

Tug-Of-War

- Identify and frame the 2 opposing sides
- Generate as many **tugs** (reasons) that **pull you towards**
- Determine the strength of each tug - placing the strongest reasons at the farthest ends
- Capture any 'What if...' questions that arise and place them above the tug-of-war rope.



purpose

This routine helps learners understand the complex forces that 'tug' at either side of a fairness dilemma. It encourages learners to reason carefully about the 'pull' of various factors.

Digging
Deeper Into
Ideas

PURPOSE

What kind of thinking does this routine encourage?

This routine helps learners to understand the complex forces that 'tug' at either side of a fairness dilemma. It encourages learners to reason carefully about the 'pull' of various factors. It also helps them appreciate the deeper complexity of fairness situations that can appear black and white on the surface.

APPLICATION

When and where can it be used?

Use this routine:

- Where the fairness dilemma seems to have 2 obvious and contrasting ways of being resolved.

ASSESSMENT

How can I use this routine as an assessment?

- How does the class perceive or frame the issue?
- Are students able to capture the essence of complex dilemmas?
- How do they frame the opposing sides in a dilemma?
- Do they go back and forth between both sides of the dilemma, offering "...but on the other hand...?"
- Are they able to step outside their own positions to consider the other side?
- What do the 'What if...' questions reveal about what they see as key to advancing their understanding of the dilemma?
- At the end, are they able to articulate a richer understanding of the dilemma?

LAUNCH

What are the steps needed for starting and using this routine?

1. **Set up** → Identify and frame the dilemma. Once dilemma clearly defined for the class, draw a line of the board representing the tug-of-war rope. Ask students to name the two ends of the rope. *What are the 2 opposing viewpoints in the defined dilemma?*
2. **Consider the 'tugs'** → What are the 'tugs' or reasons that support this position on this side of the dilemma? Generate as many possible reasons. Do the same for the other side of the argument.
3. **Place the 'tugs'** → Place the tugs on the line. Although consensus is important, the focus should be on the reasons and justification for each placement and how the tugs compare with one another in strength
4. **What if? What about? questions** → As students are discussing placement, questions may arise. Use different sticky note colour and place above the line.
5. **Share the Thinking** → Ask students:
 - What new ideas emerged for you about the dilemma that wasn't there at the beginning?
 - Do they still feel the same way about the dilemma?
 - If not, what changed their mind or added to their thinking?
 - How might they summarise the complexity of this issue for someone else?