



The story  
about a pillow  
and a blanket

What can be more touching than a warm hug ?

The warmth of the blanket, in which we wrap ourselves to warm up, makes us feel comfortable and calm just like this.

But a blanket and her friend pillow are more than that.

## Creative story

The best friends '**cheer**' and '**up**' decided to go on a trip to the woods. They each took their own way. They were supposed to meet at the '**BIG TREE**'.

It is how their way began.

# 1. NEW IDEAS

What is BRAINSTORMING for ?

**Task:** What was their way like ?

**Facilities:** all the blankets and pillows are put in the middle of a room. Each of them has its role.

**Story:** the children create their own story – about what is there in the forest, who can we meet.....

**Purpose:**

- All ideas are encouraged
- Any idea is OK and welcome
- Any idea contributes to the building of a bridge

## Bridge

When the friends reached the big tree, they found themselves on different sides of trees but without a connection to the big tree.

How will each one get on the tree from their side ?

## 2. ADJUSTMENT

We are Upgrading the others' ideas

**Task:** WE ARE BUILDING A BRIDGE  
- half the way is mine , half the way is yours

**Facilities:** Children are trying to find out different ways of how to build a bridge

**Purpose:**  
Now we are adjusting to what we have already composed and we are adding, upgrading, completing, and improving.

A teacher encourages children by setting questions - How are we going to improve it ? It is not allowed to change or knock down the existing composition.

## Who is better?

The friends are discovering different sides of the **BIG TREE**

Who is faster ?  
Who will sit down on the blanket first ?  
Who lasts longer ?

- ...

## 3. COMPETITION

GOOD, BETTER, THE BEST

### Tasks:

- Who will bring their blanket on the bed first ?
- Who will sit down on the blanket first ?
- Who can hold a pillow on their head longer ( who can reach the destination by carrying a pillow on their head ?)
- Who will fold the blanket first ?
- Who will fold the blanket most properly ?

**Facilities:** pillows and blankets

### Purpose:

- The games include motoric, perceptible and cognitive exercises.
- Recognition of different skills in individuals.
- It is best to assign new winners each time as it is game's goal to recognize and encourage individual's top qualities in different areas. It is important for the individual to acknowledge his or her skills and recognize and develop their potential.

## 4. COLLABORATION

You make it your way and I will make it my. I would do it this way - according to myself.

**Task:** How to fold a blanket with your feet?

**Facilities:** a piece of paper, a blanket.

**Instructions:**

- Everyone gets a piece of paper and has to fold it in the same way as they would fold a blanket. This is to be planned individually.
- Children are paired off..
- Each pair coordinates their plans - both plans have to be considered - so as to form a joint plan to fold the blanket

**Purpose:**

Coordinating plans is important in order to use ideas of each and everyone.

### How to proceed together?

The two friends have discovered a great treasure on the '**big tree**'. How are they going to reach it? To discover the treasure, the two friends have to carry out some tasks in order to prove themselves as true friends, worthy of the treasure.

## 5. THINKING

What do you think?

### How to think with a big head?

The two friends discovered that the treasure on the “**big tree**” is guarded by a dwarf with a big head. Due to his big head, the dwarf thinks a loot. In order to reach the treasure, the two friends have to come up with a complicated story and distract the dwarf to sneak up on the treasure. The two friends now think about their own stories...

**Task:** (Children lie on pillows and blankets and create their stories). Everyone writes/draws/thinks of a story about “a pillow and a blanket”.

**Facilities:** a piece of paper, a pen.

### Instructions:

- Everyone is comfortably settled on a blanket and quietly thinks about his or her own story. Depending on a child's age, the story is either written or drawn (or just imagined). This is his or her own STORY.
- It is important that the thinking/coming up with a story is a result of oneself.

### Purpose:

- thinking
- creating one's own story

## I consider your opinion...

The two friends now tell their story to the dwarf with the big head.

Being best friends, the two carefully listen to each other, do not interrupt one another and complement each other at storytelling.

The dwarf is so thrilled that they immediately become friends.

## 6. LISTENING

I listen... but do I really hear and understand it?

**Task:** SUMMARIZING AND COMPLEMENTING WHAT HAS BEEN TOLD

**Instructions:**

- 1. Each individual presents their story to others (if there is enough time or not too many participants)
- 2. Someone starts telling the story, others logically complement and intertwine their stories.

**Purpose:**

- active listening
- presentation in front of the group
- contemplating about what has been told
- debate after listening, open questions:
  - How does someone see the pillow (and the blanket)?
    - What do they use it for?
    - What does it serve for?
    - What shape is the blanket/pillow?

-> everyone acts according to their point of view - it is everyone's task to accept others.

## My treasure!

The adventure over, the two friends finally reach the treasure...

## 7. GOOD

Everything is good. We can find good things in every situations.

**Task:** The available material serves as means to make something good out of it - it stands for the treasure.

**Facilities:** a pillow and a blanket, material of choice

**Instructions:**

- Everyone folds a chest out of the pillow and blanket and hides a treasure inside.
- Everyone makes their own treasure.

**Purpose:**

Finding good in everyday situations.



## The adventure is over...

The two friends have found the treasure...it is time to say goodbye to the forest and the dwarf with the big head.

They have learned a lot on this adventure and are now smarter and even better friends, richer for a new friend.

## 8. BAD

We try to recognize good things in »bad« situations and figure out how the gained knowledge can be of help.

**Task:** Revising the whole adventure. We give the treasure to someone else, etc.

**Facilities:** A pillow and a blanket, treasure.

**Instructions:** What to do with the treasure? Is it to be given away, used for something else, etc.? Everyone makes someone happy (by giving the treasure to his or her colleague, etc.).

## **New beginnig!**

Friends »CHEER« and »UP« go on holidays, each their own way.

## **9. INDEPENDENCE**

This is me, I like that.

**Task:** Learning a new song by heart.

### **SONG:**

I am me since I came to be,  
I feel, I think, I eat and sleep free.  
I have my heart,  
my mum and dad,  
I even have my name to add.  
I'll never be you,  
everyone is born to be true,  
even when I play,  
I am what I say.

(Zvezdana Majhen)

### **Instructions:**

Everyone walks in the room and sings, reads, recites, ... the song.

### **Purpose:**

I work independently.

## **MEETING!**

The two friends meet after the holidays.

They hug.

CHEER - UP.

## **10. TEAM WORK**

This is us, this is how we work.

Mechanism.

**Task:** The whole group recites the song together.

### **Instructions:**

Everyone thinks of a move at the beginning of the song. Then we form two groups, according to the similarity of the moves. The groups now coordinate their move and their reciting.

### **Purpose:**

I use my knowledge to work in a team.



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