

Director's Manual POWER X PRESS!™

A Guide for Rotational Learning With Children

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MANUFACTURED IN
THE UNITED STATES OF AMERICA

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WELCOME To PowerXpress!

Imagine yourself visiting the Sunday school program at a nearby church. When you arrive, the session has already begun, and you move from room to room. In the first room, children are examining a print of Van Gogh's painting *Starry Night*. Their teacher is showing them the technique Van Gogh used to create movement on a flat piece of paper. The children then begin a life-size mural illustrating Genesis 15:5-6: "The LORD took [Abram] outside and said, 'Look at the sky and try to count the stars; you will have as many descendants as that.' Abram put his trust in the LORD, and because of this the LORD was pleased with him and accepted him" (Good News Translation). The children use Van Gogh's technique as they paint the night sky around a silhouette of Abram.

As you enter the kitchen, a child offers you a cup of water to drink. Some children are assembling a fruit salad while others are frying tortillas. They tell you they are making the kinds of food that might have been served when Abraham held a feast when Isaac was weaned (Genesis 21:8). They invite you to come back in a few minutes and eat with them.

In another room, the song "Blessings Abound" is playing on a CD player. Several children are in a circle, learning motions to accompany the song.

The sound of laughter draws you to another room. The children are playing "The Laughing Game." When the giggles wind down, the teacher begins a discussion about laughter. He reminds the children how elderly Abraham and Sarah laughed when God told them they would have a baby, and asks if they know the meaning of the baby's name, Isaac. When the children hear that Isaac means "laughter," the giggles begin again.

In the final room, two teams of children are making a relief map of the area through which Abraham traveled. Some children are molding the terrain out of self-hardening clay, while others consult a Bible atlas and carefully write the places' names on labels.

These children are immersed in the *Abraham and Sarah* unit of *PowerXpress!*® The *PowerXpress!*® curriculum, designed to be used in a rotational learning environment, represents exciting possibilities for your educational ministry and for the children and staff involved in it. This manual will serve as an introduction to rotational learning, to the *PowerXpress!*® curriculum, and to the implementation and use of rotational learning in your setting. *PowerXpress!*® is written for use with children in kindergarten through the sixth grade.

The Rotational Learning Model

In 1990, Rev. Neil MacQueen and Melissa Armstrong-Hansche, staff members at the Barrington Presbyterian Church in Barrington, Illinois, created what became known as the Workshop Rotation Model for Sunday school. Other Christian educators in the area soon became involved in using and further developing the model.

In a rotational learning setting, the same Bible story or theme is taught for several weeks. Each week, learners rotate to a different station. The story or theme remains the same, but the children encounter it in different ways in each station. Repetition is an important part of the rotational learning style. The variety of experiences keeps interest high throughout the unit. Teachers teach the same lesson, with age-level adjustments, for the length of the rotation.

The Workshop Rotation Model soon spread beyond the Chicago area. Churches across the country, representing a wide number of denominations, now use the Workshop Rotation Model. *PowerXpress!*[®] was developed in response to requests for a denominational curriculum designed for rotational learning.

One Christian educator who became a strong supporter of the rotation teaching model was Mickie O'Donnell. Mickie is now President of Lord and King Associates, Inc., an organization that each year plans a national conference on multidimensional learning to support churches who use the rotational learning model and to train new leaders for programs in local congregations. (See page 5 for an interview with Mickie and look for helpful notes from Mickie as you explore this manual).

Rotational learning is exciting for students and teachers alike, as teachers teach according to their strengths and students experience Bible stories in the ways they learn best.

Rotational learning is an extremely flexible model that adapts well to many settings.

Rotational learning builds on the advantages of repetition. The more different ways children explore a story or concept, the more it is reinforced in their memories.

Rotational learning is grounded in the work of Howard Gardner in Multiple Intelligences Theory (see pages 6-9).

Rotational learning in *PowerXpress!*[®] is active learning and emphasizes the first seven intelligences that Gardner identified—verbal, logical, visual, physical, musical, social, and independent. Many activities in *PowerXpress!*[®] relate to an eighth intelligence that Gardner has now identified, the experience of nature. Every station in *PowerXpress!*[®] also includes activities for spiritual formation, which is a possible ninth intelligence being explored by Gardner.



An Interview With Mickie

Mickie O'Donnell was among the first Christian educators to work with the rotational teaching model. She is currently the President of Lord and King Associates, Inc., a group that helps churches develop multidimensional learning environments.

PowerXpress!: Mickie, what is your vision of a Sunday school using rotational learning?

Mickie: Children more fully engaged in each learning environment.

Children wanting to come back because they have other rooms to look forward to in the weeks to come.

Adults teaching in their area of giftedness and children who can feel their enthusiasm.

Adults who love children by serving as shepherds and nurturing the children.

PowerXpress!: Why does this model work?

Mickie: Children experience the story in multiple, authentic learning environments, which helps with retention for better integration of the faith story in their hearts and minds.

Teachers do one lesson four to five times in a setting that fits their particular giftedness and interest, thus allowing for better familiarity with the story or project.

PowerXpress!: What is unique about rotational learning?

Mickie: It helps churches make use of the concepts of Multiple Intelligences Theory, brain studies, gift-based ministry, and other current education research. In the rotation learning model, children experience God's Word through a variety of stations that allow the biblical story to enter through all the intelligences and thus be retained by the learner. With this higher percentage of retention, there will be a higher possibility of a transformed life.



Children experience the story in multiple, authentic learning environments, which helps with retention for better integration of the faith story in their hearts and minds.



Multiple Intelligences Theory

For much of the twentieth century, psychologists believed that intelligence could be objectively measured and expressed by a single number or IQ score. In 1983, Harvard psychologist Howard Gardner challenged this idea in the book ***Frames of Mind***. Gardner argued that an IQ score defined human intelligence too narrowly. He proposed the existence of at least seven basic intelligences. Research on Multiple Intelligences Theory continues to develop. Gardner has since added an eighth intelligence, naturalist, and has discussed the possibility of a ninth, spiritual.

In working with Multiple Intelligences Theory, it is helpful to remember

- 1.** Every person is a unique creation. We each possess all the intelligences, but these intelligences work together differently in every person. Most people have some intelligences that are highly developed, some that are fairly developed, and some that are underdeveloped.
- 2.** Each intelligence can usually be developed to an acceptable level of competency in most people.
- 3.** Intelligences are integrated into patterns. They rarely stand alone.
- 4.** There are many ways to experience and express each intelligence.

A note from Mickie

There are two important things to understand about Multiple Intelligences Theory. First, intelligences are not linked to the senses. Second, the intelligences are not linked to specific learning or cognitive styles. While they may have preferences, all children still have the capacity for all the intelligences and therefore try to find experiences that will make use of all of them.

PowerXpress![®] focuses on the first seven intelligences that Gardner identified. The chart on pages 8–9 shows a list of these seven intelligences, with clues to recognize how each one is present in each of the students in your group.

To help introduce Multiple Intelligences Theory to your teachers and education leaders, use the workshop outline beginning on page 44. It was written by Barbara Bruce, a Christian educator with a master of science in creative studies. Barbara does training nationally in Multiple Intelligences, Brain Research, Creative and Critical Thinking, and Staff Development. She is the author of ***7 Ways of Teaching the Bible to Children***, ***Our Spiritual Brain***, and ***Triangular Teaching***.

A note from Barbara



I am a believer! In 1992 I was introduced to Howard Gardner's work on Multiple Intelligences. Today, after working with this concept for many years, I am still fascinated! I am an educator! Everything in Gardner's work fits my understanding of how we learn. Brain research supports the fact that we learn differently and the more ways we learn, the more complete the learning.

Multiple Intelligences Theory states we are born with the capacity to learn in many ways through a variety of "intelligences." As we grow, we refine our preferred ways of knowing. Our most profound understanding occurs when we learn in several intelligences. We live our lives through our most preferred ways of knowing: looking up a word in the dictionary, balancing a checkbook, getting from point A to point B, studying for an exam.... We use our different intelligences every day.

As teachers and leaders, we serve our students best by incorporating many intelligences into our lessons. "Lessons" can be anything that we teach or learn as we go about the process of living.

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Liberating the Creative Christian Spirit
Barbara Bruce, Director
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Type of Learner	Verbal Learner	Logical Learner	Visual Learner
Enjoys	<p>Words— reading, writing, and talking</p>	<p>Numbers abstract and scientific thinking, reasoning, categories and patterns</p>	<p>Visualizing and creating mental images, manipulating shapes and objects</p>
Learns Best By	<p>Saying things aloud, hearing words spoken, seeing words in print</p>	<p>Asking and answering questions, categorizing and classifying things</p>	<p>Looking at pictures, visualizing and dreaming about concepts and ideas, doodling and drawing</p>
Favorite Activities	<ul style="list-style-type: none"> • Reading, writing, and telling stories • Writing poems and litanies • Completing sentences • Memorizing names, dates, Bible verses, and trivia • Keeping a journal • Learning new words • Answering questions • Discussing • Playing word games 	<ul style="list-style-type: none"> • Solving number and word puzzles • Conducting experiments • Cooking • Working with numbers and math • Solving problems • Exploring patterns and relationships • Following step-by-step explanations 	<ul style="list-style-type: none"> • Drawing and art activities • Designing and building models • Watching videos • Following mazes • Using maps, charts, posters, and diagrams • Learning about symbols • Putting together puzzles
Least Favorite Activities	<p>Becomes frustrated without verbal stimulation</p>	<p>Finds it difficult to function in arenas of confusion</p>	<p>Discouraged by too much printed (text) material</p>

Physical Learner	Musical Learner	Social Learner	Independent Learner
<p>Physical movement and active processes</p>	<p>Music songs, and rhythmic patterns</p>	<p>Social activities relationships, communication with others, and working cooperatively in teams</p>	<p>Thinking about personal feelings and values, self reflection, and working independently</p>
<p>Moving while learning, touching objects to be learned about</p>	<p>Using rhythm, melody, and music combined with information</p>	<p>Talking and working with groups, comparing ideas and concepts</p>	<p>Working alone on projects</p>
<ul style="list-style-type: none"> • Physical activities • Crafts • Motions with songs, stories, and prayers • Touching objects • Dancing • Marching and waving streamers • Role-playing and drama • Pantomime • Fingerplays • Active games 	<ul style="list-style-type: none"> • Singing, humming, and listening to music • Writing songs • Making and playing musical instruments • Learning Bible verses set to music • Story-songs • Rapping • Writing new words to familiar tunes • Hymns • Rhythm games • Listening to sounds 	<ul style="list-style-type: none"> • Interviews • Discussion and dialogue • Asking and answering questions • Cooperative learning games • Working together in small groups • Parties and celebrations • Service projects 	<ul style="list-style-type: none"> • Focusing on inner feelings • Identifying with characters in a story • Research projects • Prayer and meditation • Journaling
<p>Inactivity, sitting for long periods of time causes this learner to “tune out”</p>	<p>Lectures are boring to this learner</p>	<p>Is stifled by long periods of silent study</p>	<p>Group activities can cause independent learners to withdraw</p>

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Getting Started

Once you decide that the rotational learning model of education is what your church is going to do for Sunday school, it is important that you plan it carefully. You may work with planning teams, the children's coordinator, or staff members depending on the size and structure of your church. Ask these questions:

- How does rotation model teaching and learning fit with our church's mission?
- How many children (and what are their ages) might we have in the program?
- What is our budget?
- Who needs to be involved in the decision about starting the rotation model?
- How many stations can we use with our space and with our numbers of children and leaders?
- What training and resources will leaders need?
- How will we introduce this new model to parents and to the congregation?
- When will we be ready to begin?

The Physical Environment

PowerXpress![®] has been used successfully in churches of varying sizes. Some churches have the space and resources for elaborate set-up, while others share space and/or have limited options for decorating. Consider carefully what is possible for you. Maximize the possibilities, but do not despair because of your limitations! As we have visited *PowerXpress!*[®] Sunday schools in a variety of churches, it has been clear that learning is taking place, no matter what the setting is.

For example, some churches have created theaters for the Video Station. They have theater seats, movie posters on the walls, and a theater-style popcorn machine. One church has created a living room environment, with a TV and VCR, couches and comfortable chairs, an end table and lamp. Other churches simply show videos in traditional classroom space.

Second Presbyterian Church in Nashville, Tennessee, started rotational learning in 1998, with rooms specifically designated for rotational learning. **Fridley United Methodist Church in Fridley, Minnesota**, started rotational learning in 1995, using a fellowship hall with accordion dividers. The space is used for a variety of other activities throughout the week.

Storytelling Stations

Drama performed in fellowship hall



Storytelling room

Art Stations



Art room



Computer Stations



Computer rooms



Multi-purpose room used as art station

Video Stations

Theater setting



Living room setting



A note from Mickie

You do NOT need to decorate elaborately. What is important in this model is not the decorated environments but the various experiences the children have with the story several weeks in a row.



Naming the Program

Many churches rename their Sunday school programs and name their stations to fit the theme. One Sunday school has a “Journey of Faith” (The Journey Begins Here...). Their stations include Expression of Faith (Art), Windows to Faith (Computer), Faith in Action (Storytelling), and Faith Theater (Movies).

Another church has “The Peaceable Kingdom.” Their stations include Art in Heaven (Art), Room of Acts (Storytelling), Let There Be Lights, Camera, Action (Movies), Bug Bytes (Computer), and Eighth Day of Creation (Science).

A note from Mickie

Look at the mission statement of the church and see if your new Sunday school program can find an identity that fits that mission. For example, the mission of one church might be to “Grow Disciples” and therefore the Sunday school could be called “The Garden.” Or if the church’s local identity is known for its location at the corner of some major intersection, the Sunday school could be called “Crossroads.”

Support

Rotational learning is a grassroots phenomenon. Churches in a variety of denominations across the country are using this model. We have much to learn from one another, and we can offer valuable support to each other. Check with your denominational office to learn who else in your area is using rotational learning. Check also to learn if an ecumenical group exists nearby. Interestingly, even churches with varying theologies can help one another with aspects of this model. For example, the content of your stations may be very different, but how to invite volunteers or how to decorate a room may be areas where you can have fruitful conversation with one another. The United Methodist Publishing House can help you with your questions. Contact The United Methodist Publishing House by calling CURRIC-U-PHONE at 1-800-251-8591. You may also get more information about rotational learning and national conferences at www.lordnking.com.

Financial Considerations

How does the cost of rotational learning compare with using traditional curriculum? That is an important, but hard, question to answer. Curriculum costs will be less with *PowerXpress!*[®] You will need only one copy which may be photocopied for use in your church. You will not buy student books, leaflets, packets, or teacher books. However, you will need a variety of resources and supplies for each unit. Some items you may have on hand, but you will also need to purchase such items as groceries, computer software, or movies. Many churches have found that their spending is about the same with *PowerXpress!*[®] as it was with other types of curriculum.

Look at alternative ways to provide equipment and supplies. Publish a Wish List in the bulletin and newsletter and/or post it on a large display board. Ask the congregation to bring things from their attics, their garages, their homes, and their offices.

A note from Mickie

Don't be afraid to ask for the most outlandish item if you think it will enhance the learning environment. Churches have been known to uncover camel saddles, grain grinders, and butter churns along with the more typical oriental rugs, wigs, costumes, walking sticks, and computers. They asked and it came. Have fun with this "Wish List" and then watch God work.

Umbrella License for Video

Most movies are licensed for home use. If you plan to show movies, you will need an umbrella license for your church. For a fee each year, this license gives you permission to legally show the videos produced by the cooperating distributors in your setting. For more information or to request a licensing application, contact:

The Motion Picture Licensing Corporation
5455 Centinela Avenue
Los Angeles, CA 90066-6970
800-462-8855
www.mplc.com

Check with your denominational office or local resource center. They may have an arrangement for churches, members, or patrons to be licensed at a reduced rate.

Settings for *PowerXpress!*[®]

PowerXpress![®] is a flexible curriculum resource! While it is written for Sunday morning use, it can also be used in after school programs, for Wednesday night programming, for Vacation Bible School, or for other special seasonal settings.

In some churches, finances may be an issue. However, *PowerXpress!*[®] provides enough options for activities that the choices can be those that fit your budget.

While *PowerXpress!*[®] can be used in churches of all sizes, small-membership churches have some unique considerations. A small-membership church will most likely not have a Christian educator on staff. In such a situation, a team of highly committed volunteers, must be willing to give time to planning and executing the program. In such a setting, station leaders may be the same people from unit to unit.

Inviting Staff

Rotational learning will change the way you invite people to teach! The nature of the stations will widen the pool of potential teachers. For example, if you plan to build the ark suggested in the *Noah's Ark* unit, you may find yourself looking for a carpenter. If you want to establish a computer lab, you will look for someone with technical skills, both to help you set up your lab and to teach in it. The Art Station may need someone with skill in a particular medium. You will find yourself approaching people who may not see themselves as teachers. Many may not be willing to commit to teaching for a whole year, but they may be willing to spend several weeks in Sunday school teaching in an area where their gifts and passions lie.

At the same time, be aware of these factors:

- Staffing is an ongoing process with rotational learning. When your staff is in place for one rotation, it is time to invite leaders for the next one! Some people may teach for several rotations during the year; others will not.
- Teaching in a rotational setting is different from teaching in a traditional classroom. You will need to educate leaders about rotational learning and Multiple Intelligences Theory for them to be comfortable. A teacher accustomed to leading music, telling a story, doing a craft, and leading worship all in one session may feel peculiar doing just one of those things, and doing the same thing several weeks in a row. Provide job descriptions for teachers and for shepherds to help them know exactly what they are to do. See pages 17 and 18 for sample job descriptions that you can photocopy and use in your leader training.

As you start using rotational learning, be sensitive to those who have faithfully taught in the past and find ways to honor their contributions.

Shepherds

Because children will rotate to a new station each week, they will not have the opportunity to develop a relationship with one teacher over the course of the year. Since such relationships are so significant, you will want to use *Shepherds* in your rotational learning program. A shepherd is an adult or older youth who will travel with the group each week to its station, providing continuity. It is the shepherd who knows the children by name and has the most opportunities to talk with the children, to hear their questions, and to know what is going on in their lives. The relationship with the shepherd is, indeed, one of the most important parts of any learning program for children.



The shepherd is not responsible for teaching, but the shepherd may take attendance, “check in” with the children each week, be an extra pair of hands in the classroom, and help in ways in which the teacher may ask. Shepherds might also be responsible for name badges for the class, which are particularly helpful as the group moves from teacher to teacher.

You can find a sample job description for shepherds on page 18.

A note from Mickie

The shepherd is able to tie the thread of content between all the stations in any one unit.



Teachers

Unlike shepherds, the teachers in rotational settings do not move from room to room with the students. Instead, each teacher provides leadership for the specific part of the learning experience with which he or she feels most comfortable. That means that rotational teaching and learning not only provides expanded learning experiences for children, but it also provides opportunities for the members of your congregation to be involved in your ministry with children—even those who have never thought of themselves as teachers and those who do not feel comfortable teaching in a traditional classroom.

In a rotational learning program, anyone who has a specific skill might be called on to teach for a few weeks, teaching children about the things he or she loves most and does best. For example, a carpenter can help the children work with wood and nails to build an object that will remind them of a specific Bible story; someone who loves to tell stories can be available for storytelling without having to deal with music; a math teacher or a science professor can offer his or her skills in a science or math project without having to take on the storytelling duties; someone who loves to cook can help with cooking without being responsible for supervising an art project.

Imagine all the new learning opportunities that will be available to children when they can access all the special skills and knowledge of the entire congregation!

You can find a sample job description for teachers on page 19.



Training Staff

Two kinds of training are essential for your staff. First, both teachers and shepherds need opportunities to become comfortable with rotational learning and Multiple Intelligences Theory. Public school teachers who are familiar with the work of Howard Gardner may be able to help you, both in encouraging your efforts and in helping educate leaders about Multiple Intelligences Theory. See pages 4–5 for information about rotational learning and pages 6–9 for information about Multiple Intelligences Theory. Then look on page 43 for scriptural references to multiple intelligences, followed by a workshop outline that can help you introduce this theory.

Second, leaders need opportunities to become familiar with the Bible story or theme of each unit and with the activities they will be leading to help children explore that Scripture. Newer units of *PowerXpress!*[®] include an outline for a staff meeting. In the staff meeting teachers and shepherds can experience spiritual growth as they explore the story they will be presenting to the children.

Many churches are accustomed to a teacher training workshop each fall. Some churches have found that with rotational learning it is helpful to have a workshop a week or two before the beginning of each new unit. One church has its teacher meeting the day a new unit begins. While the children view a movie for the unit with the shepherds, the teachers meet in another area. The other stations used in that unit begin the next week. Other churches send a Bible study for the unit to teachers by e-mail. Feel comfortable developing ways of supporting teachers and leaders that work for you.

A note from Mickie

Provide a “take-home kit” for those interested in getting involved. Include in the kit a Multiple Intelligences test, job description for teachers and shepherds, and a sample lesson. Schedule a follow-up meeting to discuss their interest in the program.

One thing you can do to help your teachers and shepherds feel more prepared for the job they have been called to do is to provide job descriptions that outline their responsibilities in an easy-to-understand way. A large part of feeling comfortable in a job is knowing what is expected of you and having guidelines that let you know when you have been successful. Providing a clear job description is the first step in supporting your shepherds and teachers to help them feel competent, appreciated, and needed.

The job descriptions on pages 18 and 19 will help you get started. Adapt these basic descriptions to fit your church’s needs.

Job Description—Shepherds

Your role as a shepherd is to build relationships with the children in the class to which you are assigned and to nurture each child so she or he will experience the love of Christ through you. You will also assist teachers in the classroom.

To fulfill your responsibilities, you will

- Participate in the staff meeting before the unit begins.
- Be present for the *PowerXpress!*[®] sessions.
- Before the children arrive, read the Shepherd Tips for the unit. (Ask for a copy from the teacher with whom you will be working.)
- Introduce yourself to the teacher with whom you will be working. Ask about specific ways you can help with any of the activities.
- Greet the children as they arrive. Meet their parents if possible. Make sure you know where to reach a parent in case of an emergency. Learn about any special needs, including information about allergies.
- Focus on the children. Learn their names; get acquainted with them.
- Help the children in your group get to know one another and work together.
- Be in conversation with children in order to build relationships with them and to provide consistency from session to session.
- Assist the teacher with activities as needed.
- Watch for visitors. Help them meet the other children and get involved in the activities.
- Watch for children who need assistance.
- Watch for children who are off-track. Help them focus.
- Attend training meetings as requested.
- Arrange for a substitute any time you cannot be present.
- Pray for the children who will be in your care.

Job Description—Teachers

Your role as a teacher in a rotational learning unit is to plan and implement weekly lessons that will provide each child with an opportunity to learn and grow in faith and to nurture each child so that she or he will experience the love of Christ through you.

To fulfill your responsibilities, you will

- Participate in the staff meeting before the unit begins.
- Read and study the Bible story or theme that will be the focus of the unit you are teaching.
- Prepare by reading the introductory materials for the unit—including the Main Idea and Objectives for the unit, the Bible Story and Bible Background sections for the unit, the Check Your Facts list, and the information About the Children.
- Read the plan for your station. Select the options that you will use for each group of children you will teach.
- Notify the shepherds of any specific activities with which you will want them to be prepared to assist you.
- Recruit additional adult help if you choose options that will require more adult supervision than you and the shepherd can handle alone.
- Verify that the required supplies and resources will be available.
- Prepare any samples or room decorations that will be needed in your station.
- Attend training sessions as requested.
- Pray for the children who will be in your care.
- Teach your station each week, making age-appropriate adjustments.



Inviting Children

Through *PowerXpress!*[®] you have a unique opportunity to invite children to grow in their relationship with God. Usually invitations are for happy events—a party, a wedding, a luncheon. Invitations usually begin ... “You are invited to attend.” Once I received an invitation that had the usual beginning, but a very different ending. The last words printed on the invitation were: “Children are expected.” The words immediately started me thinking. How often do we show by our invitations and our actions that we expect children to be present at our church?

Look at the area your church provides for children. Is the entrance to this area inviting? Is the area bright and clean? Does it have adequate lighting? Could new families with children easily find the children’s area? Do children and adults with handicapping conditions have access to the area?

One church I know has the children’s rooms in the basement. To make the rooms easier to find, brightly colored footprints mark the way. Children follow the footprints to their stations. An elevator lift helps those persons who find the stairs more than they can handle.

Look at your children. Do you know the children by their names? Do you know their families? Do you know if they have any special needs?

Each child in your church is a one-of-a-kind child of God. It is important to remember and celebrate the uniqueness of each child. Yet all of these one-of-a-kind children of God have some common needs.

All children need love.

All children need a sense of self-worth.

All children need to feel a sense of accomplishment.

All children need to have a safe place to be and to express their feelings.

All children need to be surrounded by adults who love them.

All children need to experience the love of God.

Let your invitation say, “Children are expected.”

Look at pages 22–23 for more information about the age-level knowledge and experiences children need.

In addition to the general information you may already ask about your children, you will want to be aware of any food sensitivities or allergies. You may wish to customize the sample “Student Information” sheet on page 48.



Getting to the Right Stations

In the rotational learning model children will rotate to a new station each week, rather than going to the same room every Sunday. If you have a Gathering Time (see page 26), you will end the gathering by sending children to the appropriate places. If you do not have a Gathering Time, you will need a mechanism for getting children to their stations. Here are some ideas that have worked for other churches.

- Paint the doorway to each classroom a different color. In the entry way, set up a large chart with large squares the color of each doorway. Attach a piece of hook-and-loop tape to the middle of each square. Prepare small squares with the name or grade level of each class (K, 1, 2, 3, 4, 5, and 6 or Younger Children and Older Children and so forth). Attach the other side of the hook-and-loop tape to the back of each of these squares. Each week, put the grade level square on the colored square that indicates the station where that grade will be meeting. With instruction, even nonreaders can find their way to their station.
- Have shepherds in the entryway to gather children and accompany them to appropriate classes.
- Have flags or signs for each group of children. The shepherd can meet them at the sign and accompany them to class.

Using Journals

Occasionally, a *PowerXpress!*[®] unit will suggest journaling. Some churches provide children with a notebook for journaling for the year and build in time in each unit to write or draw in the journals.

Shepherds may lead the journaling activity during the last 5 or 10 minutes of the class. Another option is to use journaling in just one station during the unit or to use it as part of the Reflection Week activities (see page 26).

A note from Mickie

Provide simple questions or statements that are prompts to reflect on the experience. Examples: "The movie I watched made me feel..." Or "Draw a picture of what you think this story was about." Offer a recorded journal by giving students private time with a cassette recorder. Or, you might give them a floppy disk, and let them save some of their computer work.

Age-Level Knowledge and

Ages	Developing Faith Foundations	Knowing Bible and Faith Traditions
Birth to 2	<ul style="list-style-type: none"> • to have an attractive, safe space that encourages personal development and awareness of others • to have loving, caring adults who help them experience trust • to be guided in respecting others' rights and in being friends • to have basic love expressed through gentleness blended with sufficient firmness 	<ul style="list-style-type: none"> • to recognize the Bible as a special book with special significance • to associate the name <i>Jesus</i> with pictures and with the Bible • to hear Bible stories and to be shown where those stories are located in the Bible
Ages 3-5	<ul style="list-style-type: none"> • to be with adults with Christian attitudes and behaviors that children can imitate • to have their feelings and actions accepted and to be forgiven when they do not meet adult expectations • to be guided in playing cooperatively with other children without fighting • to practice decision-making through optional activities 	<ul style="list-style-type: none"> • to handle the Bible and see others read from it • to sing and say Bible verses, especially from the Psalms and Gospels • to recognize the Lord's Prayer, Doxology, and other commonly used aspects of our faith tradition • to hear stories of Bible people who lived as God wanted them to live • to participate in Communion with parents or other caregivers • to hear short stories about the church today and in the past
Ages 6-8	<ul style="list-style-type: none"> • to plan and carry out both group and individual activities • to be guided in dealing with classroom situations in ways that are Christian • to be given responsibility in helping to care for the classroom and class environment • to hear stories about and have experiences with persons who are different from them • to investigate, experiment, and explore 	<ul style="list-style-type: none"> • to repeat the Lord's Prayer with others • to hear a simple explanation of the sacraments • to read simple verses from the Bible • to hear more detailed stories from the Bible • to know the names of the books of the Bible used most frequently in their class and how to locate them in the Bible • to hear stories of people who have helped the church come to us • to use Bibles at home as well as at church
Ages 9-12	<ul style="list-style-type: none"> • to be guided in developing and practicing thinking skills • to develop a sense of belonging to the faith community • to participate in meaningful ways in the worship and the work of the congregation • to share with faith friends of various age levels • to be able to affirm self as a child of God 	<ul style="list-style-type: none"> • to learn the names of all the books of the Bible • to learn to use age-level-appropriate study tools such as a concordance, atlas, and dictionary • to use and understand creeds and hymns used most frequently in church worship • to know various kinds of writings in the Bible • to explore Bible stories in historical context • to learn about the history and teaching of our faith tradition • to increase and use vocabulary related to the Christian faith

Experiences Children Need

Relating to God and the Church

- to observe parents and teachers pray, read the Bible, and talk about God and their own faith
- to experience trust in others which will later serve as a foundation for trust in God
- to offer thanks to God by saying brief prayers and by placing offerings in the collection plate
- to experience faith through baptism and the care of the congregation

- to learn simple prayers
- to be encouraged to give their own offerings to God and the church
- to develop a sense of belonging at church and as a child of God
- to have accepting adults who are willing to hear their many questions about God, life, death, and crises
- to experience awe and wonder through nature, life cycles, and corporate worship even though they may not be able to talk about the meanings of their experiences

- to participate in corporate worship
- to pray their own prayers in class and at home
- to be with adults who are open to children's questions about God even if adults say they don't know the answers
- to have the understanding of adults who know children experience more of God than they can express verbally
- to be encouraged to consider the rights of other children and family members

- to be guided in making a commitment to God through Jesus Christ
- to have a sense of belonging to both the local church and the larger faith community
- to be guided in understanding the meaning of church membership
- to verbalize experiences and questions about God and faith, including doubts
- to find guidance for disciplines of prayer and Bible reading
- to see Christian growth as a lifelong process
- to learn the importance of obedience and responsibility in the covenant relationship with God

Relating Faith to Life

- to hear people talk about God, Jesus, and the Bible during the week as well as on Sunday
- to see pictures of children's daily experiences in church classrooms
- to hear teachers and parents pray for food and other daily needs

- to hear stories about service to others and to observe teachers, parents, and older children in service to others
- to participate in service by making things for others and by sharing money and food
- to hear teachers and parents pray about people and situations outside the classroom
- to use Sunday school take-home items as reminders during the week
- to practice appreciating and caring for God's world

- to participate in service projects appropriate to their age levels and abilities
- to relate the joys and concerns of daily living to Bible teachings through visual aids, activities, stories, and discussions
- to be reminded that God expects us to love everyone, including our enemies
- to learn key Bible verses to think about during the week

- to hear and discuss stories of ways others live out their faith in various circumstances
- to be guided and assisted in practicing spiritual discipline
- to identify and express attitudes, ideas, and feelings about unfairness, injustice, and social evil
- to clarify and develop their senses of right and wrong in light of Christian faith
- to serve with others in the community and world
- to struggle with moral and ethical issues in the light of Christian faith
- to be given concrete suggestions and opportunities for ways to be in discipleship

Elements of *PowerXpress!*®

Units of *PowerXpress!*® are sold separately and are packaged in shrink-wrap. The units are designed to be kept in three-ring binders. When you purchase a unit, place the original in the binder, and insert the colored tabs that are provided for easy location of each station. The transparencies can be placed in plastic sheet protectors, available at office supply stores, and kept in the three-ring binder with the rest of the unit. The CD is in a pocket with an adhesive back. It can be attached to the hole-punched cardboard included with the unit and added to the binder.

Each unit is printed in black, gray, and white, allowing ease of photocopying. Permission for such copying, with the exception of the music, is granted for single local church use. You will want to copy some pages, such as the Bible Story and Bible Background, for your entire staff; while other pages, such as specific stations, will go only to those who teach that station and to the shepherd.

The format of each unit of *PowerXpress!*® is nearly identical. If a copy of the curriculum is available, page through it as you read the description that follows.

TABLE OF CONTENTS	
Zacchaeus	
Main Idea	3
Objectives	3
Bible Story	4
Bible Background	4
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About the Children	6
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Mission Project	7
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A **Table of Contents** is on the back of the title page. This listing is a quick reference that can help you find whatever element of the *PowerXpress!* unit you need. It will direct you to the individual stations, to the information about the unit's Mission Project, the music pages, helps for planning a staff training session, and so forth.

Information at the bottom of the contents page will also tell you who wrote the unit and the guidelines for giving appropriate copyright credit on photocopies.

Following the Table of Contents is a page with the **Unit Title, Bible Reference, Bible Verse for the unit, the Main Idea of the unit, and the Objectives** or concepts the children will explore. Each station in the unit deals with the Main Idea and Objectives. You will notice that the concepts are limited in number. In rotational learning, the same Bible story is generally used in each station, but that story will be explored differently in each station.

ZACCHAEUS

BIBLE REFERENCE
Luke 19:1-10

BIBLE VERSE
"The Son of Man here is like a man who hid a seed in the ground."
(Luke 19:11)

MAIN IDEA
Jesus loved and called Zacchaeus because he was a sinner. His life was changed because he said "yes" to Jesus. Jesus also loved and called Zacchaeus, and their lives can be changed by saying "yes" to Jesus.

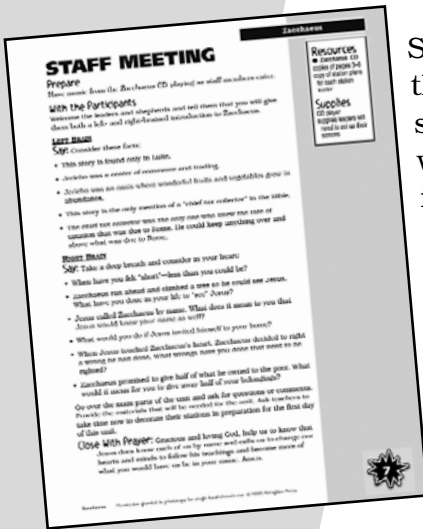
FOR ALL YOUR VOLUNTEERS
Placeover Discs: activities for all your leaders:

- Main Idea: Objectives (page 3)
- Bible Story: Bible Background (page 4)
- Check Your Facts: About the Children (page 5)
- Shepherd Tips: Mission Project (page 7)

OBJECTIVES
by the end of this unit the children will have:

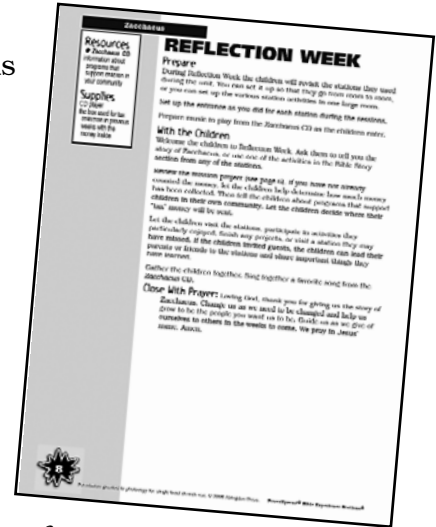
- learned the story of Zacchaeus in many and varied ways.
- expressed the story of Zacchaeus.
- told the story of Zacchaeus in a variety of ways.
- completed a mission project based on the story of Zacchaeus.

The next pages may vary some from unit to unit.

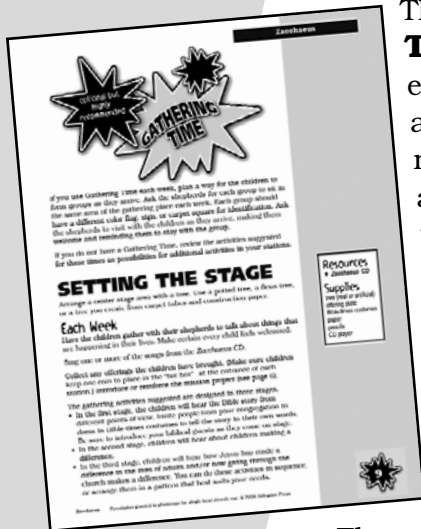


Some units include a **Staff Meeting** lesson plan to introduce the theme of the unit. This is an opportunity for leaders, teachers, and shepherds to engage with the story in spiritually forming ways that will move them more deeply into the story. The staff meeting will include the Scripture for the unit as well as a story or song that focuses the unit, reflective questions, or experiential activities.

Some units have suggestions for a **Reflection Week**, a time to gather as a total group to recall the story they have explored and to reinforce what they have learned.



The next pages give **Gathering Time** ideas for the beginning of each week's stations. While this activity is optional, it is highly recommended. Gathering Time is an opportunity for all ages to be together for a ten-minute opening that includes the Bible story, skits, information from visiting speakers, or work on mission projects. Activities are given for eight weeks. If your unit will last fewer than eight weeks, you will need to choose which activities you will use and which you will not.



The next pages have a chart, **Stations at a Glance**. This chart gives a quick overview of the unit by giving a synopsis of the stations, the focus of each, the intelligences used, the activities, and the supplies and resources needed.

If you will not be using all the stations, this chart can help you choose which stations to use. You will want to use all of the intelligences throughout the unit. For example, if you leave out the Music Station, be sure that children will have an opportunity in other stations to learn through their musical/rhythmic intelligence.

Since several intelligences will be used in each station, the listing in the chart is not meant to be exhaustive, but it gives you an idea of which intelligence is primary in each station. Because it is easy for leaders to be attracted to the activities that they like the best, take particular care when selecting which stations to use. You may even want to think of a particular child who learns through different intelligences than you do. Ask yourself what station would appeal to that child, and include that station in the unit.

The Station Plans

Suggestions are given for eight stations, but you may well use fewer stations each week. Select carefully. Decide whether you will use the same stations each week or if you will vary them from week to week. Remember the mission project; check for whether it is found in a specific station or whether it is a separate project for the unit.

The beginning page for each station includes the **Scripture**, the **Station Focus**, and the **Objectives**. There will also be ideas for minimal **Setup**. On this page or on the next page, you will find ideas to use if you are able to decorate more elaborately.

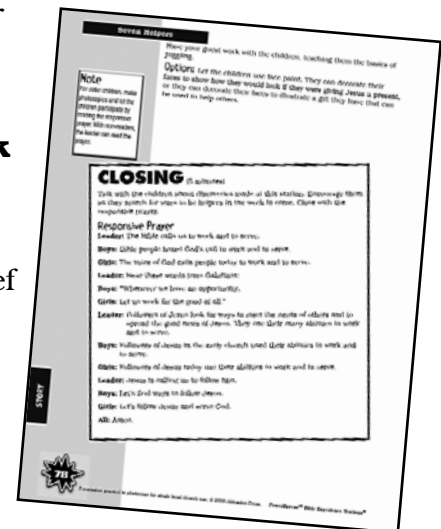
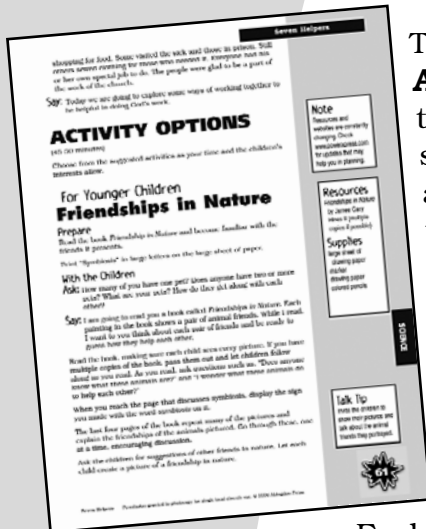
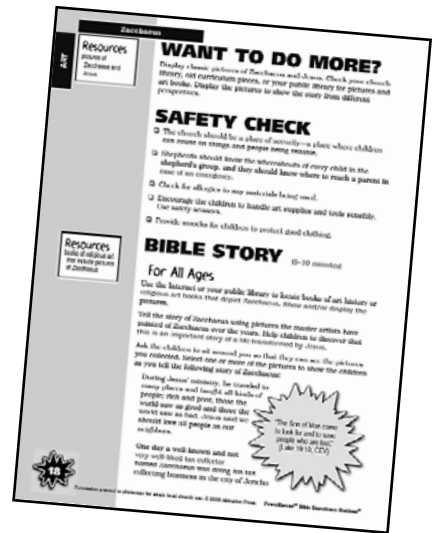
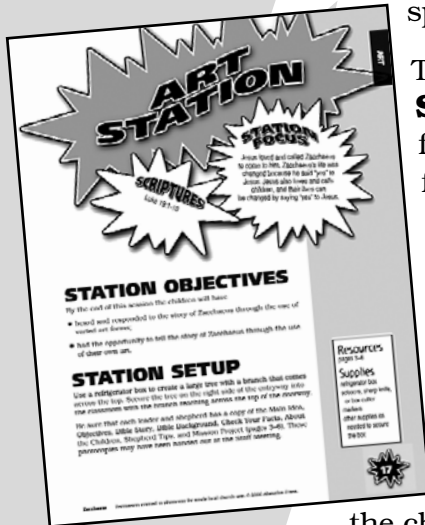
Safety Check has safety reminders appropriate for each station.

Each station begins with the **Bible Story**. This activity may not be long or elaborate since the children will be hearing the same story each week. However, there will be some variety from station to station. Often you will find age-appropriate suggestions for younger children and older children.

The majority of the time in each station will be spent on **Activity Options**. Do not try to do them all, but select one or two. Remember, the children will be in this station for only one session. You will want to complete an activity in the time allowed or have planned an activity that will be added to each week by a different group of children. There are some activities for young children, some for older children, and some that are appropriate for all ages.

Pay special attention to any **Talk Tips** that can help with conversation starters.

Each station has suggestions for a brief **Closing** time. Use this time to help the children think about what they have learned. If you choose to use journals in your program, this is an appropriate time. You will usually want to close with a prayer.



The Stations in Brief

Art

The Art Station moves beyond crafts to art appreciation and the use of art as a learning tool. The dream space for the Art Station would be an art studio, crammed with art supplies, a sink and counter, tables, stools and easels for young artists, and room to display both classical artwork and the art that your children produce. At a minimum, provide smocks or paint shirts and the supplies for the unit's activities.

Computer

If you use a Computer Station, you will need to be aware that

- * At the present time, virtually all the software available for Christian education is for use with Windows. Therefore, you will want PCs, not Macintosh computers.
- * Instruction in a Computer Lab works best if all the computers have the same capability.
- * The cost of purchasing computers may seem prohibitive. However, consider such options as
 - using church office or staff computers;
 - asking local businesses or church members for donations or loans;
 - beginning with one or two computers, then adding more later.
- * For donated equipment, list the minimum requirements—600 MHz, 96 MB RAM, CD and DVD capable, videocard with 8 MB of RAM, Windows 98 or higher. To accommodate new software in the next couple of years, it would be better to have 600 MHz, 256 MB RAM, CD and DVD capable, 3D accelerated graphics card, videocard with 16 MB of RAM, Windows XP or higher.
- * A printer is recommended. Several computers can be linked to one printer.
- * A helpful book is ***Teaching With Computers in Christian Education*** by Neil MacQueen. You can order a copy from www.cokesbury.com or by calling 1-800-672-1789.

Some Helpful Hints

All software must be installed well before the class begins. Leaders should practice with the software until they are familiar with it.

Have the computers turned on with the software running and cued to the place where the children will begin working.

Two children to a computer is ideal, but three to a computer is workable. An adult or teen helper with each group will help the children stay focused, but the mouse belongs in the hands of the learners. Adults should encourage and assist, but not do the work. If it is not possible to have computers available for every two to three children, consider adding another station and splitting the class.

How will you use your computer station? Will you use it as a way for children to discover facts, or as a way for children to be creative? Software is available for both kinds of learning. Where possible, choose word processing and design software that is already familiar to the children.

If possible, set up your storytelling area away from the computers. Or, have a screen saver running that will not distract the children from what you are doing during the storytelling time.

Creative Cookery

It is easiest if this station can be located in a kitchen, but with careful planning most of the activities can take place in another room if you have access to a sink, a refrigerator, and an oven.

Pay particular attention to the Safety Check section in this station. Be sure to check for food allergies (see the sample “Student Information” form, page 48).

Often, the class will prepare food first and then have an opportunity to hear the Bible story and participate in other activities while the food is in the oven. It is helpful to have a table and chairs or other space away from the oven for this portion of the session.

Sometimes children will prepare food that directly relates to the Bible story. For example, the unit “Life in Bible Times” focuses on Mary and Martha (Luke 10:38-42). In that unit, children could make Lentil Soup, Yogurt Cheese, and flat bread, foods that were eaten by people in New Testament times. Other times, the children may prepare food as part of a mission project.

Game Station

An open area where the children can spread out is most helpful for this station. Children will play a variety of learning games, ranging from lively large-motor-skill games to quiet interactive games. It is particularly important to have adequate activities planned. A good rule of thumb is to have more activities planned than you think you will need. Also, pay particular attention to the “Talk Tips.” While this is a fun station, reflection about the activities will help focus the children on the objectives for the session.



Music/Movement Station

Each unit includes a CD with the music for the unit, as well as two copies of the printed music and transparencies of the lyrics. Because of copyright issues, these are the only parts of the unit that may not be reproduced. This station includes such activities as singing, dancing, moving, and making and using instruments. The music includes the hymnody of the church, contemporary, folk, and classical music. In this station, children can experience how music makes the heart dance and how movement is the soul at play.

It is best to have open space for this station and to pick a location where the sound will not disturb other groups.

Science

Depending on the unit, the Science Station may include research, experiments, geography, physical sciences, or social sciences. Through exploration of God's world, the mystery and awesomeness of God is revealed. This station might simply have potted plants in the room or could include microscopes, magnets, an aquarium, and even live animals.

Storytelling

In the Storytelling Station, children will have opportunities not only to hear the Bible story told in a variety of ways but to retell it themselves. Activities in this station may include acting in skits, writing poetry, using puppets, mime, music, and American Sign Language.

In addition to the Bible story, there will be suggestions of contemporary children's books and stories that are related to one of the themes of the unit. Take time to help the children explore how contemporary stories can illustrate the truths we learn from studying the Bible.

Video

Video is a powerful medium that quickly commands the attention of children. While viewing videos is a passive activity, this station has been carefully designed so children have opportunities to interact with the story. Suggestions are given for directed viewing and for response to the videos in active ways that reinforce the main idea of the unit and the objectives of the station. The suggested videos may be Bible stories, or they may be secular films that deal with the theme of the unit. Sometimes you will have a favorite video you will want to choose on your own. Simple suggestions are given for preparing to show those videos.

When secular films are used, take advantage of the opportunity to teach children how to notice and evaluate the messages that come to them through these video. Viewing and talking about videos can help children develop a valuable life skill. They can practice asking the question “How does what this video teach compare to what we have learned from the Bible?”

Exercise special care when selecting videos. Any video should be previewed before you use it with the children. If a clip is suggested, its approximate location will be given. Take care in locating the clip and having it cued to the correct spot. Even though you are using a short clip that is appropriate for children, be aware that the entire movie may not be one you want to show in your classroom.

Children and their parents may see your use of the video as an endorsement of the whole movie. Consider notifying parents ahead of time what video their children will be watching and how it fits your teaching objectives, particularly if the rating is anything other than G or PG. Encourage parents to preview any video—even one you have used—before having it available for their children to see.

Remember that you must have a license to show most videos. Refer to page 13 for information on how to obtain an umbrella license for showing videos in your church.

At times, the video station will provide suggestions for letting the children make their own videos. Making a video can be an excellent way to reinforce the Bible story or to encourage children to pay special attention to any activity.

If you are not using all eight stations, you may want to consider combining the Storytelling and Video Stations.



Moving to Rotational Learning

Rotational learning is an flexible model that enables you to customize a program for your setting and its unique needs! In each setting, leaders make such decisions as:

What space is available? Is it dedicated or shared space? Can painting, remodeling, and decorating be done, or not? Work on these issues with the group that is responsible for your physical plant.

What skills do members of your congregation have? Who might be willing to offer their special gifts to children?

How will we divide the children? You might consider dividing children by grade, placing two grades together, or using broadly graded learning groups. In a very large program, you might have several sections of each station. See pages 41–42 for sample schedules.

How many weeks will each unit last? Although *PowerXpress!*[®] provides stations for nine weeks (including Reflection Week), three to five weeks is more typical. You may vary the length of units to match the seasons of the church year and to fit your scheduling needs.

What stations will we use? The stations provided in *PowerXpress!*[®] are Art, Computer, Creative Cookery, Game, Music/Movement, Science, Storytelling, and Video.

A note from Mickie

Every church is unique. Choosing stations is based on a church's personal and physical resources. A certain station may sound exciting, but if a church has no one with skills in that area, or lacks the appropriate space, it should not include it as a station.

How will we set up the stations? In an ideal world, you would have eight dedicated spaces to set up all eight stations and leave them set up. If you do not have this luxury, perhaps your space can be set up in a way that can accommodate more than one station. For example, you might use many of the same supplies in Storytelling and Video. Keep them in one location, sometimes using the space as a Storytelling Station, sometimes as a Video Station.

Which activities will we use in each station? *PowerXpress!*[®] provides more options than you will use. Each station has ideas for younger children and ideas for older children, as well as some activities that can be used with all ages. You might even decide to move an activity from one station to another. For example, you may choose not to use the Video Station, but to move an activity from Video into the Storytelling Station. Or you might use a suggested activity in the Game Station in Creative Cookery as the children wait for something to bake.

In what order will we use the units? *PowerXpress!*[®] is undated, and the units may be used in any order. Choose from units that cover the main stories of both the Old and New Testaments—including special units for Advent/Christmas/Epiphany, Lent/Easter, and Pentecost.

There are many ways for a congregation to move from traditional Sunday school to rotational learning. Generally, it is helpful when a group of people share a vision for making changes. Take such a group to visit another church that is using rotational learning. Talk to leaders in that church about how they made the transition. Ask people to read this manual and materials listed in the bibliography.



A note from Mickie

When you introduce a new concept, it is important to be positive about what is/was good about the old, giving people the feeling that you are going to “improve” what is, “enhance” what has been. For example, “what we have always loved about Sunday school is the teaching of biblical content, interaction among children and adults within the church, doing projects like in Vacation Bible School, and finding ways for children to feel nurtured. In the new model we are going to find ways to continue to do these important things even better.”

Include as many people as possible in exploring the possibility of change, and communicate your work to as many others as possible in all the ways available to you. Work through the system to initiate change. Educate staff members and members of official boards, and enlist their support. As you make the move remind people that

- the content is intensively taught—repeated over several weeks;
- adults can be involved in the lives of the church’s children, working in their areas of giftedness;
- shepherds are an important part of this model, providing a consistent, nurturing person for children from week to week.

It may help to make a minor shift in your Sunday school program for several weeks in a row by having large group storytelling and then back to individual classrooms for a specific activity: art, drama, cooking, or video. Or you may choose to prepare a rotational learning experience for the Sundays during Advent or Lent or during the summer to give students and adults a taste of the model.

Then set a date for the beginning of your program. Pick a time such as the beginning of your program year when people expect new beginnings and energy is high. Prepare carefully. Invite the very best candidates you have to teach the first unit. Train them carefully.

During your first Gathering Time, introduce the program to the children. See Thomas Armstrong’s book **7 Kinds of Smart** for ideas about how to talk to children about Multiple Intelligences.

Evaluate and make adjustments as you continue to experience rotational learning with your unique group of children and leaders.

Choosing a Unit

PowerXpress![®] is available in three cycles. The topics may be used in any order, including moving from cycle to cycle, as your planning team chooses to set up the program in your Sunday school. (See the Scripture Index on pages 37–40 for help with selecting units.)

***PowerXpress!*[®] Bible Experience Stations**

Abraham and Sarah	Jesus in the Temple
Bible Teachings	Jesus Is Baptized
The Boy's Lunch (<i>Feeding the 5000</i>)	Jonah
Calling the Disciples	Joseph
Christmas Around the World	Journey to the Cross
Creation	Life in Bible Times
Dance for Joy (<i>Peter and John heal</i>)	Living as Caretakers
Daniel in the Lions' Den	The Lord's Supper
David, the Boy	Lost and Found
David, the King	Occupations in Bible Times
Dig Into the Bible	Out of Egypt
Easter: Go and Tell	Paul
Easter: People	Peacemakers
Easter: Peter's Story	Pentecost
Esther	People Who Made a Difference
Feasts and Festivals	Psalms and Songs
The Four Friends	Road to Emmaus
The Gift of Jesus	Ruth
Good News!	Samuel
The Good Samaritan	Teach Us How to Pray
Into the Promised Land	Ten Lepers
Isaiah	Three Women of Faith

***PowerXpress!*[®] Into the Bible**

3,000 More (<i>Pentecost</i>)	Mary of Bethany Anoints Jesus
Adam and Eve	Peter in Prison
Breakfast on the Beach	Rebekah
Elijah	Seven Helpers
Follow the Star	Timothy, Eunice, and Lois
The Garden of Gethsemane	Who Is Jesus?
How the Bible Came to Be	Zacchaeus
In the Manger	The Ten Commandments
Jesus and the Children	Symbols of Holy Week
Jesus at the Synagogue	The Empty Tomb
Jacob	Building the Tabernacle
Jeremiah	Joshua Leads the People
Journey to Bethlehem	Burning Bush and Other
Love Your Enemies	Images of God
Man Beside the Pool	Christmas Messengers
Mary Magdalene's Story	

PowerXpress!® Living God's Word

Acceptance
Anger Management
Forgiveness
Friendship
Making Choices
Money and Time

Peer Pressure
Respect
Self Control
Self-Esteem
Sharing and Kindness

PowerXpress!® Seasonal Units

Advent

Isaiah
Good News!
Journey to Bethlehem
Christmas Messengers

Christmas

The Gift of Jesus
In the Manger
Christmas Around the World

Epiphany

Follow the Star

Lent

Journey to the Cross
The Lord's Supper
Washing Feet
The Garden of Gethsemane
Mary of Bethany Anoints Jesus
Symbols of Holy Week

Easter

Easter: Go and Tell
Easter: People
Road to Emmaus
Easter: Peter's Story
Breakfast on the Beach
Mary Magdalene's Story
The Empty Tomb

Pentecost

Pentecost
3,000 More



Scripture Index

Genesis 1:1—2:4, 15

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Unit: Living as Caretakers

Genesis 1:27, 31

Unit: Self-esteem

Unit: Burning Bush and
Other Images of God

Genesis 2:7—3:24

Unit: Adam and Eve

Genesis 12; 13; 17; 18; 21

Unit: Abraham and Sarah

Genesis 24; 25:19-26

Unit: Rebekah

Genesis 25; 27; 33

Unit: Jacob

Genesis 29—33

Unit: Peacemakers

Genesis 37—50

Unit: Joseph

Unit: Forgiveness

Exodus 2—14;

Unit: Out of Egypt

Exodus 3:1-5, 13, 14;**13:21-22; 19:3-6**

Unit: Burning Bush and
Other Images of God

Exodus 5:1

Unit: Out of Egypt

**Exodus 13:21-22; 19:3-6;
3:1-5, 13, 14**

Unit: Burning Bush and
Other Images of God

Exodus 15:19—20

Unit: Into the Promised Land

**Exodus 19:3-6; 3:1-5, 13,
14; 13:21-22**

Unit: Burning Bush and
Other Images of God

Exodus 20:1-17

Unit: The Ten

Commandments

Unit: Into the Promised Land

Exodus 25—40

Unit: Building the Tabernacle

Deuteronomy 6:4-9

Unit: Bible Teachings

Unit: How the Bible Came
to Be

Joshua 1:8

Unit: How the Bible Came
to Be

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Unit: Joshua Leads the
People

Judges 4:4-15

Unit: People Who Made a
Difference

Ruth 1—4

Unit: Ruth

1 Samuel 1—4

Unit: Samuel

1 Samuel 16—17

Unit: David, the Boy

1 Samuel 18:14

Unit: Friendship

1 Samuel 25:2-35

Unit: Peacemakers

Unit: Anger Management

2 Samuel 5:1-12

Unit: David, the Boy

2 Samuel 5; 6; 22:2-3

Unit: David, the King

1 Kings 17; 19

Unit: Elijah

2 Kings 22:8—23:3

Unit: How the Bible Came
to Be

Esther

Unit: Esther

**Psalms 8; 77; 100; 119;
121; 150**

Unit: Psalms and Songs

Psalms 18:1-2, 27:1; 62:1-2

Unit: Burning Bush and
Other Images of God

Psalms 23

Unit: David, the Boy

Unit: Psalms and Songs

Psalms 25:12

Unit: Making Choices

Psalms 27:1; 62:1-2; 18:1-2

Unit: Burning Bush and
Other Images of God

Psalms 46:10

Unit: Elijah

Psalms 62:1-2; 18:1-2; 27:1

Unit: Burning Bush and
Other Images of God

Psalm 78:70-72

Unit: David, the King

Psalm 119:11, 12, 16

Unit: Dig Into the Bible

Psalm 119:30

Unit: Making Choices

Psalm 119:34Unit: The Ten
Commandments**Psalm 119:105**Unit: Dig Into the Bible
Unit: How the Bible Came
to Be**Psalm 121:2**

Unit: Daniel in the Lions' Den

Psalm 122:1

Unit: Building the Tabernacle

Psalm 139:14Unit: Self-Esteem
Unit: Psalms and Songs**Proverbs 3:5-6**

Unit: Elijah

Proverbs 17:17

Unit: Friendship

Proverbs 18:24

Unit: Friendship

Proverbs 19:20

Unit: Making Choices

Proverbs 23:19

Unit: Self-control

Proverbs 24:26

Unit: Self-control

Proverbs 27:17

Unit: Peer Pressure

Ecclesiastes 3:1

Unit: Feasts and Festivals

Isaiah 7:14; 9:2, 6; 11:1-9Unit: Isaiah (Fulfilling the
Prophecy)**Isaiah 40:8**Unit: How the Bible Came
to Be**Isaiah 43:10**

Unit: Rebekah

Isaiah 58:6; 61:1-2

Unit: Jesus at the Synagogue

Jeremiah 1:4-8Unit: People Who Made a
Difference
Unit: Jeremiah**Jeremiah 18—19**

Unit: Jeremiah

Jeremiah 27—28

Unit: Jeremiah

Jeremiah 29:11; 31:3

Unit: Jeremiah

Daniel 1:1-16

Unit: Self-Control

Daniel 1—6

Unit: Dig Into the Bible

Daniel 3, 6

Unit: Daniel in the Lions' Den

JonahUnit: Making Choices
Unit: Jonah**Micah 5:2-5a**

Unit: Journey to Bethlehem

Matthew 1:18-24Unit: Good News!
Unit: Christmas Messengers**Matthew 2:1-12**Unit: Christmas Around the
World

Unit: Follow the Star

Matthew 3:1-17

Unit: Jesus Is Baptized

Matthew 5:1-12Unit: Bible Teachings
Unit: Peacemakers**Matthew 5:38-47**

Unit: Love Your Enemies

Matthew 6:9-13

Unit: Teach Us How to Pray

Matthew 6:12

Unit: Forgiveness

Matthew 7:12

Unit: Respect

Matthew 9:2-8

Unit: The Four Friends

Matthew 16:13-18

Unit: Who Is Jesus?

Matthew 18:21-22

Unit: Forgiveness

Matthew 21:1-11

Unit: Journey to the Cross

Matthew 21:1-17, 26-27

Unit: Symbols of Holy Week

Matthew 22:34-40

Unit: Respect

Matthew 22:37-39Unit: Bible Teachings
Unit: Friendship**Matthew 26:17-30, 36-68**Unit: Journey to the Cross
Unit: The Lord's Supper

Matthew 27:1-56

Unit: Journey to the Cross

Matthew 28:1-10, 16-20

Unit: Easter: Go and Tell

Mark 1:16-20

Unit: Calling the Disciples

Mark 2:1-12

Unit: The Four Friends

Mark 8:27-29

Unit: Who Is Jesus?

Mark 10:13-16

Unit: Jesus and the Children

Mark 10: 46-52

Unit: Self-Esteem

**Mark 11:1-11,
14—15**

Unit: Symbols of Holy Week

Mark 12:41-44

Unit: Money and Time

Mark 14:12-31

Unit: The Lord's Supper

Mark 14:32-38Unit: The Garden of
Gethsemane**Mark 15:21-24; 16:1-11**

Unit: Mary Magdalene's Story

Luke 1:26-33, 38

Unit: Christmas Messengers

Luke 1:2-56; 2:1-7

Unit: Good News!

Luke 2:1-20Unit: The Gift of Jesus
Unit: Journey to Bethlehem
Unit: In the Manger**Luke 2:8-14**

Unit: Christmas Messengers

Luke 2:41-52

Unit: Jesus in the Temple

Luke 4:14-30

Unit: Jesus at the Synagogue

Luke 5:17-26

Unit: The Four Friends

Luke 6:27-31

Unit: Love Your Enemies

Luke 7:1-10Unit: People Who Made a
Difference**Luke 8:3**

Unit: Three Women of Faith

Luke 9:18-21

Unit: Who Is Jesus?

Luke 10:25-37

Unit: The Good Samaritan

Luke 10:38-42

Unit: Life in Bible Times

Luke 11:1-4

Unit: Teach Us to Pray

Luke 12:6-7

Unit: Self-Esteem

Luke 15Unit: Lost and Found
Unit: Forgiveness**Luke 17:11-19**

Unit: Ten Lepers

Luke 19:1-10

Unit: Zacchaeus

Luke 19:28-40

Unit: Symbols of Holy Week

Luke 22:1-20

Unit: The Lord's Supper

Luke 22:54-62

Unit: Peer Pressure

Luke 22—23

Unit: Symbols of Holy Week

Luke 24:1-12

Unit: The Empty Tomb

Luke 24:13-35

Unit: Road to Emmaus

John 1:35-42

Unit: Peer Pressure

John 4:5-41Unit: People Who Made a
Difference**John 5:2-9**

Unit: Man Beside the Pool

John 6:1-14

Unit: The Boy's Lunch

John 12:1-8Unit: Mary of Bethany
Anoints Jesus**John 12:12-19**

Unit: Symbols of Holy Week

John 13—19

Unit: Symbols of Holy Week

John 13:1-17, 34-35

Unit: Respect

John 14:26

Unit: 3,000 More

John 18:15-27

Unit: Easter: Peter's Story

John 20

Unit: Easter: People

John 21:1-17

Unit: Easter: Peter's Story
 Unit: Breakfast on the Beach

Acts 2:1-47

Unit: Pentecost
 Unit: 3,000 More

Acts 2:42-47

Unit: Sharing and Kindness

Acts 3:1-10

Unit: Dance for Joy

Acts 6:1-7

Unit: Seven Helpers

Acts 9:1-22

Unit: Paul

Acts 9:36-42

Unit: Three Women of Faith

Acts 10:1-48

Unit: Acceptance

Acts 12:1-17

Unit: Peter in Prison

Acts 16:1

Unit: Timothy, Eunice,
 and Lois

Acts 16:11-15, 40

Unit: Three Women of Faith

Acts 18:1-4

Unit: Three Women of Faith

Acts 22:1-16

Unit: Paul

Romans 8:38-39

Unit: Paul

Romans 12:10

Unit: Mary of Bethany
 Anoints Jesus

1 Corinthians 10:31

Unit: Self-Control

1 Corinthians 12:4-7

Unit: Occupations in Bible
 Times

1 Corinthians 12:12-31

Unit: Acceptance

1 Corinthians 16:13, 14

Unit: Peer Pressure

2 Corinthians 5:17

Unit: Paul

2 Corinthians 5:20

Unit: Three Women of Faith

2 Corinthians 9:6-15

Unit: Money and Time

1 Thessalonians 5:16-18

Unit: Teach Us How to Pray

1 Timothy 4:12

Unit: Timothy, Eunice,
 and Lois

2 Timothy 1:5-8

Unit: Timothy, Eunice, and
 Lois

2 Timothy 3:14-17

Unit: How the Bible Came
 to Be

Unit: Timothy, Eunice,
 and Lois

Hebrews 4:12

Unit: How the Bible Came
 to Be

Hebrews 10:24

Unit: Peer Pressure

James 1:5

Unit: Making Choices

1 Peter 4:8-11

Unit: Money and Time

1 John 3:1

Unit: Self-esteem

Revelation 22:5

Unit: Burning Bush and
 Other Images of God

Sample Schedules

5 Weeks; 5 Age-Level Groupings

	Sunday #1	Sunday #2	Sunday #3	Sunday #4	Sunday #5
Grade 1	Science	Storytelling	Art	Games	Computer
Grade 2	Computer	Science	Storytelling	Art	Games
Grade 3	Games	Computer	Science	Storytelling	Art
Grade 4	Art	Games	Computer	Science	Storytelling
Grade 5	Storytelling	Art	Games	Computer	Science

5 Weeks; 4 Age-Level Groupings; Opening Video Week and Reflection Week

	Kindergarten	Grades 1–2	Grade 3–4	Grade 5–6
Sunday #1	Video	Video	Video	Video
Sunday #2	Creative Cookery	Storytelling	Art	Music
Sunday #3	Music	Creative Cookery	Storytelling	Art
Sunday #4	Art	Music	Creative Cookery	Storytelling
Sunday #5	Reflection Week	Reflection Week	Reflection Week	Reflection Week

8 Weeks; 4 Age-Level Groupings

	Kindergarten	Grades 1-2	Grade 3	Grade 4-5
Sunday #1	Video	Creative Cookery	Games	Art
Sunday #2	Art	Video	Creative Cookery	Games
Sunday #3	Games	Art	Video	Creative Cookery
Sunday #4	Creative Cookery	Games	Art	Video
Sunday #5	Computer	Science	Music	Storytelling
Sunday #6	Storytelling	Computer	Science	Music
Sunday #7	Music	Storytelling	Computer	Science
Sunday #8	Science	Music	Storytelling	Computer

4 Weeks; 2 Age-Level Groupings

	Sunday #1	Sunday #2	Sunday #3	Sunday #4
Grades 1-3	Computer	Video	Storytelling	Art
Grades 4-6	Video	Computer	Art	Storytelling

Introducing Multiple Intelligences

Scripture References to Multiple Intelligences

The Bible is filled with references to the use of all seven intelligences. Included here is a partial listing to demonstrate that learning through the use of various intelligences is not something new, the latest fad or unique to Western culture.

The Bible cites numerous examples of each intelligence and how it was a part of the total story of our relationship with God.

Verbal/Linguistic

Old Testament: Genesis 13:14-18

God speaks to Abram

New Testament: Matthew 5:1-12

Jesus' Sermon on the Mount

Logical/Mathematical

Old Testament: Exodus 20:1-17

The Ten Commandments

New Testament: Romans 5:1-5

Summary of Paul's view of
the cause and effect of faith

Visual/Spatial

Old Testament: Isaiah 11:6-9

Images of the peaceable kingdom

New Testament: Matthew 13:1-9

The parable of the sower

Body/Kinesthetic

Old Testament: Exodus 14:21-25

Moses and the Israelites cross the
Red Sea

New Testament: Mark 2:3-12

The healing of the paralyzed man

Musical/Rhythmic

Old Testament: Psalm 47

God rules over the nations

Exodus 15

The song of Moses

New Testament: Colossians 3:16

Sing psalms and hymns to God

Interpersonal (social)

Old Testament: Esther 4: 9-17

Esther and Mordecai plan together

New Testament: Luke 9:1-6

The mission of the Twelve

Intrapersonal (independent)

Old Testament: Psalm 22:1-11

Suffering and praise

New Testament: Luke 22:39-42

Jesus prays alone at Gethsemane

From *7 Ways of Teaching the Bible to Children* by Barbara Bruce, pages 11 and 12, © 1996 by Abingdon Press.

Introducing Multiple Intelligences Theory

Purpose

To introduce station leaders and other volunteers to the theory and practice of using multiple intelligences in their stations.

Time

Allot a two-hour block of time or a two-hour segment of a longer training.

Materials

- peanuts in the shell (some to give out and others to snack on)
- Bibles (one per person)
- paper
- pencils
- newsprint
- markers
- timer
- copies of “Discovering Your Preferences” (page 46)
- copies of descriptions of the seven intelligences (pages 8–9)
- seven slips of paper with one intelligence printed on each

Learning Area

Place chairs and tables around the walls of the room to allow for presentation space.

Warm Up

(10 minutes) As leaders arrive give each person a peanut. Ask them to get to “know” their peanut. Then ask each one to share a brief story about his or her peanut, including its name. Place all of the peanuts in the center of the floor and ask teachers to find their peanut.

Say: Just as each peanut is unique and different, so is each student you teach. Each student is created by God with his or her own set of gifts and preferences. To make sure that each student gets the most benefit out of the teaching/learning situation, we have to know about each one and how he or she learns best.

Introduction

Give each teacher a “Discovering Your Preferences” worksheet (page 46). Give them ten minutes to complete. Ask for reactions. Which exercises were easy and fun? Which were a stretch? What did you learn about your own comfortable means of learning?



Theory

(15 minutes) Read carefully the information about Multiple Intelligences Theory on pages 6-7. Share with your group the essential concepts and why knowing these concepts will be helpful in their teaching/learning settings. Point out that Gardner has also identified an eighth intelligence, naturalist, and has discussed the possibility of a ninth, spiritual. Distribute copies of pages 8–9, which give an overview of all seven intelligences. Explain each intelligence and tell the group they have just experienced all seven intelligences in the “Discovering Your Preferences” activity.

Practice

(20 minutes) Divide the participants into seven groups. Select a Scripture (perhaps one they will be teaching soon). Have each group select a slip of paper with the name of one of the intelligences written on it. Read the Scripture from the unit they will be teaching. Give each group about fifteen minutes to plan a strategy for how they would teach that Scripture lesson to children by using the selected intelligence as a base.

Presentation

(30 minutes) At the end of the fifteen minutes of presentation, invite each group to present their lesson in any way they choose to the total group in a three-minute presentation. (Encourage creative thoughts and participation.)

Feedback

(10 minutes) After the presentations, ask for feedback on what the participants have learned and how this will enhance their teaching/learning experiences.

Planning

(20 minutes) Allow time for the participants to work in groups to plan their first stations.

Pray

(5 minutes) Close the meeting.

Say: It is our job to provide the best possible means of communicating God’s Word to our students. Teaching God’s children is a very important ministry. Close with prayer about God giving each of us a unique and wonderful personality.

From **7 Ways of Teaching the Bible to Children** by Barbara Bruce, page 94,
© 1996 by Abingdon Press.

Discovering Your Preferences

Write a short paragraph asking Jesus a question about something you have always wanted to know.

Draw a symbol of your faith.

Multiply the number of books in the Bible by the number of Gospels. Divide your answer by the number represented by the Trinity and subtract the number of chapters in Mark's Gospel. Divide your answer by the original number of Jesus' disciples. Write your answer here.

Write the name of a hymn that expresses your faith.

Depict with your body the mood expressed by one of the persons present at the Nativity.

Name and reflect on a biblical character who parallels your life.

Find two others who are finished and share your answers in a group.

From *7 Ways of Teaching the Bible to Children*, by Barbara Bruce (Abingdon Press, 1996); page 95.



Evaluation

Look Backward to Move Forward

Answer the following questions with your staff or committee.

Look Back

1. What was the goal of this program?
2. What is exciting and going well?
3. What are any concerns about students?
4. What are any concerns about staff?
5. What was a particularly good experience?
6. What became a challenge?

Move Forward

1. What is our goal for the next program?
2. What do we want to continue?
3. What are some recommendations for change?
4. What will we do to address concerns about students?
5. What will we do to address concerns about staff?
6. What is one area that needs improvement?



Student Information

Name _____

Birthday _____ Group/Grade _____

Parent or Guardian _____

Address _____

Home Phone _____ Work Phone _____

Home Church _____

Other Family Members:

Name _____ Relationship _____ Age _____

Name _____ Relationship _____ Age _____

Name _____ Relationship _____ Age _____

In case of emergency, contact

Name _____ Phone _____

Allergies or other conditions leaders should know about your child

Go to **powerxpress.com** to keep you informed about the units that are available and to help you plan. When you get there, you will find

- full descriptions of the *PowerXpress!*[®] units;
- lists of recommended resources for each station;
- information on the rotation teaching approach;
- updates to help you in your planning;
- a link to Curric-U-Phone, where you can get answers to your questions and help with your planning;
- a revised free download version of the *Director's Manual: A Guide for Rotational Learning With Children*;
- comments from *PowerXpress!*[®] users;
- information about resources available for preschoolers; and
- answers to the most frequently asked questions (FAQs).

FAQs Answered on Powerxpress.com

- ✓ Is this a popular curriculum? Do people like it?
- ✓ How was *PowerXpress!*[®] developed?
- ✓ What is included in the \$110 resource?
- ✓ What makes *PowerXpress!*[®] different?
- ✓ How can my church get set up for rotational learning?
- ✓ How many weeks are each unit?
- ✓ How well does *PowerXpress!*[®] work in the small church?
- ✓ Can small churches afford rotational learning?
- ✓ How can a small church set up multiple stations?
- ✓ How well can *PowerXpress!*[®] be used with multi-age classes?
- ✓ Does the small church have the critical mass needed for *PowerXpress!*[®]?
- ✓ How many volunteers will be needed?
- ✓ Do you need a full-time staff person to use rotational learning?
- ✓ In what sequence should the units be used?
- ✓ How do I get information about the videos and software recommended for each unit?
- ✓ Where can I find a description of each unit?
- ✓ Is there a way to find Scripture listings?
- ✓ So is *PowerXpress!*[®] right for my church?

Bibliography

Frames of Mind: the Theory of Multiple Intelligences, Howard Gardner. Basic Books, 1983. A scholarly book outlining the theoretical framework of Multiple Intelligences Theory.

Multiple Intelligences in the Classroom, 2nd Edition, Thomas Armstrong. ASCD, 2001. A nuts-and-bolts teacher's guide to the theory of multiple intelligences.

7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences, Revised, Thomas Armstrong. A self-help book for adults and older students; includes checklists for identifying one's multiple intelligences, exercises and tips for developing them. Includes ideas for ways to talk to children about their intelligences.

In Their Own Way: Discovering and Encouraging Your Child's Multiple Intelligences, Thomas Armstrong. A practical book for parents and teachers on multiple intelligences. Includes chapters on using the imagination, the body, and the feelings in learning, as well as holding positive expectations.

7 Ways of Teaching the Bible to Children, Barbara Bruce. Abingdon, 1996. An overview of each intelligence and examples of lessons using each.

Eight Ways of Knowing: Teaching for Multiple Intelligences, David Lazear. SkyLight Professional Development, 1998. Provides an understanding of the core capacities for each intelligence, a set of practical exercises to awaken the intelligences in study, and full-blown model lessons showing how to incorporate the intelligences into lessons.

Eight Ways of Teaching, David Lazear. SkyLight Professional Development, 1998. Learn how to restructure lessons so students regularly use their different intelligences in the task of knowing, acquiring, and understanding language.

Teaching With Computers in Christian Education, Neil MacQueen. Sunday Software, Inc., 2006. A practical guide to incorporating computers in educational settings in churches.

Teaching Kids to Care and Share, Jolene L. Roehlkepartain. Abingdon, 2000. More than 300 inventive, hands-on ideas and activities that involve children in service to one another, their churches and local communities, and the world. These service/learning opportunities encourage children to follow Jesus' example of living their faith by caring for others.

