

Navigating the Island of Aggression

Lesson 3: Hostile and Social Aggression

Key concepts:

- Hostile aggression is an intent to harm which can take the form of physical or non-physical actions.
- Social aggression is a non-physical form of hostile aggression.
- Social aggression can be as harmful or even more harmful than physical aggression.

Learning Outcomes:

- Students classify physical aggression and social aggression as forms of hostile aggression.
- Students identify forms of physical aggression and social aggression.

Profile of a Graduate Standards:

- Upper Elementary, Global Citizenship: 3) I express a personal perspective on a situation, event or issue.
- Upper Elementary, Social and Cross Cultural Empathy: (4.1) I identify how perspectives affect the way different people react to a situation, event or issue.
- Middle School, Global Citizenship: (5) I understand that my actions not only impact myself, but also my family and community.

Materials:

- Laptop, Chromebook, or tablet
- Ship's Log notebook
- Chart paper or whiteboard
- Projector to show a video and digital slide presentation
- Slides and the digital exit ticket available here:
<https://www.peaceliteracy.org/navigation-curricular-materials>

Vocabulary:

- hostile/hostility
- hostile aggression
- social aggression
- intent/intention
- phobia
- universal human phobia

Lesson Procedure:

1. **Show Slide 1.**
2. **Show Slide 2.** The Fires Beneath Aggression
This slide has animation. Click the spacebar after questioning students.

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Lesson Procedure, continued:

3. “We explored the fires beneath aggression in the last class.”

4. **Question** for students:

a. Tell me two things you remember about the fires beneath aggression.

(If students do not express the key idea: aggression is a distress response, cue them by asking: “Aggression is a response to what?” and “What are some examples of fires?”)

5. Click the spacebar to show the key idea.

6. **Question** for students:

a. Why is it helpful to learn to see the fires beneath aggression in ourselves? In others? (If students do not express the key idea, cue: Learning to see the fires beneath aggression can increase our empathy and develop calm, and help to address the root causes of aggression in ourselves and others.)

7. **Click** the spacebar to show the key idea.

8. “In today’s class we are going to explore some forms hostile aggression.”

9. **Show slide 3. Hostile Aggression**

This slide has animation. Click the spacebar after questioning students.

10. “Hostile aggression is aggression with the intent of causing harm. It harms intentionally.”

11. **Questions** for students:

a. What do you think some forms of hostile aggression might be?

12. **Click** the spacebar for the next term.

13. “Physical aggression is what we usually think of when we imagine hostile aggression, and there are many forms of physical aggression. Physical aggression can be directed in three ways: at others, at objects, and at ourselves.

There is another form of hostile aggression we want to examine. This form of hostile aggression intends to harm, but does not use physical violence.”

14. **Click** on the spacebar for the next term.

15. “Social aggression is a form of hostile aggression because it intends to harm. It does not harm physically, but it can cause intense pain. Because it intends to harm, it is a form of hostile aggression.”

16. **Questions** for students:

a. What are some forms of social aggression?

List student responses on chart paper or on whiteboard.

Possible responses: gossip, humiliation, betrayal, shunning, bullying/cyber bullying, name calling, verbal abuse

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Lesson Procedure, continued:

17. **Questions** or students:

- a. Do you think social aggression can hurt as much or maybe even more than physical aggression? If so, why?
- b. How could social aggression be used to incite someone to use physical aggression, or turn someone into a target of physical aggression?

18. **Show slide 4.** What is a phobia?

19. **Question** for students:

- a. What is a phobia?
- b. What are some examples of phobias.

List 5 to 10 responses.

20. “The universal human phobia is the fear of human aggression directed at us. In the manual we read about Deimos and Phobos, the twin gods of fear and panic. The word “phobia” comes from the Greek god Phobos who was a metaphor for fear of human aggression directed at us. **A universal phobia** means a fear that is shared by almost all human beings. Understanding the universal human phobia can help us to build empathy for others, especially in a conflict situation. We are all vulnerable to this fear, and sometimes just the idea of social aggression can be frightening.”

21. **Question** for students:

- a. Do you think that the thought of experiencing social aggression can be as frightening or even more frightening for some people than the thought of experiencing physical aggression?

Note to teachers: A student might think of an action that could count as either warning or hostile aggression. You can clarify that the difference between hostile and warning aggression is intention. A person might push someone to warn them away, but not intend harm, or push them with the intent to harm. In the next lesson we will discuss how these categories can overlap.

Digital exit ticket:

1. What are 2 forms of hostile aggression?
2. Give 3 examples of different kinds of social aggression.
3. What is the universal human phobia?

Navigating the Island of Aggression

Activity 3: The Tapestry of Language

Key concepts:

- One of the key weapons of social aggression is language.
- Social aggression is a non-physical form of hostile aggression.
- Social aggression can be directed at others or at ourselves.

Learning Outcomes:

- Students categorize social aggression as a form of hostile aggression.
- Students identify language as a weapon of social aggression.
- Students recognize that language can be used to help and support others and themselves.

Profile of a Graduate Standards:

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Vocabulary:

- hostile aggression
- social aggression
- tapestry
- tapestry of language

Lesson Procedure:

1. **Show slide 1.** Title Slide
2. "Last time we met, we talked about hostile aggression, and learned that social aggression is a form of hostile aggression. One of the main weapons of social aggression is language."

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Activity 3: The Tapestry of Language

Lesson Procedure, continued:

3. **Show slide 2.** Tapestry of Language
4. “We can think of words as threads we weave into cloth that we wear, give to other people to wear, or that other people weave and give us to wear.”
5. **Question** for students:
 - a. How do you think that might work? How can words come together like a cloth that people wear? Students can read more about this in the manual, pg. 31 and 32.
6. **Questions** for students continued:
 - b. How do we sometimes ‘wear’ other people’s ideas about us or judgements about us?
 - c. Do we sometimes use social aggression against ourselves? Who here has never thought “I’m such an idiot!” What are other examples of insults that people direct at themselves?
7. **Show slide 3.** Word shirt
8. “This is a piece by Austrian artist Anatol Knotek. He cut words out of a shirt to represent poetry.”
9. **Show slide 4.** Word dress
10. “Here is a piece of clothing Korean artist Su Hui Ni made by cutting words out of cardstock. She called the piece ‘Imperfections’, and it is a reminder that we are all imperfect. Human beings make mistakes. This is part of being human.”
11. **Show slide 5.**
12. “This is a sculpture by Miriam Lodoño, an artist from Columbia. It is meant to show how everyone can sometimes be fragile and can get hurt.”

Activity:

1. **Show slide 6.**
2. “In your Ship’s Log, answer the questions on the slide.”
 - a. Anatol Knotek’s shirt is about using language to make poetry. He wanted to use words to make something beautiful. What are some examples of words you have used to encourage someone, or have heard others use, or have heard used in a movie or in a book?
 - a. Su Hui Ni’s dress is called ‘Imperfections’. What is language we could use to have empathy for ourselves when we make mistakes? What are some examples of things we can say to ourselves or others?
 - b. Miriam Lodoño’s sculpture shows how people can be fragile. What are some words we can use to help ourselves or others find strength in a struggle? Allow students to share responses as desired. Some students may wish to keep their responses private.