

# Popcorn and Cake



**Something that Changed,  
Something to Celebrate!**



A two hour interactive event for primary 5 Pupils  
looking at the Festival of Pentecost

**Planning and Resources Booklet  
for Churches**



## Contents

<b>Foreword:</b> .....	<b>3</b>
Description and Objective.....	3
Acknowledgements.....	3
<b>Advance Preparation Check List.....</b>	<b>5</b>
<b>Welcoming the Class.....</b>	<b>5</b>
<b>First Teaching Section.....</b>	<b>6</b>
Brainbox.....	6
Puppets .....	7
<b>Story Telling Link - Minister Slot .....</b>	<b>7</b>
<b>Group work sections .....</b>	<b>8</b>
Snack .....	11
<b>Appendix One - BrainBox Script .....</b>	<b>15</b>
<b>Appendix two – Puppet Script.....</b>	<b>18</b>
<b>Appendix three – Work Sheet .....</b>	<b>20</b>
<b>Appendix Four – Group work pointers for team .....</b>	<b>21</b>
<b>Appendix five – Ice Breaker.....</b>	<b>22</b>

## Foreword:

That churches in Scotland have largely lost contact with Scotland's children is well documented. Many congregations no longer run Sunday Schools and those that do have seen declining numbers, often drastically so.

That this is so calls not for despair but for creativity - for creative thinking about how we might re-engage.

At St. Andrew's Church of Scotland, Arbroath, we have sought to do this in a number of different ways, but have benefited hugely in this task through the twin resources, **The Easter Code** and **Bubblegum'n'Fluff** which have been created by Calderside Community Chaplaincy (both are available to purchase on their web page). To these two, we have now added **Popcorn'n'Cake**. While the first two are built around the Christian celebration of Easter and Christmas respectively, Popcorn'n'Cake focuses on Pentecost. With hundreds of children having now experienced these three programmes as a set, we have come to see the material as being absolutely central to our 'sharing the story' agenda.

With thanks to Stuart and Jennie, the writers of Popcorn'n'Cake, we are delighted to offer it to the wider Church, with a prayer that it might prove to be a blessing to many others as it has been to many here.

Rev. Dr. Martin Fair  
St. Andrew's Church, Arbroath

## Description and Objective

Popcorn and Cake is an event where we welcome our local Primary 5's that we have run at St Andrew's Church for two years now. Along with the other primary event we run it has proven to be a great relationship building tool with our local schools and we knew from feedback that they were greatly valued by the

staff and pupils. Setting out to write the material we were aware that as a festival Pentecost was fairly under looked and was thus a great topic to explore from ground zero with the pupils.

Our learning objective was to establish that at the First Pentecost something changed when the Holy Spirit came down. Further, that this is something to celebrate as it is a little like the churches birthday – it's when they first started telling others about Jesus!

As we set about writing the material we relied heavily on Jennie's insight as a student teacher to make sure that we built it around the key points for the experiences and outcomes that are expected as part of the Curriculum for Excellence.

We were pleased with how the programme came together and were immensely encouraged by the feedback received. We have been glad to use this as a resource and to do so in partnership with other local churches. We hope that the following explanation of the programme enable you to put on your own event and develop a flourishing relationship with your local school.

Best Wishes

Stuart Irvin – Associate Minister, St Andrew's Church, Arbroath

## Acknowledgements

We are particularly indebted to the volunteers, chaplains and other workers who helped us run this event – without them it would not have been possible. Special mention goes to Gavin Berry of S.U. Scotland (who first brought to life his alter ego – BrainBox), Gaynor Scott (who did an outstanding job baking hundreds of cupcakes, gathering the decorations and expertly leading the class in their craft) and Meg and Lawrie Harris for the wonderful worksheet art.

## Running Order

Time	Activity
10.00 – 10.10	Welcome and introduction to the team (including puppets). Ice breaker quiz
10.10-10.20	Introduction of theme through 'Brainbox' character.
10.20-10.25	Puppet birthday sketch
10.25-10.30	Minister story telling
	Split into groups:
10.30-10.40	<b>Activity 1</b> – Ice breaker quiz and exploration of what was <b>'Before'</b>
10.40-10.50	<b>Activity 2</b> – Groups come together to play a game of 'Toilet tig'. Back in groups, discuss how it feels to be waiting and how the disciples would feel having to <b>'wait'</b> in Jerusalem. Refer to Acts 1:4
10.50-11.00	<b>Activity 3</b> – In groups – popcorn is made. Then, from the front, the notion of how things 'Changed' at Pentecost.
11.00-11.10	SNACK
11.10-11.25	<b>Activity 4</b> – Cake decoration and party hats. Helping us to think about how we have something to celebrate
11.25-11.35	Return of Brain Box
11.35-11.40	Song time – All together to sing 'Make A Difference'.
11.40-11.50	Response – in groups Children will write on luggage tags something they want to change/ a difference they wish to see in the world. Tags are attached to balloons.
11.50-12.00	Farewells to Staff and pupils – promotion of any up coming Holiday Clubs

## Advance Preparation Check List

- Get in touch with schools to arrange the visit, give details and ask them to split the classes into teams
- Gather information on any food allergies that pupils might have
- Prep your team on how the programme will run and delegate jobs as necessary
- You might want to do a trial run with the team, which will double up as fellowship and getting to know each other. You may even want to go through the programme as if you were the children - you may find it necessary to test the cakes!
- Set up and practise with the puppets
- Buy/ make up the cakes and decorations
- Buy party hats and stickers
- Buy popcorn and some popcorn machines

School Staff Evaluation -

“Super attention to detail – event was particularly well planned. Activities were very engaging and thoroughly enjoyed by all pupils. Staff extremely sensitive and understanding of the needs of my pupils. Clear Christian message, though subtle in delivery. Many thanks for everything – lovely morning had by all!”



## Welcoming the Class

We made it a priority that the classes would feel welcome so we had someone at the door to greet them and the team chatted as folks made their way into the church. Once all together, we covered all the housekeeping matters, like toilets and fire alarms, then we introduced the team. Some of the team were content to just stand and wave, whilst others were happy to make a fool of themselves by excitedly jumping up and striking a pose when their name was called out!

We then got the class up and moving by doing some quiz questions. We asked questions (about five or so) all around the theme of birthdays, and as it was 2014, we made reference to the first Fifa World Cup and also the Commonwealth games - you might like to think of something local or topical. Answers were in A, B, C or D form and there was a respective 'corner' of the sanctuary for each one so the P5s could get moving and thinking at the same time. We had a powerpoint with each question and the answers on it for the children to remind themselves if



necessary, and allowing for a big visual revelation of the answer. This proved to be a good way of getting the P5s thinking and moving and it gears us up nicely for the next section - the introduction of our special guest, Brainbox.

Whilst the game is taking place, our hospitality team invited the school staff through for some tea, coffee, cake and just some downtime. Sometimes at least one member of staff preferred to be through with the children, but the offer was always open.

### First Teaching Section

The following three sections BrainBox, Puppets and Story Telling, comprised our first teaching section and followed straight on from the welcome. We encouraged the team at this point to sit with the children so as to make them feel welcome.

### Brainbox

Commenting that it was good that everyone was now warmed up and thinking, we made note of a letter that we had received from a world renowned 'intelligentist'<sup>1</sup>, Brainbox, whose specialist field of study is figuring out the connection between things. The letter enquired about how Brainbox wanted to work out what the connection is between popcorn and cake and, having

heard that the P5s of \_\_\_\_\_ Primary School are so bright, he/ she wondered if they might be able to help him.

Asking if they were keen to meet him/ her, we then introduced Brainbox who was festooned with a big bowtie, flashing safety helmet, lab coat, a clip board and whatever else we could muster together to make them look intelligent. What followed was a question and answer dialogue - see Appendix -for script.

Letter from a pupil -

"Thank you for letting us decorate the cakes you made us. It was fun when we ate the popcorn. The best bit was when the Brainbox was asking us the questions

Brainbox would return (from his lab) later on in the programme. This proved to be a great motivator for getting the P5s to engage with the opportunities to understand more about what Pentecost is all about and how popcorn was linked to cake.



<sup>1</sup> We did a web search to check that this was not an actual word – might be worth doing the same again, just to be sure!

## Puppets

As a church, we have used puppet ministry previously and based on these earlier experiences, we felt that this would be an appropriate technique for setting the scene of 'Popcorn and Cake'. If you are not able to use puppets, a live action drama using the script would also be possible. The script used for the puppet sketch can be found on Appendix - 2.

Members of our congregation agreed to pre-record the puppet script to ensure that puppeteers only had to focus on physically moving the puppets. We found this much easier than trying to coordinate both voice and movement at the same time.

Puppeteering can be physically demanding, but our puppeteers were encouraged to use resources to practise. This was mainly done using the 'One Way UK Puppets' video channel on Youtube.

The script calls for three puppets - Alex, Callum and Grandpa - which we purchased from 'One Way UK Puppets'. We also used a party hat as a prop, which is placed on Callum's head during the drama.



To create our puppet theatre, we used sturdy music stands, microphone stands and wooden poles as the frame. We then draped thick, black cloth over the top.

Through the puppet section, we were able to make a link to each of the four following activities. Puppeteers, pupils, helpers and members of school staff enjoyed performing and watching this section of the programme and found it to be a relevant way of introducing the concept of the church's birthday.

Letter from a pupil -

"Dear everyone, Thank you for letting us learn about Pentecost. I enjoyed the puppet show. It was good to learn that Pentecost is the church's birthday. It was fun when we made popcorn and decorated the cakes. From Kimberly"

## Story Telling Link - Minister Slot

Having had both BrainBox and the Puppets we then had what we referred to as the 'Minister Slot' where we covered what a bit more about Pentecost and gave a bit of the narrative using story telling techniques. In this section it would be advisable to play to your strengths - if you or someone on your team has a natural gift for story telling then use it here. Alternatively you could use some multimedia resources to tell the story. There are a few things that are

important to include for the overall continuity of the event. These things are detailed in bold below in the description of how we did this section.

We first asked what people thought was meant by the church's birthday (we made reference to the building and local history etc). Then, to explain Pentecost as the church's birthday, we went back and told a **summary of Jesus' life and ministry** (borrow on the experience of assemblies or plays that you know the school may have already participated in). Taking us up to Easter we asked if upon finding the empty tomb we just eat our Easter Eggs and then go home - of course we don't! The disciples were waiting for the promised Holy Spirit - this leads well into the **Pentecost narrative**.

The kernel and teaching point that we finish with is to express that **Pentecost came to be a bit like the Church's birthday because it is when the disciples first started telling other people about Jesus and they started growing and growing**. We made reference at this point about how we still celebrate it (window displays, special services and banners etc).



### Group work sections

At this point in the programme, pupils split into smaller teams, with one or two helpers as group leaders. We asked school staff to put pupils into groups in advance of arriving at the church, as they know their pupils better than us and this ultimately saved a lot of time on the day.

We found that groups worked best when made up of about six pupils, but this does depend on class sizes and the number of helpers available. Ideally, there should be no more than eight pupils in one group.

The children will be in these groups with the same leader for the duration of the programme and the purpose of this was to build relationships. Whether in the games, snack or craft time, there were lots of opportunities to get to know your group. We would stress that if the children pick up nothing else from the programme, they are able to put a friendly face on the church and remember the fun they had with the helpers there



Each pupil was provided with a worksheet to fill in throughout the following four different activities. Each section of the worksheet asks the child to fill in one word that matches that part of the Pentecost story (see appendix...). Each part conveniently links into the puppet drama and they come under these four different headings: Before, Waiting, Change and Remember.

The first two sections are led predominantly by the individual group leader; therefore we made a couple of 'crib sheet' to give to the team to help them out - (see appendix...)

### **Before - Puppet link: Life before kids came along, as mentioned in the puppet script**

This section of the programme explores the Jewish celebration of Pentecost BEFORE Jesus. This time can also be viewed as a 'getting to know your group' section and begins with an ice breaker quiz, using the format 'What came first' (see appendix...)

To lead on from this, leaders can ask their groups 'What do you think came first: Jesus or Pentecost?' Leaders explain that even before Jesus' time, Pentecost was a Jewish celebration where people gave thanks for the first fruits of the harvest and also for the book of the law.

If pupils haven't already guessed the word for the worksheet, leaders could share this with them. With any extra

time, leaders could get to know their group using the suggested questions (see Crib Sheet), as well as answering any questions the pupils may have about what they have just been speaking about.



### **Waiting - Puppet link: dad waiting during pregnancy**

All groups come together now to play a game of 'Toilet Tig'. This is much like a usual game of tig, but if caught, pupils should put their arm out and wait for someone else to 'flush' them by pushing their arm down. This frees them to return to the game.

Before beginning the game, we shared the rules:

- Jogging, not running
- No screaming
- Make sure you 'flush' gently, so you don't hurt others
- When you hear the agreed stopping sound - we used the sound of a toilet flushing - you must freeze

We were fortunate to have enough room for this in our sanctuary, however if lack of space is an issue, you may have

to reconsider the venue or improvise an alternative activity. We played several quick rounds of this game, with the small groups taking turns to be the 'catchers'. We would encourage staff, helpers and group leaders to take part in this game too, to continue getting to know the pupils and because it is really fun!

Once finished, we used a very quick 'warm down' - simple stretches - to calm the children before returning to their small groups. Group leaders begin to engage pupils by asking them how they felt about waiting for someone to free them during the game of toilet tig. Were they fed up? Did they get bored? Did they worry that no one was going to come to free them? This links to how the disciples felt having been told to wait in Jerusalem after Jesus went up to heaven - see Acts 1:4-5.

As with the previous section, leaders can share the word for the worksheet at this point and engage with children using the suggested questions on the crib sheet, or any questions that the pupils may have.

Letter from a pupil -

"Thank you for providing us with a quiz and for teaching us about Pentecost. I hope I will see you again. From Fraser"

**Change - Puppet link: Callum and Alex made a big change to mum and dad's life when they arrived**

With pupils sitting in their small groups but listening to the front, one leader suggests that we all help Brainbox with his/her experiments. Each group has their own popcorn machine, a scoop of popping corn ready to be poured in and a bowl to catch the resulting popcorn. Introduce a big countdown to build excitement as pupils pour in the corn and turn on the machines. Remember to instruct pupils not to touch the popcorn yet as it will be hot!

Instead of just sitting watching the corn pop, we turned this into a competition. Teams should wait for the corn to start popping and as soon as it does, they need to do star jumps until it finishes. The first team to be sitting with their hands on their heads once all of the popcorn has finished popping will get to go for their snack first. This helped to create a buzz and got the children engaged in the activity.

Before revealing the winners, the leader suggests that popcorn is actually a bit like Pentecost. Christians believe that when God sent the Holy Spirit at Pentecost, everything completely changed, just like the popcorn: it used to look kind of brown and it was hard and rounded. Now that it has popped, it's completely different as the colour, shape and taste have changed and it will never go back to the way it was.

So how did the Holy Spirit change the disciples at Pentecost? Did they explode just like the popcorn?! No, of course not!

Christians believe that when the Holy Spirit comes into our lives, we are filled with love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. And because of this change in the disciples at Pentecost, they were no longer afraid and began telling everyone about Jesus. This is how the church as we know it began and this is how Pentecost is like the church's birthday.

Give pupils the opportunity to write the word 'Change' in the third section of their worksheets and then invite them to go for a snack - winners first, of course!



### Snack

We used the popcorn that the children had made as their group's snack. After adding some flavouring to the popcorn and getting some juice prepared by the team beforehand, pupils and leaders sat together to share the snack. This is another opportunity to get to know the pupils in your group and engage with them.

**Craft Puppet link: Calum and Alex were all set to P.A.R.T.Y to celebrate Calum's birthday**

It is important to remember and celebrate significant events - a good way to do this is by eating cake!

Bearing in mind the age and abilities of the class, it was important to find a craft that was interesting, exciting and easy for the children. As we are celebrating the birthday of the church, what better crafts than cake and party hat decorating?!

### Cakes

Although plain sponge cakes can be shop-bought, if you have a willing home baker or two, ask if they would be willing to bake batches of cakes. You will need one per child, plus a few spares in case of disasters and so that the school staff (and group leaders) can join in the fun.

The hall we used, which was separate from the main area, had been set up before the children arrived.

We used:

- a napkin and teaspoon at each place setting
- a small plastic cake pod for each child
- pens at the end of the table to write names on stickers
- hand wipes to wash sticky hands afterwards
- bowls of butter cream (shop-bought or home made)
- bowls of decorations - the possibilities are endless, but we used chocolate buttons, jelly

tots, smarties, jars of sprinkles and a lollipop to look like a balloon emerging out of the centre



Once break time was over, the craft leader asked what kinds of things people usually have at a birthday party. After asking it was not long before 'cake' was mentioned! Pupils were told that they were all going to decorate their own cake to take home. Before coming in to the hall, they were reminded not to touch anything on the table until instructed. Two leaders were also on hand to give pupils some hand gel to clean their hands before being led by their group leader to the table their group would be working at.

After everyone was in the hall, the craft leader showed them a cake they decorated earlier in true 'Blue Peter' fashion, as well as giving them some tips on applying the butter cream and explaining what to do once they were finished - see party hats below. Pupils were also asked to be considerate and remember that the butter cream and decoration were to be shared among everyone.

Once finished, leaders wrote the name of each child on a cake pod and put it next to the respective napkin. When all the children had left the hall to begin the next activity, leaders put the finished cakes into the individual cake boxes and placed them into carrier bags. We found it to be much easier to hand ALL cakes over to the teacher to hand out once they were back at school, rather than giving each individual their cake to carry back!



### Party Hats

If/ when the pupils have finished decorating their cakes, they were asked to wash their hands with a wipe and then head over to a separate table set up at the back of the hall. At this table there was a party hat for each child (in a variety of colours) as well as a



selection of adhesive stickers (as glue would be very messy and there was a limited amount of time). Pupils were welcome to decorate the hats in any way they wanted, but again were reminded to be considerate and share with others. This activity was mainly set up as an 'early finishers' task, but it was very much enjoyed by the pupils, and leaders, as you can see!



#### **BrainBox – returns!**

Gathering everyone back together we did a quick recap on what we had done - summarising the 4 sections and re-iterating the premise that at Pentecost something changed and because of this we have something to celebrate. We then welcomed back BrainBox from this lab. He came back exasperated after not having found out the link between Popcorn and Cake. This then led into an opportunity for him to ask what the pupils had found of and if there was a link. Ideally brain box is able to tease out that Pentecost is the link - perhaps even with the pupils telling him a wee bit about it as they go.

Structuring it in this way proved to be a good gauge as to how much the pupils had understood.

#### **Response Time**

We were keen that that young people would have an opportunity not only to learn about Pentecost, but also to reflect on it. We used some music and also give the pupils a chance to do some thinking and response as part of this.

Once everyone was back in the halls we had a time for singing. We chose to use the song "Make a Difference" by Fischy Music as a way of getting children to think about the difference they can make in the world. Pupils were invited to sing along - the chorus is pretty simple, and we also projected the words onto the wall - but if they didn't want to, they weren't obliged to.

Sitting in their groups, one leader explains that we have been talking about changes a lot today and we have just sung that we can make a difference, so now maybe everyone could take some time to think about something they would like to see change. Invite the pupils to close their eyes and think of one thing they would like to change. It could be something that affects everyone in the whole world or it could be something that only affects them.

We handed out luggage tags and invited each pupil to write down what they would like to change. To save time, we had already written 'I would like to



change...' on the tags so the children didn't have to. Pupils were told not to put their name on it and not to worry too much about their spelling.

Once finished, the luggage tags were attached to balloons and used to decorate the church, to remind us that Pentecost was about change and that it is celebrated as the church's birthday.

We chose not to give pupils any examples so they would come up with something that they had thought of. We did get some tags back which had trivial things such as "I would like to change... my hairstyle." but many children also wrote about important issues that they would like to see "I would like to change... the war in different countries" and "I would like to change... my mum's health".

Letter from a pupil -

"Dear everyone, Thank you for the party hats, the cake and the popcorn. I enjoyed making the popcorn, it was so funny. I learnt new songs with the puppets and I learnt what Pentecost means. From Jamie"

School Staff Evaluation -

"The children really enjoyed it. It was very well planned. The children loved making the cakes and also the party hats. I really enjoyed it. Thank you very much."

Letter from a pupil -

"Dear everyone at Popcorn and Cake, Thank you for the great day and it was fun that I'll remember for ever. I enjoyed when we made cupcakes. Some of them were really good. From Ben"



Letter from a pupil -

"Dear everyone, Thank you for all your hard work for the activities. The best bits were making cakes, popcorn and party hats. It was fun when we done the quiz. I enjoyed everything except we did not get to eat our cake! It was interesting when we learned about Pentecost. I hope

## Appendix One – BrainBox Script

### **Brainbox – Part 1**

Good morning boys and girls. Can you help me? I am looking for some P5 pupils from ..... primary school, have you seen them?

Oh it's you! I'm glad to see you all but you don't look quite as clever as I thought you might...

My name is **Brainbox**, 'cause I'm really brainy and I am a very well known **intelligentist**. **Do you know what that is?** It's someone who is **known for making links** between things. I love to make links between all sorts of things. Will I give you a few examples? **Do you know the link between milk and butter? Cows. How about the link between paper and wood? Trees. One more - what's the link between my mum and my pet parrot? They can't stop talking.**

Anyway, **I asked** to come along here today to find out what links **popcorn and cake!** I have absolutely no idea how they are both linked and I'm hoping that there might be one or two **Brainboxes** amongst you who can help me solve this problem. Let's begin by looking at it scientifically... **Can anyone describe to me what popcorn is like?** Well that was all very interesting but it doesn't sound like the stuff that Stuart gave to me earlier this morning (show the kernels). **How can you eat that without breaking your teeth?** Oh I see it changes when you heat it! So **it has to change** before it is edible. Ahhh!

Now what about cake? **Who likes cake? When do we eat cake?** So we often eat cakes on birthdays, weddings, Christmas and other celebrations. Thank you. That's all been very helpful! But I still don't see **the link** between popcorn and cake! Hmmmm something to change and something to celebrate. I think I need to go back to the lab and work on this some more and maybe speak to you all later when you have found out some more, OK? **Have a great morning!**

## **Brainbox - Part 2**

Have you had a good morning, boys and girls? Do you remember I was trying to find out the link between popcorn and cake? But I must confess that after going back to the laboratory, I'm no further forward and that's really annoying me because I'm usually so clever at working things out.

I do remember you telling me about how you can't eat popcorn kernels until they are changed into nice fluffy, crispy, delicious popcorn by heating it. And I also remember you telling me that people eat cake at special times of celebration, like a birthday or a wedding. So that one thing that changed and another that was used to celebrate but I still don't see the link!!!!

**Have you found out what the link is, this morning ? -----**  
-----

## **Pentecost?!!**

That's a strange word and **what's that got to do with Popcorn & Cake? -----**

So you are saying that at Pentecost, Jesus had gone back to heaven to be with God, his Father in heaven and left part of himself called the Holy Spirit to be with each and every person who followed him, so they would know that God is always with them? So at Pentecost, Jesus' followers received the Holy Spirit- wow! That's just like the Popcorn isn't it because even although it changes when you heat it, it's still popcorn. I really get that now. Thank you ---- ah, but let's not forget the cake...**what's cake got to do with Pentecost?** -----

Now I see, so **followers of Jesus down the ages, even today, have remembered and celebrated Pentecost**, that special time some 2000 years ago when God sent his amazing Holy Spirit as a free gift to guide and comfort everyone, everywhere who follows Jesus.

Well done boys and girls and thank you so much for helping me figure out the link between Popcorn and Cake. I think some of you are brainboxes too!

## **Appendix two – Puppet Script**

\*Recording by Scott Anderson, Elaine Anderson and Gavin Burton available on St Andrew's Church web page.

Calum and Alex come home from school...

Calum: Look at all this stuff mum has left out – she must be planning a party.

Alex: Streamers; Poppers; candles – she must be getting ready for someone's birthday.

Calum: Great! I love birthdays Oh, look at this [going of stage to put on party hat]. TA DA!

Alex: Oh Calum – what are you like? I don't get it though, why would mum be getting ready for a party – Your birthday's not till the 29<sup>th</sup> of August and mine was just last month.

Calum: She's probably just planning early since I am such a special boy!

Alex: Hmm!

Calum: Anyway, I love parties! The food, the games, catching up with auntie Flo and hearing all her whacky stories.

Alex: Speaking of stories – do you think mum and Dad will do their usual walk down memory lane about what life was like before we came along?

Calum: No doubt they will! The cinema trips, the weekends away... long walks on the beach holding hands.... sounds boring – I'm glad I wasn't around for that!

Alex: Dad will probably bring out his story about waiting for you to be born.

Calum: Yeh! Checking his phone all the time, didn't even realise he was walking right towards a lamp post.

Alex: Clunk! Silly dad! What's he like?

Calum: Mind you when we did show up we certainly turned their world upside down.

Alex: Yup – life certainly changed when we came along.

Calum: Which is why we are going to P.A.R.T.Y. Oh yes! I Can't wait. Party games, Jelly, Ice cream, Top Hats, Dancing and of course...



Together; CAKE!

Alex: [Sings] I'm gonna eat some cake.. I'm gonna eat some cake!

--- Grandpa Enters –

Gramps: What are you two all excited about?

Calum: My Birthday party – Mum's planning such a big part that she's started already!

Gramps: Well you're kind of right – it's going to be a big birthday party, but it's not yours, it's the Church's birthday!

Alex: Church's have birthdays? What do you mean?

Gramps: Yes, we call it Pentecost – why don't we go and help your mum get ready for the party and I'll tell you all about it!

Calum: Sounds good. Come on Alex, lets go and see if Mum needs a hand – maybe I can help lick the cake bowls clean.

Alex: Oh Calum! You'll have to take that hat off before you stick your head in a bowl!

## Appendix three – Work Sheet



Name: \_\_\_\_\_

1. B \_\_\_\_\_



2. W \_\_\_\_\_



3. C \_\_\_\_\_



4. R \_\_\_\_\_



St. Andrews Church

## Appendix Four – Group work pointers for team

### Crib Sheet – Before

**Puppet Link:** The puppets spoke about life before they were born.

**Key Info:** Before, Pentecost was a Jewish celebration, that's why there were so many people in Jerusalem at the time. There were two things that were associated with the celebration of Pentecost. Firstly, it was a celebration where they gave thanks for the first fruits of the harvest. Secondly, it was a celebration where they gave thanks for God giving them the book of the Law.

**Key Word:** Before

#### Suggested Questions:

- How do you think it would have been to read a scroll?
- Do you know anyone who has the same birthday as you?
- Do you ever celebrate getting food?
- What is the best book you've ever read?

### Crib Sheet – Waiting

**Puppet Link:** The puppets spoke about waiting for Calum to be born – dad was checking his phone all the time (can you remember what happened to him?) *He walked into a lamppost*

**Game Link:** In the game 'Toilet Tig' you will have found yourself waiting and excluded from the game. (What was it like to wait? Are you good at waiting?)

#### Key Text:

On one occasion, while he was eating with them, he gave them this command: "Do not leave Jerusalem, but wait for the gift my Father promised, which you have heard me speak about.

<sup>5</sup> For John baptized with water, but in a few days you will be baptized with the Holy Spirit."

Acts 1:4-5

**Key Info:** Jesus, after he had risen (Easter) and before he went up to Heaven (Ascension), told the disciples to do some waiting.

**Key Word:** Waiting

#### Suggested Questions:

- Where were they to wait?
- Who were they waiting for?
- How do you think they might have felt?
- How might you have felt in a situation like this?



## Ice Breaker Quiz

### What came first-

- Playstation 3 or the wii?
- Watch or calculator?
- Plane or car? (The first car was built in 1769, whereas the plane was invented in 1903)
- Football or rugby? (Rugby was invented because a schoolboy cheated when playing football and picked the ball up to run with it!)
- Toilet or toilet paper? (The first ever flushing toilet was recorded in Crete about 2800 years ago!)