
Navigating the Human Condition in the 21st Century | Lesson 3b | Overview

Learning Outcomes:

- Students identify similarities and differences between play and aggression.
- Students identify similarities and differences between excitement and aggression.
- Students generate reasons for when play or excitement can become aggression.
- Students evaluate how aggression can decrease trust.
- Students evaluate the role of trust in play.

Materials:

- Student Ship's Logs
- *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 supplemental activities.
- *Supplemental activities are provided at the end of the lesson.*

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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: Navigating a Deeper Layer
 - a. *This slide has animation. Click to advance text.*
 - b. "People can confuse aggression and play."
 - c. "Let's explore the difference."
4. **Show** Slide 5: Rough and Tumble Play
 - a. *This slide has animation. Click to advance text.*
 - b. "What do you see in this video that makes 'rough and tumble play' different from:"
 - c. "warning aggression (intent to *warn*)"
 - d. "hostile aggression (intent to *harm*)"
 - e. *Click to play video.*
5. **Show** Slide 6: Play vs. Aggression
 - a. *This slide has animation. Click to advance text.*
 - b. "How is play different from aggression?"
 - c. "Play and aggression can also overlap and blend together."
 - d. "Let's talk about how play can turn into aggression."
6. **Show** Slide 7: Play to Aggression (This can be a Think/Pair/Share Activity)
 - a. *This slide has animation. Click to advance text.*
 - b. "Something might start out being 100% play, then become 50% play and 50% aggression, and then become 100% aggression."
 - c. "What can cause play to turn into aggression?"
 - d. "Additionally, you might *intend* something to be play, but another person interprets it as aggression."
 - e. "What can cause this difference of perspective?"
7. **Show** Slide 8: From Play to the Fires Beneath Aggression
8. **Show** Slide 9-11: From Play to the Fires Beneath Aggression continued
 - a. *This slide has animation. Click to show GIF and advance text.*
 - b. "What kinds of fires of distress can cause play to turn into aggression?"
 - c. "How can the fires of distress beneath someone's aggression be related to their self-worth?"
9. **Show** Slide 12: Excitement? Or Aggression?
 - a. *This slide has animation. Click to advance text.*
 - b. "Just as people can mistake play for aggression, people can also mistake excitement for aggression."
 - c. "The following slides show images of people expressing aggression or excitement."
 - d. "What are some of the similarities and differences in how aggression and excitement are expressed?"
10. **Show** Slides 13-22: Aggression and Excitement GIFs
 - a. *Allow time on each slide for group discussion about similarities and differences between aggression and excitement.*

11. **Show** Slide 23: Excitement vs. Aggression
 - a. *This slide has animation. Click to advance text.*
 - b. "How is excitement different from aggression?"
 - c. "How do they feel different?"
 - d. "How are their causes different?"
 - e. "Excitement and aggression can also overlap and blend together."
12. **Show** Slide 24: Excitement to Aggression
 - a. *This slide has animation. Click to advance text.*
 - b. "Something might start out being 100% excitement then become 50% excitement and 50% aggression, and then become 100% aggression."
 - c. "What can cause excitement to turn into aggression?"
13. **Show** Slides 25-26: Fire of Distress / Different Ways of Expressing Distress
 - a. *These slides have animation. Click to advance text and show GIF.*
 - b. "This next image shows a moment at a soccer game when some fans no longer felt excitement."
 - c. "What fire of distress might these fans be feeling?"
 - d. "What are the different ways these fans are expressing their distress?"
 - e. **Note to Teacher:** These fans could be feeling the fire of disappointment, sadness, and/or confusion. They could also be feeling the fire of witnessing something that they think is unfair and unjust – what we will refer to as "moral fury" in Lesson 5b. Most of them are NOT expressing this fire as aggression. This foreshadows Lesson 4, Slide 8, which shows that distress does not have to be expressed as aggression.
14. **Show** Slide 27: Final Point
15. **Show** Slide 28: Final Point Part 1
 - a. *This slide has animation. Click through to reveal image and text.*
 - b. "In the previous lesson we discussed how aggression is a small toolbox because it has many limitations."
 - c. "One of those limitations is that aggression can decrease trust."
 - d. "In your Ship's Log, reflect on the following:"
 - e. "How can aggression decrease trust?"
 - f. Think of an example where aggression can decrease trust slightly, and an example where aggression can completely destroy trust."
16. **Show** Slide 29: Final Point Part 2
 - a. *This slide has animation. Click through to play video and reveal questions.*
 - b. "One important difference between play and aggression is that play requires at least some trust and can also build trust."
 - c. "In your ship's log, take time to answer these questions:"
 - d. "Why does play require at least some trust?"
 - e. "What can you do during play to build trust?"
17. **Show** Slide 30: **Generating Key Ideas**
 - a. Group students by 3's or 4's.
 - b. Distribute sticky notes.
 - c. Review the slides with students, briefly stopping as needed to revisit ideas.
 - d. 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.
- e. Have each group share at least three key ideas and how these key ideas can help them understand themselves and other people.