

light

the  
**No1** ministry resource  
for children and  
young people

taster  
session

the  
**grid**

11-14



- Young people aged 11 to 14s can be very grown-up at times but still occasionally show flashes of the child within.
- theGRID encourages a sophisticated relationship with God, and doesn't shy away from the big questions young people are asking.

There are two magazines for the 8s – 11 age group – *Xtream! for Children* and *Xtream! for Leaders*. Each Child will need a copy of *Xtream! for Children*

To download another FREE taster pack or order a full quarter's resources call us or visit our website

helping faith  
**grow**



# Planning your session



**1**  
**Read the Bible passage**  
 Think about your own group and situation: the individuals, the leaders, your equipment and facilities. Pray about your group and the individuals within it, and for God to guide you and help you as you prepare and lead the session. Begin by reading the Bible passage and the Bible background notes. Then read **The aim** and **The aim unpacked** to find out how the Bible passage can relate to young people. Use the **Session planner** to start choosing which activities you will do. The activities you use will be dependent on what kind of group you have. Different activities are tailored towards different groups, large or small, Sunday or mid-week, church or non-church.



**2**  
**Choose one of the Bible experience activities first. This is the heart of your session, as you help the young people explore the Bible and respond to God's message.**  
 Level 1 **Connect** is the first level of Bible interaction, ideal for a group that is at the lower end of Bible literacy and interest.  
 Level 2 **Interface** is suitable for a group who are committed and want to learn more.  
 Level 3 **Switch on** is a more demanding, in-depth Bible study for committed young people who want to grow in their faith.  
 At least one of the Bible experience activities will include content from **theGRID** lifestyle magazine.



**3**  
**Choose one or more Way in activities to introduce the session's theme.**  
 Scene setters introduce a link between the world of the young people and the aim of the session.  
 Themed games or activities act as an introduction to the session aim for larger or more 'open' groups and are suitable to use with non-church young people.  
 One of these activities will use **theGRID** lifestyle magazine.



**4**  
**Choose one or more Respond activities to help the young people relate what they have learned in the session to their lives, to help them live for God.**  
 Musical uses music and sound as a response to God's Word.  
 Practical is an ongoing activity that the young people can take part in, reflecting the aim in their every day lives.  
 Creative uses creative and imaginative skills to respond to God's Word.

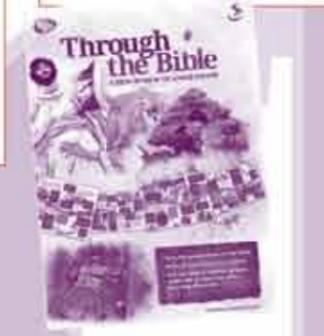


**Presentation**  
 This is a multimedia animation for larger groups or youth events (but which can also be effective on a PC or laptop) that presents the aim in a simple, visual way.

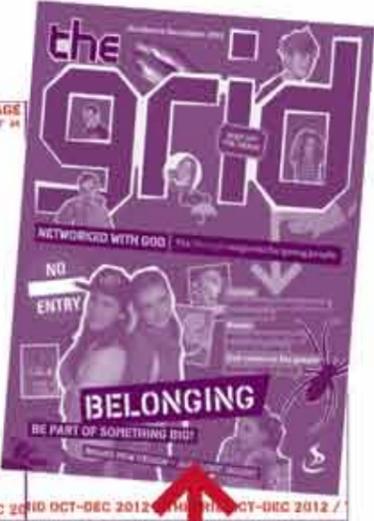


**Timeline**  
*Through the Bible* is a timeline that can be used whenever young people are exploring the Bible together. Each session, we'll show you where the passage fits into the big story of the Bible, by highlighting the relevant panel of the timeline.  
*Through the Bible* is available separately from Scripture Union (see the order form on page 66 for more details).

**God slot**  
 This is a script that leaders can use to present the session's aim in a youth-friendly informal way appropriate for non-church young people. It could be used with a larger group, tied into the main church service or at an open youth group during the week.



There are six **photocopiable resource pages** at the back of the magazine for you to copy and use with your group. These are also available to download and print out from the **Web Resources** area of the website, along with the rest of the resource pages. This is also where you will find the animations for the **Presentation** and scripts for the **God slot**.



Each session in **theGRID for Leaders** has activities that use **theGRID** lifestyle magazine. This is a fun activity magazine designed to help young people engage with the Bible in a way that's relevant to their lives, and can be used either in a group setting or individually at home. **theGRID** lifestyle magazine works best if you have a copy for each one of your young people – see the order form on page 66 or talk to your local Christian retailer to find out about subscriptions and bulk-buy discounts.

To access your resources, get online and go to:  
[www.scriptureunion.org.uk/thegrid](http://www.scriptureunion.org.uk/thegrid)

# the grid

# syllabus

Scripture Union has created this Bible-based syllabus with the help of Bible scholars, education experts, and children's and youth leaders.

## Syllabus and cycle

The *Light* syllabus is on a rolling cycle. If group members keep on learning with *Light* for four years, they will gain a good grasp of all the key events and teachings of the Bible. This is a syllabus outline for the part of the cycle that *Light* will be following from October 2012.

You can learn more about the whole syllabus at [www.scriptureunion.org.uk/light](http://www.scriptureunion.org.uk/light).

## Aim of the syllabus

*Light* is very clearly Bible-focused. It enables children, young people and adults to develop a personal relationship with Christ as well as helping them to understand the Bible and the Christian faith, and to live for God as light in a dark world. It also addresses contemporary issues from a strong biblical perspective so young people can see the Bible's relevance in today's world. It also enables churches of all denominations and traditions to integrate the programme with teaching of their own emphases, practices, history and mission.

## Selection of Bible passages

The Bible passages offer a balanced view of who God is, what he is like, what he has done, is doing and will do. Everyone will be able to follow the story of salvation that runs through the Bible with its focus clearly on Jesus.

At the beginning of each cycle *Light* begins with Genesis and starts going through the Old Testament. The New Testament, running concurrently, follows the church year, with Advent, Christmas, Easter, and Pentecost sessions coming at the appropriate times. Between Pentecost and October there are stories about the young church, and various gospel series are interspersed throughout the year. Each quarter has a balance of Old and New Testament passages.

## Series

Each series lasts between four and five weeks, and will usually start on the first Sunday of the month.

Each series explores a big theme about God, so leaders are able to drop some sessions from a series if they need to, and group members will still grasp the Bible's message. Scripture Union also recognises that attendance at groups or services may be sporadic, so this approach also helps with this kind of situation.

## Syllabus for different age groups

*Splash!* and *Xstream* follow the core *Light* syllabus. Children aged 5 and under usually follow the same syllabus, but diverge from it occasionally to use a Bible passage more appropriate to the age group or when they need to spend more time on a particular subject, such as Christmas.

The syllabus for *theGRID* (11 to 14s) relates to the core *Light* syllabus, but has a strong link with young people's issues.

To help you plan ahead, this detailed syllabus shows the similarities and variations between the age groups.

For small groups of children with a wide age range, the online resource *Mosaic* on *LightLive* supplies a session for each week, preselecting material suitable for 3-14s. *Mosaic* is also available in printed form, with sessions to be used on any date.

## All-age and Lectionary resources

*Light* provides resources for all-age worship, with an all-age service linked to each series in the *Light* syllabus and short 'service starters' for every week. There are all-age services for festivals and special days too such as Harvest, Christmas, Mothering Sunday and Good Friday. Even though these events are not celebrated at the same time around the world, churches can use the services whenever appropriate.

*Light for the Lectionary* also provides all-age worship material for churches using the *Revised Common (or Common Worship)* Lectionary. This is available in separate volumes for Years A, B and C. *LectionaryLive* also provides corresponding children's sessions online, wherever they match with the *Light* syllabus.

## Bible versions

*Bubbles*, *Splash!*, *Xstream* and *theGRID* work with any Bible version. However, the writers have in mind the Contemporary English Version (CEV) and Good News Bible (GNB) as they write for *Bubbles*, *Splash!* and *Xstream*, the New Century Version (Youth Bible) for *theGRID*, and Today's New International Version (TNIV) for the *All-Age Service Annual*. *Bubbles* recommends using *The Big Bible Storybook* (published by SU) which has been created especially for use with *Bubbles*.

[www.scriptureunion.org.uk/light](http://www.scriptureunion.org.uk/light)  
[www.lightlive.org](http://www.lightlive.org)

the grid

# 2

Date: 14 October  
Series: Power in action

## SICK!

**THE AIM:** to discover more about our powerful God in Matthew 8:5-13 and to explore our response to him

### The aim unpacked

The aim of this session is similar in some ways to the previous session – Jesus overcomes barriers to show the power of God. The healing in this session's Bible passage shows Jesus overcoming social barriers between Jews and Gentiles and demonstrates his commitment to both groups. With a command, Jesus healed the servant of a Roman centurion, responding to the faith of the officer and showing more of his amazing power and authority. The prejudice in this story was created by rules, regulations and political beliefs that led to the centurion being excluded. Jesus saw him as a man in need, and cut through the barriers. We will begin this session by looking at socially created prejudices before exploring the Bible and responding to God.

### BIBLE BACKGROUND

**Bible:** Matthew 8:5-13  
**Author:** Anonymous, but generally thought to be Matthew the apostle  
**Date:** Sometime between AD 60 and 90

**Readers:** Probably aimed at Jewish Christians  
**Genre:** Gospel – a special mix of history, biography and teaching  
**Key idea:** Jesus has the power of God to heal.  
**Big picture:** In Jesus, God is

present with his people in a new way.  
**Worth knowing:** The centurion, being the representative of an occupying power, would not normally have been popular with Jewish people.

## SESSION PLANNER

1 Choose the **Bible experience** that best suits your group

- Level 1** for young people who aren't used to looking at the Bible together.
- Level 2** for groups who are somewhere inbetween!
- Level 3** for young people who are committed to Bible study and discipleship.

2 Choose a fun **Way in** activity to kickstart your session

3 Help your group respond to the Bible with one of the **Respond** activities

### Shopping list

- photocopyable/web resources
- theGRID* lifestyle magazine

### Extras

For informal youth groups or larger events

**God slot**

Explore the Bible visually with your group

- Presentation**
- Bible timeline**

Go to [www.scriptureunion.org.uk/thegrid](http://www.scriptureunion.org.uk/thegrid) to download more great multimedia and printable resources!

# BIBLE EXPERIENCE

# 2

# WAY IN



## LEVEL 1: CONNECT

**WHAT:** story to examine  
**WHY:** to discover more about our powerful God in Matthew 8:5–13 and explore our response to him  
**WITH:** *theGRID* lifestyle magazine

- 1 With the group together, ask the young people if they have ever felt pushed out, excluded or made to feel unworthy by what is happening around them. Ask them to suggest some words to describe how it felt.
- 2 Divide them into groups of three or four and give each group a copy of page 7 of *theGRID* lifestyle magazine and a Bible.
- 3 Ask them to read the story 'Exclusion zone'. Then ask them to read Matthew 8:5–13 together in their groups.
- 4 Bring the group back together and ask what similarities there are between the Bible passage and the story. Zoe was excluded initially but was then given a chance by someone who saw her potential. The centurion, or soldier, was excluded because he was a Gentile, but Jesus, who was a Jew, saw his faith and helped him – overcoming human barriers.
- 5 Ask the young people to discuss the following questions in their small groups:
  - Are there 'human barriers' today that hinder God's power from being seen?
  - What can we do to break them down?



## LEVEL 2: INTERFACE

**WHAT:** Bible history slot  
**WHY:** to discover more about our powerful God in Matthew 8:5–13 and explore our response to him  
**WITH:** *theGRID* lifestyle magazine

- 1 Read today's Bible passage with the young people: Matthew 8:5–13. You could ask a group member to read the passage or it could be read in parts from a dramatised Bible.
- 2 Make sure the information about Roman officers on page 7 of *theGRID* lifestyle magazine is available, and invite the young people to read through it.
- 3 Ask the young people what was special about the officer in the Bible passage. You should try to draw out the following points:
  - The officer was a Gentile and Jesus was a Jew.
  - According to Jewish law, a Jew could not enter the house of a Gentile; it was considered 'unclean'.
  - This was not a problem for Jesus – he was willing to go and heal the servant.
  - The officer was used to giving and receiving commands, so he just asked Jesus to give the command for the servant to be healed, knowing it would happen!
  - Jesus showed no prejudice towards either the officer or his servant.
  - Jesus saw how much faith the officer had.
  - Jesus is not the possession of any one race. He is the possession of every person in every race in whose heart there is faith in him! How cool is that?!
- 4 Ask the young people to consider these questions:
  - How did Jesus respond to both the officer's faith and his need?
  - What does this passage say about who Jesus is?



## LEVEL 3: SWITCH ON

**WHAT:** in-depth Bible study  
**WHY:** to discover more about our powerful God in Matthew 8:5–13 and explore our response to him  
**WITH:** cards from resource page 2B from the website

- 1 Read out the following quote from the cards on resource page 2B to the whole group: 'Jesus is the passport of faith – to all people in every race in every time.' Invite the young people to read Matthew 8:5–13 individually.
- 2 Ask them to get into pairs and give each pair a Bible and a card. Explain that there are two stories in today's passage that could be linked to prejudice. Ask the young people to identify the two stories and chat about what they think of them in the light of what's written on their cards.
- 3 The two stories are:
  - Jesus was a Jew and the Roman officer was a Gentile – normally they would have nothing to do with each other. But Jesus saw that the officer had faith that Jesus could 'heal at a distance', and so the servant was healed. Jesus would have gone to the officer's house if necessary.
  - The Jews believed that when the Messiah came there would be a great banquet for the Jews, and that Abraham, Isaac and Jacob would be there. The Jews never thought for a moment that Gentiles would be at this banquet. But Jesus says the kingdom of heaven will be a bit different!
- 4 Conclude by bringing the group together and discussing what the pairs have discovered. Focus on what they think the stories say about Jesus, God and prejudice, and also the importance of faith.



## theGRID MAGAZINE

**WHAT:** discussion and starter  
**WHY:** to discover our prejudices  
**WITH:** *theGRID* lifestyle magazine

- 1 Ask the group to define the word 'prejudice'. The Oxford English Dictionary definition says that it is 'a preconceived opinion that is not based on reason or actual experience'.
- 2 Give out *theGRID* lifestyle magazine. Ask the young people to do the 'Prejudice' activity on page 6.
- 3 Bring everyone together and chat about prejudice. Is it something we can't help because we are human? Can it be overcome? (Some sensitivity will be needed here, in case there are any such feelings amongst members of your group.)



## SCENE SETTER

**WHAT:** media search  
**WHY:** to find out what human barriers there are in our society today  
**WITH:** newspapers or video clips from TV news (collect and record these before the meeting), flip chart or paper

- 1 Divide the young people into pairs or threes. Give each group some newspapers and ask them to find and cut out stories that show prejudice in some way. Give them the dictionary definition of prejudice: 'a preconceived opinion that is not based on reason or actual experience'.
- 2 Bring the group back together and invite the young people to read out any stories they have found. Alternatively, watch some pre-recorded video clips of such stories.
- 3 Ask the young people what prejudices or 'human barriers' they have found in their media search. Make a list on the flip chart or paper.



## THEMED GAME

**WHAT:** active game  
**WHY:** to see if we change our minds on opinions and views that we have  
**WITH:** resource page 2A from the back of the magazine

- 1 Designate areas of the room as 'yes', 'no' and 'maybe'.
- 2 Explain that you are going to read out a list of things that might change your mind about whether to be friends with someone or not. The young people must decide whether they will respond with either 'yes – it would change my mind', 'no – it wouldn't' or 'maybe' and then run to the appropriate designated area of the room.
- 3 When the young people have run to the area of their answer, shout 'Runaround!' and give them the option to change their answers.
- 4 Use the list from resource page 2A.
- 5 This game opens up many issues of following others, having prejudiced opinions and then changing your mind. Make sure there are plenty of leaders available to discuss and pray with any of the young people who would like to do this, and allow time at the end for this to happen.
- 6 Alternatively, if more appropriate for your group, you could make copies of resource page 2A and encourage the young people to score each item out of 10 privately. Then total them up and compare scores.



## PRESENTATION

**WHAT:** animation  
**WHY:** to know that Jesus has God's power to overcome human barriers  
**WITH:** animation for Session 2 from the website, PC or laptop with speakers, projector and PA system (optional)

- 1 Bring the group together and show them the animation for Session 2.
- 2 Read aloud Matthew 8:5–13.
- 3 As a group, share your thoughts about Jesus' power and authority. Encourage the young people to bring these thoughts to God.



## GOD SLOT

**WHAT:** story  
**WHY:** to know that Jesus has God's power to overcome human barriers  
**WITH:** script for 'God slot 2' from the website

- 1 Bring the group together and present the script for 'God slot 2'.

- 2 Conclude by saying that these examples show stories in which people have overcome human barriers or prejudices. Say that when we have faith in Jesus, we have no need to feel 'left out'; God is in control. Jesus came to break down the barriers of prejudice and fear.
- 3 Ask if anyone would like to know more about Jesus.

# RESPOND

# 2

# 2E PAGE / RESOURCE PAGE / RESOURCE PAGE

USE WITH SESSION 2 WAY IN 'THEMED GAME' 2A



## MUSICAL

**WHAT:** writing a song

**WHY:** to respond to Jesus' overcoming of human barriers

**WITH:** music books, instruments

**1** Invite the young people to write some lyrics based on the theme of prejudice, showing how Jesus can overcome those barriers and demonstrate God's power.

**2** If you have any budding musicians in your group, they could write music to accompany the lyrics. Alternatively, the young people could write new lyrics to a tune they already know. This could be worked on and be used as part of a church service on the theme of God's power.

**3** Alternatively, some Christian songs that you could sing are:

- 'He is the Lord and He Reigns on High' by Kevin Prosch
- 'Our God is an Awesome God' by Rich Mullins
- 'There is Power in the Name of Jesus' by Noel Richards



## PRACTICAL

**WHAT:** prayer

**WHY:** to ask Jesus to overcome modern barriers and show God's power

**1** With your group together, ask them to think back to the first activity when they looked at the sorts of things about which they are prejudiced.

**2** Now invite the young people to give a quick summary of today's Bible passage.

**3** We have seen that Jesus overcomes human barriers to show God's power. Ask the young people to think of five situations or issues, either at home or abroad, where Jesus could break through human barriers or prejudices and show God's power.

**4** Encourage the young people each to choose one of these situations or issues and to commit to praying for it daily over the next week or until your next session.

**5** Remember to feed back in your next session and look for God's answers to prayers.



## CREATIVE

**WHAT:** prayerful and artistic response

**WHY:** to prayerfully and artistically respond to God's love

**WITH:** poem from resource page 2C from the website, art materials

**1** Use the poem 'The International Banquet' from resource page 2C from the website as a prayerful response to today's teaching.

**2** Give out copies of the poem and encourage the young people to read this on their own, in groups or all together.

**3** Invite the young people to illustrate the prayer, using the art materials. The illustrations could show the overcoming of human barriers of prejudice.

## Prejudices

Give each of the categories a score of between 1 (not bothered) and 10 (very bothered), according to how each thing affects what you think about a person.

- The music they listen to
- The clothes they wear
- The colour of their hair
- What they look like
- The colour of their skin
- What political views they have
- What religion they are
- Their weight
- Where they live

**BIBLE TIMELINE** Here's where this session fits into the big picture of the Bible, shown here on the SU youth Bible timeline.



# PREJUDICE

Think about whether the answers to these questions would give you an impression about someone. Tick the ones you think you would use to help you to decide what a person was like.

Be honest! What other things lead you to decide what a person is like?



WHAT DO THEY BELIEVE?

WHAT DO THEY EAT?

WHAT DO THEY WEAR?

WHAT JOB DO THEY DO?

**Bible bit**  
Matthew 8:5-13

Have you ever tried to control a remote-controlled car? It seems really easy when you watch someone else do it, but the first time you have a go, you realise how difficult it is to control the power of the car. But in this story, Jesus has power, not to control a small car, but to heal!

HOW CLEVER ARE THEY?

HOW DO THEY SPEAK?

WHAT SCHOOL DO THEY GO TO?

WHAT MUSIC DO THEY LISTEN TO?

WHERE DO THEY COME FROM (COUNTRY, CITY, TOWN, VILLAGE)?

Could you imagine any of these? Draw a picture of one of these or come up with your own and write it in the space.

- a punk reading Shakespeare
- a country farmer being king
- a skater singing opera
- a ballerina boxing
- a pop star washing up



## EXCLUSION ZONE

Zoe just needed a chance. Just because she dressed differently and talked 'posh', she didn't feel it was fair for her to be excluded. Now she knew what it was like when people talked about others 'being prejudiced' against them. All she wanted to do was help at the new club for teenagers that was being run on Saturdays in the old cinema. But some silly person had said she wouldn't 'relate' to the kids, just because of the way she looked and talked. Zoe knew her clothes and hair were a bit 'alternative', as

she liked to call it, and she certainly couldn't help the way she talked, any more than anyone else could, but she loved working with teenagers!

Pete, one of the project leaders, gave her a chance. He had the deciding vote on the committee and he used his power to allow her to help. It was cool. Zoe got on really well, and the kids loved her. Zoe didn't mind at all that they teased her about her accent or arty clothes!

WHAT SIMILARITIES CAN YOU SEE BETWEEN THIS STORY AND THE CENTURION IN MATTHEW 8:5-13?

## CENTURION FACT FILE



**WHO?** The centurion/army officer/Roman soldier (all the same – just called different things according to which Bible translation you're using!)

**WHAT?** Centurions were the backbone of the Roman army. In a Roman legion there were 6,000 men. The legion was divided into sixty centuries, each with 100 men. In command of each century was a centurion. These centurions were the long-service, regular soldiers of the Roman army – they disciplined the regiment.

**ATTIRE** What he wore! See above.

**INTERESTING FACT** Whenever centurions are mentioned in the Bible it is with honour! (For example, the one who recognised Jesus on the cross as the Son of God.)

The centurion in today's Bible passage was different. Why? Because he cared about his servant, who was ill. The servant would have been a slave, and in the Roman Empire slaves did not count for anything! But this centurion cared enough to ask Jesus to intervene.

Both the centurion and the servant would normally be 'out of range' for Jesus' healing, because Jesus was a Jew and the centurion was a Gentile – they did not mix! – but Jesus saw 'faith in action' from the centurion and honoured it.

# WISE MEN QUIZ

# NO. 1 DETECTIVE AGENCY

How much do you know about the Christmas story? Complete the quiz, then check out your answers by reading Matthew 2.

You have been appointed as a detective to investigate suspicions of dodgy goings-on in the events surrounding the wise men's visit to a baby called Jesus. Who would you want to interview further, either as a witness or a suspect?

Read Matthew 2:1-23 and note down information on each character.

**1** About those visitors to Jesus... where did they come from?

- a) East Ham
- b) China
- c) East of Eden
- d) The east

**6** And where were the visitors sent?

- a) Jerusalem
- b) Nazareth
- c) Bethlehem
- d) Samaria

**2** Where did they go first?

- a) Burger King
- b) Bethlehem
- c) Jerusalem
- d) Nazareth

**7** How many of these visitors were there?

- a) Three
- b) Two
- c) Four
- d) We aren't told

**3** Who called them in for a chat?

- a) The local police officer
- b) The king
- c) The chief priest
- d) Jesus' father

**8** Did they visit Jesus in:

- a) a manger
- b) a house
- c) a pub
- d) a hotel

**4** What was this person's name?

- a) Herod
- b) Herodias
- c) Pilate
- d) Henry

**9** Which of these gifts did they not bring?

- a) Myrrh
- b) Incense
- c) Gold
- d) Silver

**5** Where did the local experts say the Christ was to be born?

- a) Jerusalem
- b) Nazareth
- c) Bethlehem
- d) Samaria



SUSPECT: HEROD	SUSPECT: WISE MEN
Emotional state:	Emotional state:
Possible motivation:	Possible motivation:
Suspicious activities:	Suspicious activities:
Summary:	Summary:

SUSPECT: MARY AND JOSEPH	SUSPECT: CHIEF PRIESTS AND TEACHERS OF THE LAW
Emotional state:	Emotional state:
Possible motivation:	Possible motivation:
Suspicious activities:	Suspicious activities:
Summary:	Summary:

Jesus came for all people – both rough local shepherds and rich foreign wise men saw that he was special and wanted to visit him themselves. So why do you think some people were so keen to stop him?

## October-December 2012

Session and date	Series title and description	Main Bible passage(s) and session title
1 October 7	<b>Power in action</b> Through Jesus' use of his power, we find out more about who he is	<b>Matthew 8:1-4</b> Unclean!
2 October 14		<b>Matthew 8:5-13</b> Sick!
3 October 21		<b>Matthew 8:23-27</b> In danger!
4 October 28		<b>Matthew 15:29-39</b> Hungry!
5 November 4	<b>Not rough justice</b> God is just and demands a response from us	<b>Genesis 3</b> Apple disaster
6 November 11		<b>Genesis 4:1-16; 6:1-8</b> Fugitive from justice?
7 November 18	<b>God's grace?</b> The story of Noah and of God's grace in saving him	<b>Genesis 6:9 - 8:19</b> Saving grace
8 November 25		<b>Genesis 8:20 - 9:17</b> Gracious promise
9 December 2 (Advent 1)	<b>Belonging</b> Paul's advice on how to be the people that God wants us to be	<b>Philippians 1</b> Only the lonely
10 December 9		<b>Philippians 2</b> Humility
11 December 16		<b>Philippians 3,4</b> Friends and peer pressure
12 December 23	<b>God comes to his people</b> The birth of Jesus Christ	<b>Luke 2:1-21</b> God in the flesh
13 December 30		<b>Matthew 2</b> Stars in their eyes

## April-June 2012

Session and date	Series title and description	Main Bible passage(s) and session title
1 April 7	<b>Faithful</b> To discover that through the ups and downs of Abraham's family life God remains faithful to his promises	<b>Genesis 18:1-15; 21:1-8</b> At long last
2 April 14		<b>Genesis 22</b> Are you sure, God?
3 April 21		<b>Genesis 25:19-34; 27:1-45</b> Family rivalries
4 April 28	<b>Jacob</b> Jacob's life was far from straightforward, but God was always with him, working in him and through him and continuing to keep his promises	<b>Genesis 28:10-22</b> Jacob's ladder
5 May 5		<b>Genesis 29-31</b> Chat-show Jacob
6 May 12	<b>Transformer</b> As Jesus promised, the Holy Spirit comes and transforms the lives and attitudes of Jesus' followers	<b>Genesis 32,33</b> Brothers reunited
7 May 19		<b>Acts 2</b> Before the crowd
8 May 26		<b>Acts 3</b> Before the people
9 June 2	<b>Ready for action?</b> Through exploring Jesus' childhood and his interactions with John the Baptist discover how God equips people to serve him. We are not alone – God prepares and equips	<b>Acts 4</b> Before the council
10 June 9		<b>Luke 2:41-52</b> Routine surprises
11 June 16		<b>Matthew 3:1-17</b> Earmarked
12 June 23		<b>Matthew 4:1-11</b> Be prepared
13 June 30	<b>Wonderful God!</b>	<b>Matthew 11:1-19</b> Have you heard?

## January-March 2013

Session and date	Series title and description	Main Bible passage(s) and session title
1 January 6	<b>Carry on praying</b> Listening and talking to God, in the way the Bible tells us to	<b>Luke 11:1-4;</b> Jesus talks with God
2 January 13		<b>Luke 11:5-13</b> Knock on the door
3 January 20		<b>Luke 18:1-8</b> Never give up
4 January 27		<b>Luke 18:9-14</b> Right with God
5 February 3	<b>God's call and promise</b> God calls Abram and promises to make him the father of many nations	<b>Genesis 12:1-9</b> The promise
6 February 10		<b>Genesis 13</b> Deal or no deal?
7 February 17		<b>Genesis 16</b> The substitute
8 February 24	<b>The healer</b> Jesus heals chronically ill people, who are isolated by their sickness, and thus demonstrates his power and compassion	<b>Genesis 17</b> New names
9 March 3		<b>Mark 7:31-37</b> Spitting image
10 March 10		<b>Luke 13:10-17</b> Back trouble
11 March 17	<b>God's rescue plan</b> This Easter explore and be amazed at God's rescue plan for humankind	<b>Luke 17:11-19</b> One out of ten
12 March 24 (Palm Sunday)		<b>Matthew 21:1-17</b> What an entrance!
13 March 31 (Easter Sunday)		<b>Matthew 28:1-10</b> What a comeback!

## July-September 2012

Session and date	Series title and description	Main Bible passage(s) and session title
1 July 7	<b>The highs and lows of life</b> Joseph's life had many highs and lows. But throughout this rollercoaster life God had a plan	<b>Genesis 37</b> When the going gets tough
2 July 14		<b>Genesis 39</b> A turn for the worst
3 July 21		<b>Genesis 41</b> All in a day's work
4 July 28	<b>Jesus speaks</b> A look at how Jesus teaches and trains through what he says and how he behaves	<b>Genesis 42-44</b> 'Knock, knock' 'Who's there?'
5 August 4		<b>Matthew 13:1-23</b> There was a farmer...
6 August 11		<b>Matthew 13:24-30,36-43</b> There were some weeds...
7 August 18		<b>Matthew 13:31-33</b> There was a seed...
8 August 25	<b>Global issues, global warning</b> A look at contemporary global issues through the events of the Exodus	<b>Matthew 19:13-15</b> There were some children...
9 September 1		<b>Exodus 2</b> Injustice
10 September 8		<b>Exodus 3:1 - 4:20</b> What difference can I make?
11 September 15		<b>Exodus 11:1 - 12:30</b> Why doesn't God do something?
12 September 22		<b>Exodus 14:1-31</b> Freedom
13 September 29	<b>Wonderful God!</b>	<b>Psalm 136</b> Everlasting love

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