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

1 Key:



Deimos and Phobos represent the fear, panic, or anxiety caused by being the target of human aggression.

Learning Outcomes:

- Students identify how being the target of human aggression can affect us.
- Students recognize that fear of being the target of human aggression can encompass both physical and non-physical forms of aggression.
- Students recognize that people can fortify their minds against the fear of being the target of human aggression.

Materials:

- Ship's Logs
- 1 copy of Codex Fragment with Key 7, per student
- 1 copy of excerpt on *Battlefield Emotions in Late Antiquity*, per student (to be handed out at the end of lesson)
- *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 final reflection exercise.

1. **Show** Slide 1: Title Slide
2. **Show** Slide 2: **Key Map**
3. **Show** Slides 3 – 5: Fortifying Our Minds Against Aggression
 - a. *These slides have animation. Click to advance text.*
4. **Show** Slide 6: The Story of War
 - a. *This slide has animation. Click to advance text.*
 - b. “To learn how to fortify our minds against aggression, it helps to first discuss the story of war.”
 - c. “We are not going to discuss a story about conflicts between countries or dates of battles, but a much deeper story about how war and aggression affect the human mind.”
 - d. “Two of the main characters in this story are Deimos and Phobos.”
5. **Show** Slides 7 – 9: Every army’s greatest problem
 - a. *These slides have animation. Click to advance text.*
6. **Show** Slide 10: Rout
 - a. “Most ancient battles ended in what is called a rout, which is when soldiers panicked and ran away from the battlefield.”
7. **Show** Slide 11: Weakest Link
 - a. *This slide has animation. Click to advance text.*
 - b. “When facing lethal violence, the mind, not the body, is the weakest link, because the mind is vulnerable to fear and panic.”
8. **Show** Slide 12: Targeting and Strengthening the Weakest Link
 - a. *This slide has animation. Click to advance text.*
 - b. “The mind is such a huge vulnerability that militaries target not only the bodies of their adversaries, but especially their minds.”
 - c. “Military training is designed to strengthen not only the bodies of soldiers, but especially their minds.”
 - d. “Fear and panic are among the most powerful weapons of war.”
9. **Show** Slide 13: Fortifying Our Mind
 - a. *This slide has animation. Click to advance text and show pictures.*
Note to Teacher: If students have studied the civil rights movement, you can ask them why the protestors needed to fortify their minds against aggression. Promoting peace and justice can make people a target of human aggression for various reasons.
10. **Show** Slide 14: Military Statistics

This slide has animation. Click to advance through each set of numbers.

- a. "Take a look at the following numbers in some famous ancient battles. **What do you notice about these numbers? What seems surprising or unusual?**" *Help students notice that the routed armies were often the larger ones, and that smaller armies could win battles by routing their opponents, by using fear and panic as a weapon in battle.*
- b. *Click to advance through the next set of numbers highlighted in red.*
- c. "Now we are going to look at another set of numbers in red. **What do you notice about these numbers? What seems surprising or unusual?**"
- d. "We expect the defeated army to have more deaths than the victorious army, but **why do you think the number of deaths in the routed army is so much higher than the number of deaths in the victorious army?**"

Note to Teacher: As the next slide explains, most of the casualties happened not in the battle itself, but during the panic of the rout. As long as an army did not lose a battle, they would usually lose less than 10% of their soldiers, and sometimes less than 1% of their soldiers. As the reading that accompanies this lesson states, this is because "close combat did not usually result in heavy casualties" for either side. The reading adds, "This is related to wanting to protect one's life. Any soldier equipped with a shield will primarily attempt to ensure safety by staying behind it. Actively engaging the opponent, which requires much bravery, will not be a priority."

11. **Show** Slide 15: French Soldiers Routing Austrian and Dutch soldiers

- a. *This slide has animation. Click to advance text.*
- b. "Most deaths happened not in the battle itself, but during the panic of the rout, when people were killed while running away."
- c. "Notice the expressions on the faces of the fleeing soldiers."

12. **Show** Slide 16: Soldiers in Modern War

- a. *This slide has animation. Click to advance text.*
- b. "Because fear and panic are powerful weapons of war, armies try to protect the minds of soldiers against fear and panic."
- c. "Does anything the soldiers say or do stand out to you?"
- d. *Click to play video.*

- e. “Next, let’s explore the nature of fear and panic, so we can learn how to fortify our minds.”
 - f. “Fear and panic not only affect the lives of soldiers in battle, but all of us in our everyday lives, in ways we often don’t realize.”
13. **Show** Slide 17: Introducing Deimos and Phobos
- a. *This slide has animation. Click to advance text.*
 - b. “To explore the nature of fear and panic, we will use metaphors.”
 - c. The ancient Greeks depicted fear and panic metaphorically as gods.”
 - d. “The god of fear is Deimos.”
 - e. “The god of panic is Phobos.”
 - f. **Codex Fragment:** *Have students write “Deimos” and “Phobos” above the two mythological figures, and write “Fear” and “Panic” on their shields.*
14. **Show** Slide 18: Deimos and Phobos continued
- a. *This slide has animation. Click to advance text.*
 - b. “Deimos and Phobos are twin brothers.”
 - c. “Ares, the god of aggression in war, is their father.”
 - d. “Deimos and Phobos accompany Ares into battle to terrify soldiers.”
15. **Show** Slides 19 – 20: Deimos, Phobos, and Ares in ancient writings
- a. *Read the descriptions from Hesiod and Homer.*
16. **Show** Slide 21: Deimos and Phobos in Astronomy
- a. *This slide has animation. Click to advance text.*
 - b. “Deimos, the god of fear, and Phobos, the god of panic, have significance that extends beyond Greek mythology.”
 - c. “Their father, the war god Ares, was called something else by the ancient Romans.”
 - d. “Do you remember what the ancient Romans called him?”
 - e. *Click to reveal the answer “Mars”, and a picture of the planet named after him.*
 - f. “The planet Mars has two moons. Can you guess their names?”
 - g. *Click to reveal the answers “Deimos” and “Phobos”, and pictures of the moons named after them.*
17. **Show** Slide 22: Phobia
- a. “The English word ‘phobia’ derives from the Greek word ‘phobos.’ The Greek god Phobos symbolized the terror associated with human aggression in battle.”

18. **Shows** Slide 23 – 24: Thought Experiment
 - a. *These slides have animation. Click to advance the text.*
 - b. *Another way for students to think about Scenario #1 and Scenario #2 is that the physical injury in both scenarios would be the same, but the psychological injury would not be the same. Why?*
 - c. *Tell students that the next slides will explore the “Why?” in more detail.*
19. **Show** Slide 25: Earthquakes, Tsunamis, and Plagues
 - a. *This slide has animation. Click to advance text.*
 - b. *“In Greek mythology, which god causes earthquakes and tsunamis?”*
 - c. *Click to reveal answer “Poseidon” and show picture.*
 - d. *“In Greek mythology, which god causes plagues?”*
 - e. *Click to reveal answer “Apollo” and show picture.*
20. **Show** Slides 26 – 29: Mythology and Modern Research
 - a. *These slides have animation. Click to advance text and show picture.*
21. **Show** Slides 30 – 32: Fear of Public Speaking
 - a. *These slides have animation. Click to advance text and show pictures.*
22. **Show** Slide 33: Non-Physical Aggression
 - a. *This slide has animation. Click to advance text.*
 - b. *“In an earlier lesson we discussed why non-physical aggression (social aggression or passive aggression) can hurt as much or even more than physical aggression.”*
 - c. *“What kinds of non-physical aggression can hurt as much or more than physical aggression?”*
23. **Show** Slide 34: “No Hitting!” Comic
24. **Show** Slides 35 – 36: Modern Research
 - a. *This slide has animation. Click to advance text.*
 - b. *“Non-physical aggression can be social aggression (intent to harm) or passive aggression (an indirect expression of contempt).”*
 - c. *“Intent to harm and indirect contempt can take the form of people laughing at us, judging us harshly, shunning us, mocking us, betraying us, humiliating us, or rejecting us ‘for no good reason.’”*
 - d. *“Social pain caused by non-physical aggression can resemble physical pain.”*
 - e. *Click to reveal and play video.*

25. **Show** Slide 37: Vulnerable
- When students first see the image on this slide, take a moment to pause, look at, and reflect on what the image is showing. Ask students what this image represents.*
 - This slide has animation. Click to advance text.*
 - “Human beings are so vulnerable to harm caused by human aggression that aggression doesn’t have to involve any physical contact to cause anxiety, fear, panic, and even trauma.”
 - “Just the possibility of being the target of human aggression can cause anxiety, fear, or panic.”
26. **Show** Slide 38: Key Slide
- This slide had animation. Click to advance text.*
 - “Deimos and Phobos represent the fear, panic, or anxiety caused by being the target of human aggression.”
 - Codex Fragment:** *Have students write the key on their codex fragment.*
 - “This aggression can be physical or non-physical.”
27. **Show** Slides 39 – 42: We Can Fortify Ourselves
- These slides have animation. Click to advance text.*
 - Codex Fragment:** *These slides use the codex fragment.*
28. **Show** Slide 43: Overcoming Deimos and Phobos
- “As we further explore the Landscape of the Human Condition, we will unlock powers and skills that can help us overcome Deimos and Phobos away from the battlefield, in all aspects of our lives.”
29. **Show** Slide 44: Boss Fights
- This slide has animation. Click to advance text.*
 - “Think of Deimos and Phobos as adversaries in life that can vary in size and strength. We can experience them as small obstacles or as an overwhelming force like a final boss in a video game.”
 - “How do you overcome a final boss?”
 - “When we develop our ability to overcome Deimos and Phobos, how can this help us improve our lives?”
 - “When we develop our ability to overcome Deimos and Phobos, how can this help us improve other people’s lives?”
30. **Show** Slides 45: Boss Fights continued
- This slide has animation. Click to advance text.*

- b. “We can develop skills for overcoming Deimos and Phobos when they exist in our lives as small obstacles or in the form of a final boss.”
 - c. “When we increase our skills and level up our humanity, what was fearsome today may not be so fearsome tomorrow.”
31. **Show** Slide 46: **Final Reflection**
- a. *This slide has animation. Click to advance text.*
 - b. “People can use Deimos and Phobos (our fear of being the target of human aggression) to manipulate us.
 - c. “Why might someone want to manipulate our fear of being the target of human aggression?”
 - d. “How can someone manipulate our fear of being the target of human aggression?”
32. **Show** Slide 47: Key Map
33. **Distribute** excerpt on *Battlefield Emotions in Late Antiquity*; ask students what points stand out for them.