



Livingston United Parish Church

Worshipping Together, Sharing Good News, Serving Christ in the Community

Bubblegum 'n' Fluff: Introduction for Teachers

Introduction

Christmas is a busy time of year, filled with traditions, and is also one of the most important Christian festivals. *Bubblegum 'n' Fluff* aims to take time out of the busyness to help P6 pupils reflect on what Christmas means to them.

The event imagines finding an old piece of bubblegum which has been around for so long that it has become covered in fluff and debris. Underneath all of that, however, is still a piece of bubblegum. This is used as an analogy for Christmas – underneath all the “fluff” that surrounds Christmas, there lies hidden a different meaning for each one of us.

Running Order

Bubblegum 'n' Fluff is a fast-paced, interactive programme lasting 90 minutes. The running order is as follows, with the experiences and outcomes of *A Curriculum for Excellence* outlined:

Introduction Quiz – The event begins with an interactive “Who Wants to be a Millionaire?” type quiz where pupils are asked to move to a corner of the room to select their answer.

Bubblegum 'n' Fluff – The idea of *Bubblegum 'n' Fluff* is introduced and pupils are taught the *Bubblegum 'n' Fluff* song.

EXA 2-16a – I can sing and play music from a range of styles and cultures.

RME 2-01c – I can show understanding of Christian beliefs and explore the similarities between these and my developing beliefs.

RME 2-03b – Through investigating the ways in which Christians mark major life events and times of year, I can explain key features of such festivals and celebrations.

Background to the Christmas Story – The story of the Nativity is often misunderstood because people do not know the context into which Jesus was born. Getting pupils up to help act out a spontaneous melodrama, it is explained that the people in Judea 2000 years ago lived in oppression. They were poor, ruled by a violent Roman Empire and exploited by religious leaders who tried to control their lives. They desperately wanted a leader who would oppose this and bring them peace.

EXA 2-01a – I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.

EXA 2-14a – I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.

RME 2-02b – I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.

SOC 2-04a – I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.

The Christmas Story – Pupils are then split into groups and given the story of the Nativity on a series of 8 cards. Their task is to try and sequence the story into the correct order.

RME 2-01a – Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories.

RME 2-01b – Through exploring the lives and teachings of Jesus and other figures in Christianity, I am increasing my knowledge and understanding of Christian beliefs.

LIT 2-06a – I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

Craft – Three symbols are highlighted from the story: a stable, a candle and a gift. Pupils are asked to make a mosaic of one of these symbols using tiles and glass beads.

EXA 2-03a – I can create and present work that shows developing skill in using the visual elements and concepts.

TCH 2-14b – Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback.

TCH 2-15b – Throughout my learning, I experiment with the use of colour to develop an awareness of the effects and impacts it can have.

Beyond the Christmas Story – Pupils sometimes struggle to make a connection between the “Baby Jesus” of Christmas and the Jesus they hear about in other stories. A story about how Jesus made a difference to people’s lives is told to try and make this connection. This focuses around the character of Zacchaeus, a crooked tax collector, despised by everyone but whom Jesus chose to be his friend and transformed his life.

HWB 2-05a – I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships.

HWB 2-44b – I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.

RME 2-01a – Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories.

RME 2-01b – Through exploring the lives and teachings of Jesus and other figures in Christianity, I am increasing my knowledge and understanding of Christian beliefs.

RME 2-02b – I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.

Reflection – Pupils are then invited to reflect on what difference they would like made in their lives or what difference they could make in the lives of others. They are invited to write their response anonymously on a paper candle and attach it to a Christmas wreath which they can take back to class.

HWB-2-01a – I am aware of and able to express my feelings and am developing the ability to talk about them.

RME 2-02b – I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. This is also an act of Religious Observance/Time for Reflection.

After the Event

After the event, teachers are issued with a follow-up pack which includes the music for the Bubblegum ‘n’ Fluff song, worksheets and ideas for ways to follow up on the event in class.

Any Questions?

Please contact Darren Philip, Youth & Children’s Development Worker at dphilip@churchofscotland.org.uk or on 07861 455121.