
Navigating the Human Condition in the 21st Century | Lesson 5b | Overview



Keys for this lesson are student-generated

Learning Outcomes:

- Students understand that empathy for others can generate courage when facing aggression.
- Students understand that empathy for themselves can generate courage when facing aggression.

Materials:

- Ship's Logs
- *All lessons come with PowerPoint slides and require a way to share these with students. All lessons come with PowerPoint slides and require a way to share these with students. **Note:** the slides in this entire series of lessons often come with additional guidance in the notes section at the bottom of each slide, readable and editable in development mode and readable in presentation mode.*

Time:

- One 50-90 minute period depending on the length of the last activity.

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1. **Show** Slide 1: Title slide
2. **Show** Slides 2 – 3: Underground
 - a. *These slides have animation. Click to advance text.*
3. **Show** Slide 4: Items to Unlock
 - a. *This slide has animation. Click to advance text.*
 - b. “As we journey through the Landscape of the Human Condition, we will unlock dozens of items that can help us overcome Deimos and Phobos, along with other forms of fear, panic, and anxiety.”
 - c. “These items give us powerful forms of expression that enable us to help others, help ourselves, and strengthen cooperation.”
 - d. “These items also empower us to overcome adversaries that are much stronger and much more dangerous than Deimos and Phobos.”
4. **Show** Slide 5: The Eye of Empathy
 - a. *This slide has animation. Click to advance text.*
 - b. “For now, let’s focus on one item in particular, the Eye of Empathy and its inherent power.”
 - c. “Empathy in the form of love can generate courage both on and off the battlefield.”
5. **Show** Slide 6: Love is the Most Powerful Force
 - a. *This slide has animation. Click to advance text.*
 - b. “Armies can use many psychological forces to overcome fear of human aggression.”
 - c. “Love of comrades, family, and country is the most powerful force.”
6. **Show** Slide 7: Lao Tzu Quote
 - a. *This slide has animation. Click to advance text.*
 - b. “By being loving we are capable of being brave.”
 - c. “Lao Tzu was a Chinese philosopher born around 2,600 years ago.”
7. **Show** Slide 8: Lao Tzu Quote Reflection Questions
 - a. *This slide has animation. Click to advance text.*
 - b. “By being loving we are capable of being brave- Lao Tzu.”
 - c. *You can use these questions as discussion prompts for students in pairs or as a class.*
 - i. “Can you imagine a scenario where you would be willing to risk your safety to protect someone you care about? A family member, friend, or pet?”
 - ii. “Why can caring about someone increase our courage?”
 - iii. “Next we will look at two examples of love generating courage.”
8. **Show** Slide 9: Elk Video
9. **Show** Slide 10: Video about *Warfare* film

10. **Show** Slides 11: Empathy in the *Iliad*

- a. “The courage generated from love that you saw in the last two videos is depicted in the *Iliad*, written nearly 3,000 years ago.”

11. **Show** Slides 12-15: Example from the *Iliad*

- a. *These slides have animation. Click to advance text.*

Reflection Instructions, Questions, and Notes to Teacher:

Instructions:

Ask students if anything from the text stood out to them. Give time for some discussion of the scenario as needed.

This is a time for students to develop their thinking about the function and power of empathy. You can have them reflect in their Ship’s Logs on the following questions, or use a “peer annotation gallery walk” activity to engage in the reflection collectively (see below).

Questions:

1. *“In the excerpt from the Iliad, why is the King of Sparta compared to a mother cow when he protects Patroclus? Why do you think that simile was used?”*

“Can you think of different examples you have seen that depict empathy as strong? How was empathy a strength in these examples?”

2. *“Have you ever heard anyone say that empathy is weak and wimpy?”*

“What reasons did they give for this point of view?”

“What evidence do you have that counters this view?”

3. *“What do people lose when they view empathy as weak rather than strong? What do people gain when they view empathy as strong rather than weak? Be specific and think of how this applies to real life.”*

4. *“Why might someone want us to view empathy as weak?”*

“Think of scenarios where someone would benefit by having others view empathy as weak.”

Peer annotation gallery walk:

1. *Group students by 3's or 4's.*

2. *Write (or have students write) each of the questions on a separate piece of chart paper.*

3. *Assign or have each group choose a question. (You need all of the questions to be answered. Most likely you will have more than one group responding to each question.)*

4. *Allow 5-7 minutes for students to discuss the question together and write their response on the chart paper. (Gauge time needed per your students' engagement. Chart paper can be hung on the wall or left on tables.)*

5. For the next 7-10 minutes, have students individually go to each of the other groups' chart paper and read the question and the response. Then have them annotate the response by either a.) asking a question, b.) agreeing and explaining why they agree, or c.) building on something stated there.

6. Regroup, and have students share what stood out from the responses or what helped them to reflect about empathy in new ways.

Note to Teacher: It's important to keep in mind that propaganda can manipulate our empathy in ways that encourage us to exclude and harm others. If a student brings this up, you can say it's great that they're thinking ahead, and that propaganda doesn't just manipulate empathy; it also restricts empathy, while encouraging fear and hatred and manipulating those as well. You can affirm that there are human powers and skills we can develop that protect empathy from manipulation. (Map 2 will discuss these human powers and skills that can protect empathy from manipulation.) The fourth island of Map 1 will discuss the difference between emotional empathy and cognitive empathy. Propaganda often manipulates emotional empathy, while cognitive empathy makes us more resistant to propaganda and manipulation.

12. Show Slide 16: Empathy and Strategy

- a. *This slide has animation. Click to advance text.*
- b. "Armies strategically use Deimos and Phobos against their adversaries in order to win battles."
- c. "Armies strategically use empathy to help their own soldiers generate the courage that can overcome Deimos and Phobos."

13. Show Slide 17: **Activity**

- a. *This slide has animation. Click to advance text.*
- b. *Have students break into small groups. Have each group choose a set of questions, the square questions, the diamond questions, or the arrow questions, making sure that each set of questions is covered by at least one group.*

14. Show Slide 18: **Activity**, Continued

- a. *This slide has animation. Please click through to advance the text.*
- b. *The following can be a journal entry or a role play. If a role play, act out the scenario with each response and discuss using the questions as prompts.*
- c. "How can empathy for an aggressive person – empathy for the fires beneath their aggression – increase our courage when we are facing their aggression?"
- d. "To answer this, let's explore the following questions:"

- e. “Imagine that you are feeling very frustrated and you start lashing out aggressively. How would you want a person to respond to you? Would you want them to have empathy for the fires (distress) beneath your aggression, or would you want them to automatically insult and attack you?”
- f. “Why can someone seeing the distress beneath your aggression give them more courage to help you?”

15. Show Slide 19: Generating Key Ideas

- a. *This slide has animation. Click to advance text.*
- b. *Group students by 3's or 4's.*
- c. *Distribute sticky notes.*
- d. *Review the slides with students, briefly stopping as needed to revisit ideas.*
- e. *Have students write key ideas on sticky notes, one idea per note.*
 - i. *Let students know that finding 3 or 4 key ideas is sufficient.*
 - ii. *Whether or not students are able to differentiate key ideas from supporting details is less important than their engagement and investment in thinking about the content.*
- f. *Have each group share two key ideas that they can apply to their lives and explain how they might apply it.*