

Director's Manual  
POWER X PRESS!™

A  
Guide for  
Rotational  
Learning  
With  
Children

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MANUFACTURED IN  
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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!*<sup>®</sup> 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!*<sup>®</sup> is active learning and emphasizes the first seven intelligences that Gardner identified—verbal, logical, visual, physical, musical, social, and independent. Many activities in *PowerXpress!*<sup>®</sup> relate to an eighth intelligence that Gardner has now identified, the experience of nature. Every station in *PowerXpress!*<sup>®</sup> 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!*<sup>®</sup> 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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<b>Type of Learner</b>	<b>Verbal Learner</b>	<b>Logical Learner</b>	<b>Visual Learner</b>
<b>Enjoys</b>	<p><b>Words—</b> reading, writing, and talking</p>	<p><b>Numbers</b> abstract and scientific thinking, reasoning, categories and patterns</p>	<p><b>Visualizing</b> and creating mental images, manipulating shapes and objects</p>
<b>Learns Best By</b>	<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>
<b>Favorite Activities</b>	<ul style="list-style-type: none"> <li>• Reading, writing, and telling stories</li> <li>• Writing poems and litanies</li> <li>• Completing sentences</li> <li>• Memorizing names, dates, Bible verses, and trivia</li> <li>• Keeping a journal</li> <li>• Learning new words</li> <li>• Answering questions</li> <li>• Discussing</li> <li>• Playing word games</li> </ul>	<ul style="list-style-type: none"> <li>• Solving number and word puzzles</li> <li>• Conducting experiments</li> <li>• Cooking</li> <li>• Working with numbers and math</li> <li>• Solving problems</li> <li>• Exploring patterns and relationships</li> <li>• Following step-by-step explanations</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing and art activities</li> <li>• Designing and building models</li> <li>• Watching videos</li> <li>• Following mazes</li> <li>• Using maps, charts, posters, and diagrams</li> <li>• Learning about symbols</li> <li>• Putting together puzzles</li> </ul>
<b>Least Favorite Activities</b>	<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>



<b>Physical</b> Learner	<b>Musical</b> Learner	<b>Social</b> Learner	<b>Independent</b> Learner
<p><b>Physical movement</b> and active processes</p>	<p><b>Music</b> songs, and rhythmic patterns</p>	<p><b>Social activities</b> relationships, communication with others, and working cooperatively in teams</p>	<p><b>Thinking</b> 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"> <li>• Physical activities</li> <li>• Crafts</li> <li>• Motions with songs, stories, and prayers</li> <li>• Touching objects</li> <li>• Dancing</li> <li>• Marching and waving streamers</li> <li>• Role-playing and drama</li> <li>• Pantomime</li> <li>• Fingerplays</li> <li>• Active games</li> </ul>	<ul style="list-style-type: none"> <li>• Singing, humming, and listening to music</li> <li>• Writing songs</li> <li>• Making and playing musical instruments</li> <li>• Learning Bible verses set to music</li> <li>• Story-songs</li> <li>• Rapping</li> <li>• Writing new words to familiar tunes</li> <li>• Hymns</li> <li>• Rhythm games</li> <li>• Listening to sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Discussion and dialogue</li> <li>• Asking and answering questions</li> <li>• Cooperative learning games</li> <li>• Working together in small groups</li> <li>• Parties and celebrations</li> <li>• Service projects</li> </ul>	<ul style="list-style-type: none"> <li>• Focusing on inner feelings</li> <li>• Identifying with characters in a story</li> <li>• Research projects</li> <li>• Prayer and meditation</li> <li>• Journaling</li> </ul>
<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!*<sup>®</sup> 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!*<sup>®</sup> 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



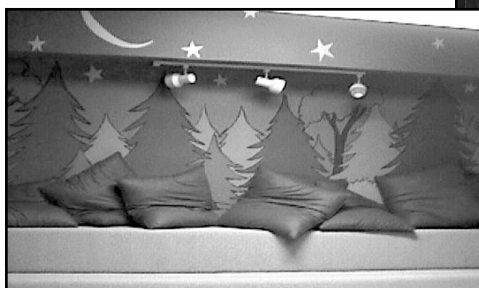
Computer rooms



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](http://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!*<sup>®</sup> 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!*<sup>®</sup> 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!*<sup>®</sup>

*PowerXpress!*<sup>®</sup> 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!*<sup>®</sup> provides enough options for activities that the choices can be those that fit your budget.

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

# 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!*<sup>®</sup>

Units of *PowerXpress!*<sup>®</sup> 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!*<sup>®</sup> is nearly identical. If a copy of the curriculum is available, page through it as you read the description that follows.

TABLE OF CONTENTS	
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Main Idea	3
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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 STORY REFERENCE**  
 Luke 19: 1-10

**BIBLE VERSE**  
 "The Son of Man came to seek and to save people who are lost."  
 (Luke 19: 10, CEV)

**MAIN IDEA**  
 Jesus lived and called Zacchaeus to come to him. Zacchaeus's life was changed because he listened to Jesus. Jesus also loves and calls children, and their lives can be changed by saying "yes" to Jesus.

**FOR ALL YOUR VOLUNTEERS**  
 Photocopy these sections 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:

- heard the story of Zacchaeus in many and varied ways;
- experienced the story of Zacchaeus;
- told the story of Zacchaeus in a variety of ways;
- completed a mission project based on the story of Zacchaeus.

Zacchaeus: Permission granted to photocopy for single local church use. © 2006 Abingdon Press.



A summary of the **Bible Story** comes next, followed by **Bible Background** information that will help teachers understand what happens in the story. The Bible Background also helps the teacher know about the time period in which the story took place and how that affects its meaning. Do not assume that teachers already know this information about the Bible story. Talk with the teachers about the Bible story before each unit begins.

**Zacchaeus**

**BIBLE STORY**  
 Luke 19:1-10

Zacchaeus was the chief tax collector in Jericho, a major trading city. He became wealthy, pocketing extra money by over-issuing his coins. The people of Jericho did not like him because they knew he was stealing from them and they were powerless to do anything about it.

One day Zacchaeus heard that Jesus was coming to town. He had apparently heard of all the miracles Jesus had done and wanted to catch a glimpse of this man. Scripture indicates that Zacchaeus was short of stature. His hope was that he would be able to see over the thick walls he built around the main street. By using his creative letter view of Jesus.

Most to his surprise Jesus stopped directly under the tree and invited Zacchaeus to climb down. They met surprising to those around at Zacchaeus's house.

At the dinner Zacchaeus was so transfixed by Jesus' teaching that he proclaimed he would give half of his goods to the poor and would repay four times what he had stolen from the people in the town.

**BIBLE BACKGROUND**

The story of Zacchaeus's encounter with Jesus is found only in Luke's gospel. In the text, Zacchaeus is called "chief tax collector," which may mean he collected taxes for the Roman government to collect taxes and then he passed them on to the work. He may have been the head of a district overseeing several subordinate collectors who were responsible to him.

The position of this story immediately following the raising of the blind man outside of Jericho sets up the story of Zacchaeus. Together these two stories provide a double proclamation that Jesus is the Messiah, the bringer of salvation.

Jesus summoned Zacchaeus by name and ate at his home. For Jesus to go to Zacchaeus's home was improper in the eyes of his fellow Jews. Tax collectors had a reputation for lying and stealing, so it was unusual for any self-respecting Jew to avoid and judge Zacchaeus.

Zacchaeus's promise to contribute to the poor and to restore fourfold to those he had treated wrongfully is perhaps a reference to the Old Testament requirement of restoring four sheep for each one that was lost (Leviticus 25:11). Zacchaeus's response stands in sharp contrast to the response of the rich young ruler, which appears just a few verses before, in Luke 18:18-30.

**Zacchaeus**

**CHECK YOUR FACTS**

- Zacchaeus was a wealthy tax collector in Jericho whose actions "brought his name, which means 'innocent, pure, or righteous one,' by Rome; they would fulfill the role and keep the rest.
- Since only the tax collectors knew how much money was required to pay the tax, they would fulfill the role and keep the rest.
- Partly because he was a Jew, Zacchaeus would have been hated as a traitor who got rich at his own people's expense.
- Zacchaeus was the father of "many" because of his behavior.
- Zacchaeus was an olive grove owner near the Jordan River, located on an important trade route used by travelers crossing the river. Thus, it was a fertile field both for growing crops and for taxation.
- Because he was small of stature, Zacchaeus climbed a tree for a better view of Jesus.
- The sycamore, or mulberry fig, tree that Jesus in the Holy Land. It produced a type of fig used as food by the poor. The sycamore tree that Zacchaeus climbed would have been a different variety than the ones that grow elsewhere. This kind of sycamore tree would have been one to climb due to its low hanging branches. The type of figs that grow on this tree are often eaten by desert nomads who sit under its low, spreading branches for shade.

**ABOUT THE CHILDREN**

**Younger Children**  
 Younger children will not be able to appreciate this story like older children will. Make it apparent to an early age as possible that Zacchaeus was transformed because he met Jesus and understood what Jesus was teaching. Younger children will understand the story on a concrete level. Help them begin to understand that knowing Jesus can change their lives and make their lives better than they would be without Jesus.

**Older Children**  
 Older children will understand the story on a different and deeper level. Jesus' acceptance of this outsider causes him to be the target of criticism and ridicule. However, it is due to Jesus' unconditional acceptance that a radical transformation occurs in the life of Zacchaeus. The evidence of this transformation is Jesus' radical change toward his money. Older children will grasp the fact that Jesus was sent by God to help those who are the least, the last, and the lost. Zacchaeus was lost to what God wanted for him. Jesus helped him gain a deeper understanding of the kind of person God wanted him to be. Help older children think about how they can become more like what God wants them to be by learning from Jesus.

Following the Bible Background is **Check Your Facts** that gives additional information about the Bible story or how the story is related to life today.

**About the Children** helps leaders focus on how the Bible is experienced in the lives of children. It gives suggestions for working with the children and describes the different ways younger and older children may understand the focus of the unit. The information on this page is general, and you may want to add specific information or instructions for your setting.

The next section is specifically for shepherds. These **Shepherd Tips** include general instructions for shepherds, including helps for greeting children and responding to visitors. These tips help shepherds become mentors for children as they provide the week-to-week continuity that children need.

Each unit provides at least one **Mission Project** to help children put their faith into action as they learn how to serve others. Sometimes there will be one overall mission project for the unit. Other times the mission project activities will be part of one or more of the specific stations.

*The concepts of caring and sharing are central themes throughout Scripture. The spirit of service in individuals is born early on. As children grow, their spirit of service will grow—as long as we nurture that spirit.*

From **Teaching Kids to Care & Share**  
 by Jolene L. Roehlkepartain © 2000 Abingdon Press

**Zacchaeus**

**SHEPHERD TIPS**

- Pray each week for the children under your care.
- Model the behavior you want from the children.
- Assign the station leader as needed.
- Make sure the children use tools and equipment in a safe manner.
- Talk to the church school superintendent or coordinator if you have any questions or concerns about the children in your care.
- If you do not have a Gathering Time, consider using the Gathering Time devotional as an opening with your groups in the stations.

**Greet the Children**  
 Help with nametags.

Thank the children for remembering to bring their offerings. Have the children place their offerings in the offering basket.

Take attendance. Note any children who are absent. Make plans to send absent children a note or card. Record names, addresses, and phone numbers of any children who are attending for the first time, and plan to call them or to send a welcoming card.

Read the **Talk Tips** in each of the station plans and support the station leader in helping the children explore the ideas of the unit.

**MISSION PROJECT**

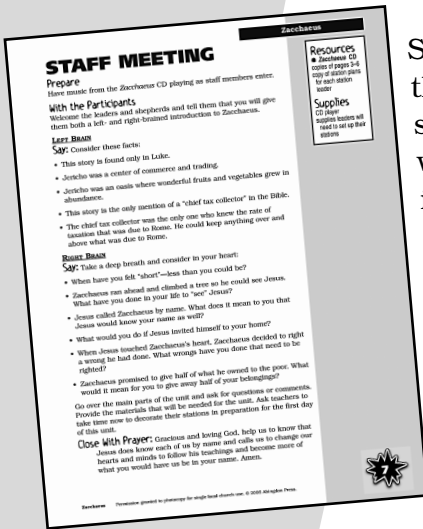
Following is the tradition of the Zacchaeus story. The children will be "taxed" each week as they serve in their "service" experience. They will place a coin in a tax box before entering each station. Be aware of any children for whom this might be a burden or who forget. Have extra coins set aside for a shepherd to give them!

At the end of the unit, perhaps during the Reflection Week activities, count the money and announce the total. Remind the children that you will give all the tax money to the poor. Tell the children that you will give all the tax money to help other children. Have on children check where they want to send their money.

During staff training and in other communications, be sure to tell your leaders to inform parents that in keeping with the unit on Zacchaeus, you will introduce the concept of "tax" to the children. The children will need to bring at least one coin each week for the "tax" collection. Explain to the parents how the money that is collected will be used.



The next pages may vary some from unit to unit.

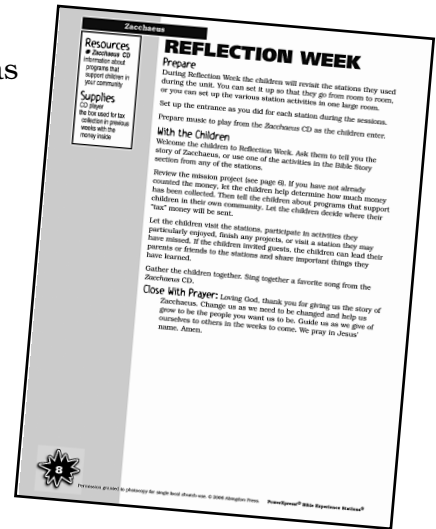


**STAFF MEETING**  
Prepare  
Have music from the Zacchaeus CD playing as staff members enter.  
**With the Participants**  
Welcome the leaders and shepherds and tell them that you will give them both a left- and right-brained introduction to Zacchaeus.  
**Left Brain**  
**SAY:** Consider these facts:  
• This story is found only in Luke.  
• Jericho was a center of commerce and trading.  
• Jericho was an oasis where wonderful fruits and vegetables grow in abundance.  
• This story is the only instance of a "chief tax collector" in the Bible.  
• The chief tax collector was the only one who knew the rate of taxation that was due to Rome. He would keep anything over and above what was due to Rome.  
**Right Brain**  
**SAY:** Take a deep breath and consider to your heart:  
• When have you felt "short"—less than you could be?  
• Zacchaeus ran ahead and climbed a tree so he could see Jesus. What have you done in your life to "see" Jesus?  
• Jesus called Zacchaeus by name. What does it mean to you that Jesus would know your name as well?  
• What would you do if Jesus invited himself to your home?  
• When Jesus touched Zacchaeus's heart, Zacchaeus decided to right a wrong he had done. What wrongs have you done that need to be righted?  
• Zacchaeus promised to give half of what he owed to the poor. What would it mean for you to give away half of your belongings?  
Go over the main parts of the unit and ask for questions or comments. Provide the materials that will be needed for the unit. Ask teachers to take time now to decorate their stations in preparation for the first day of this unit.  
**Close With Prayer:** Gratitude and loving God, help us to know that Jesus does know each of us by name and calls us to change our hearts and minds to follow his teachings and become more of what you would have us be in your name. Amen.

**Resources**  
• Zacchaeus CD  
• copies of pages 2-4  
• copy of station signs for each station  
**Supplies**  
CD player  
Supplies needed will vary to set up each station

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.

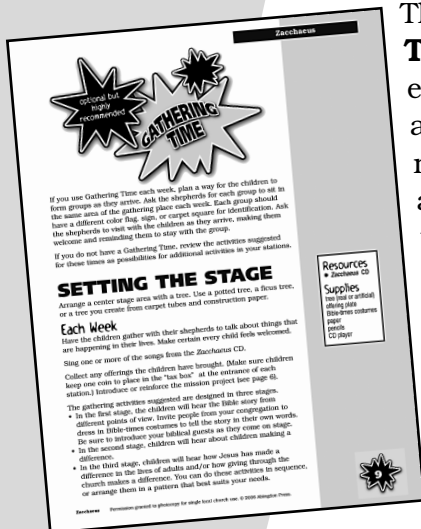
Some units have suggestions for a **Reflection Week**, a time to gather as a total group to recall the story they have explored and to reinforce what they have learned.



**REFLECTION WEEK**  
Prepare  
During Reflection Week the children will revisit the stations they used during the unit. You can set it up so that they go from room to room, or you can set up the various station activities in one large room. Set up the entrance as you did for each station during the season. Prepare music to play from the Zacchaeus CD as the children enter.  
**With the Children**  
Welcome the children to Reflection Week. Ask them to tell you the story of Zacchaeus, or use one of the activities in the Bible story section from any of the stations.  
Review the mission project (see page 48). If you have not already counted the money, let the children help determine how much money children in their own community. Let the children decide where their "tax" money will be sent.  
Let the children visit the stations, participate in activities they particularly enjoyed, finish any projects, or visit a station they may have missed. If the children invited guests, the children can lead their parents or friends to the stations and share important things they have learned.  
Gather the children together. Sing together a favorite song from the Zacchaeus CD.  
**Close With Prayer:** Loving God, thank you for giving us the story of Zacchaeus. Change us so we need to be changed and help us ourselves to others in the weeks to come. Guide us as we give of music. Amen.

**Resources**  
• Zacchaeus CD  
• information that supports children's gift collection  
**Supplies**  
CD player  
Materials to be collected to be collected in plastic bags with no money made

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.



**GATHERING TIME**  
If you use Gathering Time each week, plan a way for the children to form groups as they arrive. Ask the shepherds for each group to sit in the same area of the gathering place each week. Each group should have a different color flag, sign, or carpet square for identification. Ask the shepherds to visit with the children as they arrive, making them welcome and reminding them to sign with the group.  
If you do not have a Gathering Time, review the activities suggested for these times as possibilities for additional activities in your stations.

**SETTING THE STAGE**  
Arrange a center stage area with a tree, like a potted tree, a ficus tree, or a tree you create from paper tubes and construction paper.

**Each Week**  
Have the children gather with their shepherds to talk about things that are happening in their lives. Make certain every child feels welcomed. Sing one or more of the songs from the Zacchaeus CD.  
Collect any offerings the children have brought. Make sure children keep one coin to place in the "tax box" at the entrance of each station's introduction or introduce the mission project (see page 48).  
The gathering activities suggested are designed in three stages.  
• In the first stage, the children will hear the Bible story from different points of view. Invite people from your congregation to read in Bible times continues to tell the story as they enter an audience. Be sure to introduce your layback guests as they enter an audience.  
• In the second stage, children will hear about children making a difference.  
• In the third stage, children will hear how Jesus has made a difference in the lives of adults and/or how going through the church makes a difference. You can do these activities in sequence, or arrange them in a pattern that best suits your needs.

**Resources**  
• Zacchaeus CD  
**Supplies**  
See list on previous offering table introduction station page CD player

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.

Station Focus	Zacchaeus	Resources		Planned Supplies	
		Objectives	Activities	Objectives	Activities
STATIONS AT A GLANCE Station Focus: <b>REASONING</b> Station Focus: <b>REASONING</b> Station Focus: <b>REASONING</b> Station Focus: <b>REASONING</b> Station Focus: <b>REASONING</b> Station Focus: <b>REASONING</b> Station Focus: <b>REASONING</b> Station Focus: <b>REASONING</b> Station Focus: <b>REASONING</b> Station Focus: <b>REASONING</b>	Zacchaeus	Children will learn the Bible story through of Zacchaeus.	Books of children's story pictures of Zacchaeus.	Books of children's story pictures of Zacchaeus.	Books of children's story pictures of Zacchaeus.
		Children will learn the Bible story through of Zacchaeus.	Books of children's story pictures of Zacchaeus.	Books of children's story pictures of Zacchaeus.	Books of children's story pictures of Zacchaeus.
		Children will learn the Bible story through of Zacchaeus.	Books of children's story pictures of Zacchaeus.	Books of children's story pictures of Zacchaeus.	Books of children's story pictures of Zacchaeus.
		Children will learn the Bible story through of Zacchaeus.	Books of children's story pictures of Zacchaeus.	Books of children's story pictures of Zacchaeus.	Books of children's story pictures of Zacchaeus.
		Children will learn the Bible story through of Zacchaeus.	Books of children's story pictures of Zacchaeus.	Books of children's story pictures of Zacchaeus.	Books of children's story pictures of Zacchaeus.
		Children will learn the Bible story through of Zacchaeus.	Books of children's story pictures of Zacchaeus.	Books of children's story pictures of Zacchaeus.	Books of children's story pictures of Zacchaeus.
		Children will learn the Bible story through of Zacchaeus.	Books of children's story pictures of Zacchaeus.	Books of children's story pictures of Zacchaeus.	Books of children's story pictures of Zacchaeus.
		Children will learn the Bible story through of Zacchaeus.	Books of children's story pictures of Zacchaeus.	Books of children's story pictures of Zacchaeus.	Books of children's story pictures of Zacchaeus.
		Children will learn the Bible story through of Zacchaeus.	Books of children's story pictures of Zacchaeus.	Books of children's story pictures of Zacchaeus.	Books of children's story pictures of Zacchaeus.
		Children will learn the Bible story through of Zacchaeus.	Books of children's story pictures of Zacchaeus.	Books of children's story pictures of Zacchaeus.	Books of children's story pictures of Zacchaeus.

While resources and supplies are listed with each station, this overview chart provides a master list to help you prepare to gather and purchase supplies. Remember, though, that each station has more options than you will use. It will be necessary to know which activities will be used before gathering specific supplies.


**PowerXpress!**<sup>®</sup> makes a distinction between supplies and resources. Supplies include consumable items such as posterboard and watercolors as well as items that you may have on hand, such as Bible-time costumes and AV equipment. Resources are materials that you will have to acquire for the unit, such as books, software, and videos.

All the resources for the unit are listed on a separate **Resources** page near "Stations at a Glance." Most resources will be available through Cokesbury and can be ordered by calling 1-800-672-1789 or online at [www.cokesbury.com](http://www.cokesbury.com).

Every attempt is made to recommend current resources, but remember that books, CD-ROMs, videos, and other resources can go out of print between the time a unit is written and the time you plan to use the unit. If a resource you want becomes unavailable, check your church library to find out if you already have a copy. If your church does not have a copy, check with your local public library or a video rental store for a copy.

If you cannot find the recommended resource, check with [www.powerxpress.com](http://www.powerxpress.com) or Curric-U-Phone (1-800-251-8591) at The United Methodist Publishing House to find out if a new resource has been recommended as a replacement.

### Bible Resources



These resources may be ordered through Cokesbury (1-800-672-1789) and other Christian bookstores or online through [Cokesbury.com](http://Cokesbury.com) (not all titles shown).

- Art Station**
  - Alexander Calder mobile
  - poster of *Domestic Le Ciel* by Henri Matisse
- Computer Station**
  - CD-ROM Bible Crossroads and Word Search
  - CD-ROM Bible Crossroads and Word Search
- Music Movement Resources**
  - CD-ROM Bible Crossroads and Word Search
  - CD-ROM Bible Crossroads and Word Search
- Movies Station**
  - CD-ROM Bible Crossroads and Word Search
  - CD-ROM Bible Crossroads and Word Search
- Science Station**
  - CD-ROM Bible Crossroads and Word Search
  - CD-ROM Bible Crossroads and Word Search
- Storytelling Station**
  - CD-ROM Bible Crossroads and Word Search
  - CD-ROM Bible Crossroads and Word Search

# 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.

**ART STATION**

**SCRIPTURES**  
Luke 19:1-10

**STATION OBJECTIVES**  
By the end of this session the children will have:

- heard and responded to the story of Zacchaeus through the use of visual art forms.
- had the opportunity to tell the story of Zacchaeus through the use of their own art.

**STATION SETUP**  
Use a refrigerator box to create a large tree with a branch that comes across the top. Secure the tree on the right side of the doorway into the classroom with the branch reaching across the top of the doorway. Be sure that each leader and shepherd has a copy of the Math Idea, Objectives, Bible Story, Bible Background, Check Your Facts, About the Children, Shepherd Tips, and Mission Project pages 3-5. These photocopies may have been handed out at the Staff Meeting.

**Resources**  
page 3-5  
Supplies  
aluminum foil  
paint, white ink,  
or any color  
marker  
other supplies as needed to secure the box

**Zacchaeus**

**Resources**  
pictures of Zacchaeus and Jesus

**WANT TO DO MORE?**  
Display classic pictures of Zacchaeus and Jesus. Check your church library, old curriculum pages, or your public library for pictures and perspectives. Display the pictures to show the story from different perspectives.

**SAFETY CHECK**

- The church should be a place of security—a place where children can count on things and people being reliable.
- Shepherds should know the whereabouts of every child in the shepherd's group, and they should know where to reach a parent in case of an emergency.
- Check for allergies to any materials being used.
- Encourage the children to handle art supplies and tools carefully. Use safety scissors.
- Provide snacks for children to protect good health.

**BIBLE STORY**  
15-10 minutes

**For All Ages**  
Use the Internet or your public library to locate books of art history or religious art books that depict Zacchaeus. Show and/or display the pictures.

Tell the story of Zacchaeus using pictures the minister writes here. This is an important story of a life transformed by Jesus.

Ask the children to sit around you so that they can see the pictures you collected. Select one or more of the pictures to show the children as you tell the following story of Zacchaeus.

During Jesus' ministry, he traveled to many places and taught all kinds of people: rich and poor, those the world saw as good and those the world saw as bad. Jesus said we should love all people as our neighbors.

One day a well-known and not very well-liked tax collector named Zacchaeus was doing his tax-collecting business in the city of Jericho.

**Resources**  
books of religious art that depict pictures of Zacchaeus

**Resources**  
page 3-5  
Supplies  
aluminum foil  
paint, white ink,  
or any color  
marker  
other supplies as needed to secure the box

**Seven Helpers**

shopping for food. Some visited the sick and those in prison. Still others served drinking for those who needed it. Everyone took his or her own special job to do. The people were glad to be a part of the work of the church.

**Say:** Today we are going to explore some ways of working together to be helpful in doing God's work.

**ACTIVITY OPTIONS**  
15-20 minutes

Choose from the suggested activities as your time and the children's interests allow.

**For Younger Children**  
**Friendships in Nature**

**Prepare**  
Read the book *Friendship in Nature* and become familiar with the friends it presents.

**Print "symbols"** in large letters on the large sheet of paper.

**With the Children**  
**Ask:** How many of you have one pet? Does anyone have two or more pets? What are your pet's? How do they get along with each other?

**Say:** I am going to read you a book called *Friendship in Nature*. Each page in the book shows a pair of animal friends. While I read, I want to you think about each pair of friends and be ready to guess how they help each other.

**Read the book,** making sure each child sees every picture. If you have multiple copies of the book, pass them out and let children follow along as you read. As you read, ask questions such as, "Does anyone know what these animals are?" and "I wonder what these animals do to help each other?"

**When you reach the page that discusses symbols,** display the signs you made with the word symbols on it.

The last four pages of the book repeat many of the pictures and explain the friendship of the animals pictured. Go through these, one at a time, encouraging discussion.

Ask the children for suggestions of other friends in nature. Let each child create a picture of a friendship in nature.

**Note**  
Illustrations are available on an optional charge. Check [www.powerpress.com](http://www.powerpress.com) for details that may help you in planning.

**Resources**  
*Friendship in Nature* by Anne Glynn  
How I imagine (my friends)  
Supplies  
large sheet of drawing paper  
crayon  
drawing paper  
colored pencils

**Talk Tip**  
Invite the children to show their pictures and talk about the animal friends they painted.

**Seven Helpers**

Have your guest work with the children, teaching them the basics of painting.

**Note**  
For older children, make for their classes, make for children groups by making the message paper. With no-ink markers, the paper can read the message.

**Option:** Let the children use face paint. They can decorate their faces to show how they would look if they were going home a peasant, or they can decorate their faces to illustrate a gift they have that can be used to help others.

**CLOSING** (5 minutes)

Talk with the children about discoveries made at this station. Encourage them as they search for ways to be helpers in the work to come. Close with the responsive prayer.

**Responsive Prayer**  
**Leader:** The Bible calls us to work and to serve.  
**People:** While people heard God's call to work and to serve.  
**Glide:** The voice of God calls people today to work and to serve.  
**Leader:** Hear these words from Galatians:  
**People:** "Whenever we have an opportunity,  
**Glide:** Let us work for the good of all."  
**Leader:** Followers of Jesus look for ways to meet the needs of others and to spread the good news of Jesus. They use their many abilities to work and to serve.  
**People:** Followers of Jesus in the early church used their abilities to work and to serve.  
**Glide:** Followers of Jesus today use their abilities to work and to serve.  
**Leader:** Jesus is calling us to follow Him.  
**People:** Let's find ways to follow Jesus.  
**Glide:** Let's follow Jesus and serve God.  
All: Amen.

# 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](http://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!*<sup>®</sup> 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!*<sup>®</sup> 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!*<sup>®</sup> 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!*<sup>®</sup> 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!*<sup>®</sup> 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!*<sup>®</sup> Bible Experience Stations**

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

## ***PowerXpress!*<sup>®</sup> Into the Bible**

3,000 More ( <i>Pentecost</i> )	Journey to Bethlehem
Adam and Eve	Living as Caretakers
Breakfast on the Beach	Love Your Enemies
Elijah	Man Beside the Pool
Follow the Star	Mary Magdalene's Story
The Garden of Gethsemane	Mary of Bethany Anoints Jesus
How the Bible Came to Be	Peter in Prison
In the Manger	Rebekah
Jesus and the Children	Seven Helpers
Jesus at the Synagogue	Timothy, Eunice, and Lois
Jacob	Who Is Jesus?
Jeremiah	Zacchaeus

## **PowerXpress!® Into the Bible (continued)**

**(Coming in 2006–2008; check [powerxpress.com](http://powerxpress.com) for updates)**

The Ten Commandments	Here Come the Judges
Symbols of Holy Week	Psalm 23
The Empty Tomb	Solomon's Prayer for Wisdom
Building the Tabernacle	Naaman and the Servant Girl
Joshua Leads the People	Two by Two
Burning Bush and Other Images of God	Philip and the Ethiopian
Beatitude Attitude	Kingdom Parables
1 Corinthians 13	The Sower
Fruit of the Spirit	Paul's Journey
Christmas Messengers	Barnabas
Jesus in Jerusalem	The Golden Rule
Being Easter People	Upon This Rock ( <i>church history</i> )

## **PowerXpress!® Living God's Word**

Acceptance	Self-esteem
Forgiveness	Friendship
Honesty and Truthfulness	Making Choices
Money and Time	Sharing and Kindness
Peer Pressure	Anger Management
Self Control	Respect

## **PowerXpress!® Seasonal Units**

### **Advent**

Isaiah  
Good News!  
Journey to Bethlehem  
Christmas Messengers (2007)

### **Christmas**

The Gift of Jesus  
In the Manger  
Christmas Around the World

### **Epiphany**

Follow the Star

### **Lent**

Journey to the Cross  
Triumphal Entry  
The Lord's Supper  
Washing Feet  
The Garden of Gethsemane  
Mary of Bethany Anoints Jesus  
Symbols of Holy Week (2007)  
Jesus in Jerusalem (2008)

### **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(2007)  
Being Easter People (2008)

### **Pentecost**

3000 More



# Scripture Index

**Genesis 1:1—2:4, 15**

Unit: Creation  
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 6:9—9:17**

Unit: Noah's Ark

**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

**Leviticus 19:9-18**

Unit: The Golden Rule

**Deuteronomy 6:4-9**

Unit: Bible Teachings  
Unit: How the Bible  
Came to Be

**Joshua 1:8**

Unit: How the Bible  
Came to Be

**Joshua 1; 3; 4**

Unit: Joshua Leads  
the People

**Judges 4:4-15**

Unit: People Who Made  
a Difference

**Judges 6—8**

Unit: Here Come the  
Judges (Gideon)

**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 3:3-14**

Unit: Solomon's  
Prayer for  
Wisdom

**1 Kings 17; 19**

Unit: Elijah

**2 Kings 5:1-19**

Unit: Naaman and the  
Servant Girl

**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  
Unit: Psalm 23

**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

**Psalms 78:70-72**

Unit: David, the King

**Psalm 119:11, 12, 16**

Unit: Dig Into the Bible

**Psalm 119:30**

Unit: Making Choices

**Psalm 119:34**

Unit: 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 Lion's Den

**Psalm 122:1**

Unit: Building the Tabernacle

**Psalm 139:14**

Unit: Self-esteem  
Unit: Psalms and Songs

**Proverbs 3:5-6**

Unit: Elijah

**Proverbs 14:2**

Unit: Honesty and Truthfulness

**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; 11:1-9**

Unit: 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 1:4-8**

Unit: 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 Lion's Den

**Jonah**

Unit: Making Choices  
Unit: Jonah

**Micah 5:2-5a**

Unit: Journey to Bethlehem

**Zechariah 9:9**

Unit: Triumphal Entry

**Matthew 1:18-24**

Unit: Good News!  
Unit: Christmas Messengers

**Matthew 2:1-12**

Unit: Christmas Around the World  
Unit: Follow the Star  
Unit: Signs of Faith

**Matthew 3:1-17**

Unit: Jesus Is Baptized

**Matthew 3:16**

Unit: Signs of Faith

**Matthew 4:18-22**

Unit: Signs of Faith

**Matthew 5:1-12**

Unit: Bible Teachings  
Unit: Peacemakers  
Unit: Beatitude Attitude

**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: The Golden Rule  
Unit: Respect

**Matthew 9:2-8**

Unit: The Four Friends

**Matthew 13:1-9, 18-23**

Unit: The Sower

**Matthew 13:10-13, 24-33, 44-53**

Unit: Kingdom Parables

**Matthew 16:13-18**

Unit: Who Is Jesus?  
Unit: Upon This Rock

**Matthew 18:21-22**

Unit: Forgiveness

**Matthew 19:19**

Unit: The Golden Rule

**Matthew 21:1-11**

Unit: Journey to the Cross  
Unit: Triumphal Entry

**Matthew 21:1-17, 26-27**

Unit: Symbols of Holy Week

**Matthew 22:34-40**

Unit: Respect

**Matthew 22:37-39**

Unit: Signs of Faith  
Unit: 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

Unit: Being Easter People

**Matthew 28:19**

Unit: Signs of Faith

**Mark 1:16-20**

Unit: Calling the Disciples

**Mark 2:1-12**

Unit: The Four Friends

**Mark 4:1-34**

Unit: Kingdom Parables

Unit: The Sower

**Mark 5:24-34**

Unit: Honesty and Truthfulness

**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: Triumphal Entry

Unit: Symbols of Holy Week

**Mark 12:41-44**

Unit: Money and Time

**Mark 14:12-31**

Unit: The Lord's Supper

**Mark 14:32-38**

Unit: The Garden of Gethsemane

**Mark 15:1-15**

Unit: Jesus in Jerusalem

**Mark 15:21-24; 16:1-11**

Unit: Signs of Faith

Unit: Mary Magdalene's Story

**Luke 1:26-33, 38**

Unit: Christmas Messengers

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

Unit: Good News!

**Luke 2:1-20**

Unit: 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

Unit: The Golden Rule

**Luke 7:1-10**

Unit: People Who Made a Difference

**Luke 8:3**

Unit: Three Women of Faith

**Luke 8:4-8, 11-15**

Unit: The Sower

**Luke 8:42-48**

Unit: Honesty and Truthfulness

**Luke 9:18-21**

Unit: Who Is Jesus?

**Luke 10:1-11, 17**

Unit: Two by Two

**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 15**

Unit: Lost and Found

Unit: Forgiveness

**Luke 17:11-19**

Unit: Ten Lepers

**Luke 19:1-10**

Unit: Zacchaeus

**Luke 19:28-40**

Unit: Triumphal Entry

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 4:5-41**

Unit: People Who Made a Difference

**John 5:2-9**

Unit: Man Beside the Pool

**John 6:1-14**

Unit: The Boy's Lunch

**John 12:1-8**

Unit: Mary of Bethany Anoints Jesus

**John 12:12-19**Unit: Triumphal Entry  
Unit: Symbols of Holy Week**John 13—19**

Unit: Symbols of Holy Week

**John 13:1-17, 34-35**Unit: Washing Feet  
Unit: Respect**John 14:26**

Unit: 3000 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: 3000 More**Acts 2:42-47**

Unit: Sharing and Kindness

**Acts 3:1-10**

Unit: Dance for Joy

**Acts 4:36-37; 11:22-26; 13:2-3**

Unit: Barnabas

**Acts 6:1-7**

Unit: Seven Helpers

**Acts 8:26-40**

Unit: Philip and the Ethiopian

**Acts 9:1-22**

Unit: Paul

**Acts 9:36-42**

Unit: Three Women of Faith

**Acts 10:1-48**

Unit: Acceptance

**Acts 11:22-27; 13:2-3**

Unit: Barnabas

**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

**Acts 27:1—28:15**

Unit: Paul's Journey to Rome

**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 13:1-7, 13**

Unit: 1 Corinthians 13

**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

**Galatians 5:16, 22-23**

Unit: Fruit of the Spirit

**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

# 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](http://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!*<sup>®</sup> 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!*<sup>®</sup> 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!*<sup>®</sup> developed?
- ✓ What is included in the \$110 resource?
- ✓ What makes *PowerXpress!*<sup>®</sup> different?
- ✓ How can my church get set up for rotational learning?
- ✓ How many weeks are each unit?
- ✓ How well does *PowerXpress!*<sup>®</sup> work in the small church?
- ✓ Can small churches afford rotational learning?
- ✓ How can a small church set up multiple stations?
- ✓ How well can *PowerXpress!*<sup>®</sup> be used with multi-age classes?
- ✓ Does the small church have the critical mass needed for *PowerXpress!*<sup>®</sup>?
- ✓ 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!*<sup>®</sup> 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.

