

Title of the activity	BRING YOUR TREASURE And variation: WHAT'S IN YOUR BAG
Duration	1 hour
Number of participants	Small groups Large groups
Oral language level	Beginner Moderate Advanced
Description	<p>Bring your treasure:</p> <p>The activity involves bringing a personal item to the session, displaying it to the group, and sharing a meaningful story or information about the item. The facilitator breaks the ice by sharing a story first.</p> <p>Don't forget to remind the participants beforehand to bring an item with them!</p> <p>Variation or follow up activity: What's in your bag?</p> <p>In this variation, members take a look inside their bags or pockets and share and discuss the items they find. The facilitator leads a discussion focusing on distinguishing between what is nice to have versus what is necessary to have in one's bag. Additionally, the activity prompts participants to consider potential cultural or personal differences in the items individuals carry.</p>
Aims	<ul style="list-style-type: none"> ● Expressing yourself ● Getting to know each other ● Teambuilding ● Discovering and appreciating differences between learners ● Organising the content of your bag or pocket ● Becoming aware of what you can/need to bring when you leave your house ● Becoming more independent when you know what to bring with you

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<p>Main skills addressed</p>	<p>Language skills: Speaking, listening</p> <p>Interpersonal Skills</p> <p>Empathy</p> <p>Independency</p> <p>Responsibility</p> <p>Self-presentation</p> <p>Self-leadership skills</p> <p>Ownership</p> <p>Self-efficacy</p> <p>Self-expression</p> <p>Cognitive and digital skills</p> <p>Cultural awareness</p>
<p>Why is this activity suitable for promoting civic participation and integration?</p>	<p>Bring your treasure:</p> <p>Helps develop the confidence to share aspects of yourself with others</p> <p>Helps feeling acknowledged and understood by other members of society</p> <p>Helps establishing meaningful relationships within society.</p> <p>Variation or follow up activity What's in your bag?:</p> <p>Knowing what to bring with you in everyday life</p> <p>Organizing your baggage to move around as independently as possible</p>
<p>Type of activity</p>	<p>Teambuilding, Energizer</p>



Suitable for how many participants (min. / max.)	Min. 4, max. 32 persons (divided in groups of 8 including 4 facilitators)
Indication of duration of the activity	Bring your treasure: 1 hour What's in your bag?: 1 hour
Indication of preparation (time, which material are needed)	Preparation time: up to 15 minutes to prepare your introduction (you tell about your treasure and/or what's in your bag?) Materials needed Materials: treasures, bags and pockets and their content
Evaluation method (if applicable)	Options: Verification questions Self-evaluation
Variations	<ul style="list-style-type: none"> • If you'd like to engage in the activity right away, you can simply ask the participants if they would be willing to take something out of their bag or pocket and share a story about it. • Participants can choose to share a story about a large item or an artwork. In this case, they have the option to share a photo of the item instead of physically presenting it. • A follow up activity: participants will create a drawing depicting the contents of their bags or pockets. This activity serves to revisit the discussion on what items are desirable versus essential to bring along. Following the drawing session, participants will engage in discussions about their drawings with one another. To facilitate this process, you may opt to provide a template of a bag for them to fill out.
TIPS / ADVICES	<ul style="list-style-type: none"> • It might be more fruitful when using the first variation - for which you ask the participants to bring an item/object from home - to explain what you expect of them in advance, so the learners will know what they are supposed to do with this item. • When working with a group of people who have very different language skills we advice you to give the organization of the group a good thought beforehand. It might be a good idea to split the

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	<p>group in several smaller groups, in which the ones with lower language skills can be helped by those with better language skills in finding the words to talk about their object before they do this in front of the whole group.</p> <ul style="list-style-type: none">• Instead of telling the students to only use the target language, you can also encourage them to use all their multilingual resources.
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