

Wrinkles in a Timeline

Lesson Plan Created by Kyle Harrington, University of Connecticut

Pre-Activity Assignment: Explain that *wrinkles* in this assignment are formative aspects of their lives, such as challenges, moments of self-discovery, important defining events, experiences, or relationships. Instruct students to identify two *wrinkles* in their personal timelines that they would feel comfortable sharing and discussing in class.

Instructor Prep: Create a timeline on a whiteboard or large pieces of paper with year markers, starting at the year of their birth and counting to the present in year increments.

Class Activity: At the start of class, prompt each student to create a visual mark (words or drawings) on the timeline of their two *wrinkles*. If a student chose an identity or relationship as an aspect of their life, they are free to represent that identity anywhere on the timeline that aligns most with their experience.

Once all of the students have contributed to the timeline, ask them to silently read the timeline to themselves. Ask a few students to share their initial reactions. Reflect back trends and/or differences in the responses shared. Ask a few students to share about their contributions to the timeline. Reflect back trends and/or differences in the responses shared.

Potential Debrief Questions:

- What was your process for choosing your *wrinkles*?
- Did you change your mind at all in the process? Why?
- How did you come to deciding on the two *wrinkles* you chose?
- Would you have used different *wrinkles* if this were an anonymous exercise?
- How did you choose where to place your *wrinkles*?
- What were your first impressions of the timeline?
- What trends do you notice about what *wrinkles* were included on this timeline?
- Was there anything about the experience of creating this timeline that surprised you?
- How did your impressions shift, if at all, as people shared more about their experiences?
- What do you think the purpose of doing an exercise like this is?
- If at all, how will this exercise impact your thinking as you continue to meet and interact with new people throughout your time at Uconn?