

# A DAY IN MY LIFE

## MATERIALS |

paper and writing utensils

**OBJECTIVES |** The objectives of this activity are for participants to learn more about the lives and backgrounds of others, to practice deep listening, and to build meaningful trusting relationships with each other.

## FACILITATOR INSTRUCTIONS |

Invite participants to write or draw a typical day in their lives. Some questions to get them started:

- What time do you wake up? What do you usually do when you wake up?
- What are your responsibilities in a typical day? What do others expect of you?
- Who are you typically with?
- What do you typically do?
- What do you eat in a typical day?
- What time do you typically go to sleep?
- What parts of your day do you most enjoy?
- What parts of your day are the most challenging?

It may be helpful to write or draw something for every hour they are awake. For example, you could create a handout or instruct them to report on what they're typically doing at 8am, 9am, 10am, and so on.

After participants have created their typical day, divide them into pairs or small groups to share.

## DEBRIEF QUESTIONS |

- How did it feel to do this activity?
- What did you have in common with others? What things were different about your days?
- What is something you learned about your classmates that will help you support them this year?



## SUPPORTING MEDIA |

<https://www.michiganlearning.org/sharing-who-we-are/>

## NOTES |

This activity may not be appropriate for groups in which participants cannot write.

**WARNING:** This activity may reveal experiences of abuse or neglect that facilitators should be prepared to address.