TUG OF WAR

Once students have conducted enough research to understand some of the problem's complexities and points of view, this strategy allows them to:

- Apply research findings
- Deepen understanding of key concepts
- Test strength of arguments and evidence
- Reason fairmindedly from multiple viewpoints
- Develop shared understanding

PROCESS

1 Ask students to

- Create or think about a question that frames an issue or problem
- identify two opposing sides or contrasting points of view.

2 On a whiteboard or large chart paper, draw a line to represent a **tug**-of-war rope. Ask students to label the two ends of the rope.

Invite students to generate arguments or **tugs** for either side of the rope and record these on sticky notes. (They can do this individually, in pairs, small groups, or as a class).

3 Invite students to place the **tugs** on the line, placing

- the more powerful arguments near the ends
- the less powerful arguments closer to the center

Debate will ensue, and consensus is the goal!

4 Pose questions to clarify and extend reasoning throughout this process.

Note: You can also divide the class into small groups—each group collaborates to complete a tug-of-war, then share and synthesize

VIDEO example (note how students use sticky notes and a real rope)
https://www.youtube.com/watch?v=VapnolNAEcM (Tug of War Thinking Routine by Shantel DELETE-Clark)

TO CLOSE, YOU CAN:

Once students have conducted enough research to understand some of the problem's complexities and points of view, this strategy allows them to:

- Record new questions which have emerged and can
- guide next steps in inquiry.
- Engage students in *"I used to think, now I think"* reflection.

Challenge students to create 1-minute Elevator Speeches explaining the complexities of the issue to someone else.

Van Hesteren, adapted from *Making Thinking Visible*