

**SUGGESTED WORKSHOP AGENDA FOR**  
**NOTHING IS THE SAME**

**Important workshop prerequisite: Room is set up in a large open circle for movement in the exercises.**

- I. Introduction
  - A. Ourselves
  - B. SCT and KCSARC
  - C. Debrief the play
  - D. What to expect during our time together
  
- II. Group Think on Friendship: An exercise to develop a friendship baseline for the class.
  - A. Educator and Teaching Artist will facilitate a dialogue on the classes' thoughts regarding friendship.
  - B. Questions to get the conversation going:
    - How do we know George, Mits, Bobi and Daniel are friends?
    - What are they doing to let us know that they are friends?
    - Do you think they are friends just because they are the same age? The same class at school? The same neighborhood?
    - Has anyone in this class ever have to make new friends?
    - What is it like to be part of a group? What is it like to not be part of a group?
    - Is it "risky" to have friends? Why? Why not?
  - C. Educator and/or Teaching Artist will make a list of the thoughts shared by students on banner paper
  
- III. The Playing Field: A Continuum Exercise to explore the commonality of friendship problems.
  - A. Everyone starts at the outside of the circle, facing out of the circle.
  - B. A question will be read aloud.
  - C. If it is true for you or if you have experienced that sometime in your life, take a small step backwards, towards the middle of the circle.
  - D. If the statement is not true for you or you have never experienced that in your life, remain standing.
  - E. This part of the exercise will be done in silence.
  - F. Note: *Let students know it is fine to remain still rather than take a step if they would prefer that others not know about that aspect of their experience. If they choose to refrain from stepping they should ask themselves what they would need for others to understand in order to feel safe to reveal their experience.*

G. Statements:

- I have had ice cream.
- I learned to ride a bike.
- I have had a friend boss me around.
- I have been the new kid who didn't know anyone at church, school, sports, or the neighborhood.
- I have felt left out.
- I have had my feelings hurt by another student.
- I have had lies told about me.
- I have had friends who gossip about me and tell people things that I told them not to tell.
- I have had a friend yell at me.
- I have felt like crying because of the way that my friends have treated me.
- I have been bullied by other kids

H. After the last question, ask everyone to freeze in place and look around.

I. Process questions:

- What do you notice as you look around?
- What was it like to take a step if a question was true for you?
- Did you choose to not move? Why? Why not?
- Did you have any conclusions about friendship after this exercise?
- Did you feel like part of a group? Did you not feel like part of a group?

IV. The game of marbles activity: a visual example of the ins and outs of friendships

- A. Ask: Does anyone know how to play the game of marbles?
- B. If needed explain the rules of marbles; to knock out of the circle as many of your opponent's marbles as you can.
- C. Make a circle with yarn in the middle of the classroom circle.
- D. Ask for 4 volunteers for silently play the roles of Bobi, Mits, George and Daniel. Give each child a placard with its characters name on the card.
- E. Educator and Teaching Artist will read a portion of the play and at various intervals as the students on the outside of the yarn circle to tell the characters if they should stand inside or outside of the yarn circle depending on what is happening in the script.
  1. 1<sup>st</sup> scene is between Mits, George, and Bobi page 36 talking about the river, skipping school, other kids will be jealous and learning to swim till Daniel enters the scene.

2. 2<sup>nd</sup> scene is between Daniel, Mits, George and Bobi on page 37-38 about playing marbles, catseye marble and winning, ends with “he just like me”
3. 3<sup>rd</sup> scene is between George, Mits and Bobi on first half of page 32 about telling Mits he is not a spy but just one kid
4. 4<sup>th</sup> scene is between George, Mits and Bobi on the second half of page 32 talks about how Mits signaled the pilot and stole the cateye.

F. Process questions:

- What did you notice?
- Was this realistic? Why? Why not?
- If one of the characters wanted to take a risk what would he or she do?
- How do you think that would work? Why? Why not?

V. Final Thoughts

- A. Sometimes problems are bigger than a kid can handle so how can you get some help.
- B. Offer ideas on who to go to for help and assistance with friendship problems.
- C. Having friendships can be risky, but most want to take the risk
- D. Give a marble to every student
- E. The marble is a way to remind you \_\_\_\_\_