



Compelling Why Thread— What happens when freedoms collide?

POSSIBLE DIRECTIONS OF STUDENT DISCUSSION

1. Surrender—In conflict, one freedom proves to be weaker than another and surrenders, disappearing from sight. *The historical connection—When two positioned governments are in conflict, one often proves to be the conquering force over the other.*
2. Fight—Two sides with contradictory freedoms are likely to continue heated conflict for an extended period of time because neither side is willing to surrender strength. *The historical connection—Most world conflicts and wars have been initiated and driven by the need for populations to maintain their own rights and freedoms.*
3. Give way—At times, similar freedoms weigh against one another until they are both willing to slide into alignment with compromise. *The historical connection—The resolution of conflicts may only arrive after both sides have realized a similar commitment to freedoms, and chosen to negotiate a compromise which ensures the survival of refined versions of both freedoms.*

1. Share Springboard—Match up sets of 2 quads throughout the room, instructing students to realign desks as necessary. Ask student volunteers to present and describe the “Wipe Out” events they have witnessed to their new extended quad groups. After many “Wipe Outs” have been presented, ask each quad group to nominate two “Wipe Outs” for full class appreciation. As “Wipe Outs” are nominated, ask authoring students to present them. When presenting, encourage authors to select students from their quad groups to creatively re-enact the events (if the author is not offended at a re-enactment). Progress through the nominated “Wipe Outs”
2. Determine Theme—Tell students to close their eyes for a moment. Tell them to imagine that they are now part of an advanced physics team whose job is to analyze “Wipe Out” events and identify the conflicting freedoms of space that are causing the humorous outcomes. According to laws of wipe out physics... (1) Energy cannot be destroyed, only transferred from one object to another. (2) Matter cannot be passed through. (3) Matter in motion will remain in motion until it is stopped or energy changes into stored energy. Lead students through the first analysis, then turn analysis responsibilities over to them. *In our first re-enactment, Sonja slipped on ice and performed a beautiful penguin slide all the way down the stairs. So, the isolated freedoms involved are: (a) Ice-freedom of slippery-ness, (b) Sonja-freedom of walking, (c) Stairs-freedom of descent. Who usurped all freedoms? Sonja. How did she handle having all those freedoms? Was she ready to experience the three freedoms? Can you see how she was forced to surrender all control and ultimately lost all three freedoms before the motion of events stopped. So, freedom of slippery-ness, of walking, and of descent can exist for a short time, but ultimately they lead to the end of each other.* Encourage students to continue with the analysis of other events. Hopefully, students will find humor in the presentation and analysis of wipe out events.
3. Consider New Situations—Tell students that the freedom of motions they have explained should demonstrate how difficult it is to resolve freedoms neatly. Freedoms of motion display sharp halts (fighting freedoms) or direction shifts (give way freedoms) as they progress. The next set of freedoms students will be considering are freedoms of personal will. Select any of the situations detailed below to emphasize how freedoms can also clash when individuals with different freedom goals are set against one another.

Situation A—Screaming at the Store Ask students if they have been shopping away, when suddenly they were interrupted by the shrill scream of an unhappy toddler. *What kinds of things do kids usually want when they are screaming? Toys. Candy. How do parents handle demanding kids? Give In. -Threaten to leave the store. -Promise the child that they will get something if they behave. Do these tactics always work? Have you seen parents and children go through multiple negotiations before they both seem satisfied with shopping? Which side expresses stronger freedoms, kids or parents? What's your solution for when you have kids and are in the same situation?*

Situation B—Homecoming Games Ask students to identify upcoming or past Homecoming game opponents. Lead students into a discussion on how each side of a homecoming game has determination to win. *Homecoming is coming up in a few weeks, right? Who are we playing in the Homecoming game? Are they rivals of ours or do we get along with them? Why do you have such animosity for their teams? Are our chances for winning the Homecoming game good? Why? What do you do to show greater support during Homecoming week? Are you sure that you are a stronger school than they are? So the freedom of being a Tiger is stronger than the freedom of being a Warrior...*

Situation D—Moving Furniture Ask students if they have ever had the pleasure of trying to move large pieces of furniture through a doorway. *How exactly do you get a sofa-bed through a narrow, stairwell doorway? Did you have 'helpful' observers who suggested directions to bend and lift the sofa? Did you get frustrated? I always pin my fingers against the wall and scream in pain. How about you? Did you consider just giving up and leaving the sofa where it was? Only to discover that it was lodged into place and wouldn't go back down. It was out the door or became a hanging barrier to the stairway... The trick of moving furniture is determining the space freedoms of the sofa and sliding that freedom against the size freedoms of the doorway. Very frustrating, but it can be done.*

Situation C—Playground Equipment Ask students what their favorite piece of playground equipment was. Discuss how playground laws affected their playing fun. *Theo, what was your favorite piece of playground equipment? The monkey bars. What tricks could you perform on the monkey bars? Did you have to take turns going across the bars? Only so many people can sit along the top of the bars, so how did you enforce your right to be there? So, the freedom to go across the bars was reserved for everyone, but the freedom to sit along the top was only held for fifth graders. Elementary students regulate freedoms among themselves all the time. Often these are quite democratic and logical, so they are great examples of society at work.*

4. Determine Significance—Examining freedoms in interaction should help students realize that many times it is a challenge to ensure that freedoms operate in the same space. Explain to students how freedoms work to surrender, fight, or give way when other freedoms are entered into the same space.
5. Transition—Tell students they will now be entering a class odyssey where they will need to determine the freedoms that deserve primary precedence when they enter conflict with others.