

Every object tells a story
What objects are special to you?

Aim of the activity: to explore what significance objects have for different people

In advance of the session: ask learners (both adults and children) to bring in one object that has a special significance to them. You may need to discuss this with the group further to give them guidance (e.g. different reasons that an object might be special, examples of the types of objects they could bring.) However, try to avoid the learners saying specifically what they will be bringing in – the idea is to keep this a secret.

As learners arrive for the session, collect their objects from them, and keep the identity of the owner of each object a secret.

Depending on the size of the group and how many people have remembered to bring an object, either:

1) Divide the learners into small groups, each of which includes at least one person who has brought in an object. Learners can talk about their objects in small groups, and share why they have brought in that object with others.

OR

2) Put all the objects out together on one table, which the whole group can sit around.

One person around the table starts – they choose one of the objects, and guess whose object it is and why it is special to them.

The true owner of the object then stands up, claims their object, and explains the real reason it is special to them. Repeat until everyone around the table has claimed their object.

OR

3) Divide the objects into groups of 6-8, and put them on separate small tables around the room. Ask learners to go and sit on the table that their object is on, without letting on which object is theirs. Repeat the activity as for 2 above.

Discussion points:

1. Did any of the reasons people gave for why their objects are special surprise you? Sometimes it is easy to guess the significance of an object, but sometimes it is more difficult
2. Different objects can have different meanings for different people
3. Objects can tell you something about their owner – what do these objects tell us about the group of people that we are?
4. Do children and adults relate to the same objects differently? What different kinds of value can we identify?

Learners could use a digital camera to record the items. You could also record 'sound bites' from each adult and child talking about their objects and why they brought them in to show the group.