i> to stop or minimize the behavior during the conflict/incident.	Can recognize feelings of distress before aggression or aggressive thoughts. Can redirect these thoughts or actions and keep them from occurring.	Can recognize that this skill is context dependent – that is we can be skilled at this in some contexts but not others. Can exercise self-compassion when skill levels fluctuate.
Teacher self-check: Are you modeling this for your students and colleagues? 😊	Depth/consistency: You might have deep competency at this level but not at other levels, and not all the time.	Depth/consistency: You might have deep competency at this level but not at other levels, and not all the time.	Depth/consistency: You might have deep competency at this level but not at other levels, and not all the time.	Depth/consistency: You might have deep competency at this level but not at other levels, and not all the time.

3. **Ask students:**

- Can you give some examples of each level?
- How might you become an expert at Level 1?
- How can being calm help at each level?
- Why is Level 4 so important?

Notes for teachers:

- Each level is an important part of the process and each level can get deeper and deeper.
- Leveling up to a deep Level 1 can show more progress than being at a shallow Level 3.