

the  
**grid**  
RED COMPENDIUM



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# INTRODUCTION

Welcome to the *Grid Red Compendium*! We're so pleased you've chosen this book to help you in your work with 11- to 14-year-olds.

It is our prayer that the materials contained within these pages will equip and inspire you whilst engaging and empowering the young people you work with.

The material in this book has been compiled from the wealth of *Grid* content that Scripture Union has produced over the years – and with 52 sessions included, there should be plenty to choose from over the course of a year.

The *Grid Red Compendium* is part of the *Light* range of materials, which are designed to enable children, young people and adults to develop a personal relationship with Jesus, to understand the Bible and the Christian faith, and to live for God as light in a dark world.

- *Light* is about... discovering who God is, what he is like, what he does and how we can get involved in that. The Bible is 'light to live by', so it is the centre of every session for every age group in the *Light* range of resources. Everyone will be able to follow the story of salvation that runs through the Bible, with its focus clearly on Jesus.
- *Light* recognises that children and young people can know and respond to God and does not expect too little or too much from them.
- *Light* celebrates every step taken towards and with God, letting the Bible shape our thinking about human nature and relationships with children and young people, and the way in which we minister with and to them.
- *Light* values exploration and discovery, fun, feelings and creativity and uses these approaches to inspire children, young people and adults to meet God through the Bible.

We hope you enjoy this resource, and we pray that God will bless you and those you work with as you use it.

*The Scripture Union Mission Innovation Team*

# HOW TO USE THIS BOOK...

This book provides 52 sessions of activities, and extra photocopiable resources, designed for your *Grid* group of young people aged 11 to 14. Choose sessions from this *Red Compendium* in any order to suit you and your group. You will also find that some sessions have further additional online resources which you will be able to download for free from the Scripture Union website, via the resource centre.

Leading up to Christmas time, you may wish to choose from the Christmas themed sessions (numbers 41 to 45). Around Easter time, you will find there are Easter themed sessions (numbers 46 to 52), to choose from. These 'seasonal' sessions are grouped together at the back of this book.

If you would like to work through a number of sessions on a similar theme with your *Grid* group, look out for the **More on this theme** boxes as you consider your session choice. Here you will find a list of other sessions on a related theme to the session you are looking at.

On page 7, you will find a helpful guide that explains **How to plan your session...** This section will help you to choose activities from within the sessions, including a selection of *Grid* activities to suit you and your group, enabling you to achieve the Learning aim for the session. Here you will also find a **Basic kit** list of essential items to keep handy for all your *Grid* group sessions.

Each session in this *Grid Red Compendium* is based on a Bible passage. You will find an **Index of Bible passages** on page 334 listed in the order they appear in the Bible.

The most important thing about this book is to enjoy using it to help you and your *Grid* group engage with the Bible and meet with Jesus, through a mixture of play, creativity, music, quiet reflection, noisy exuberance, and friendship!

# HOW TO PLAN 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. Then read **The aim** and **The aim unpacked** to find out how the Bible passage can relate to young people.

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, churched or non-churched.

## 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.

## 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-churched young people.

**grid** One of these activities will usually use a magazine resource page.

## 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 everyday lives.

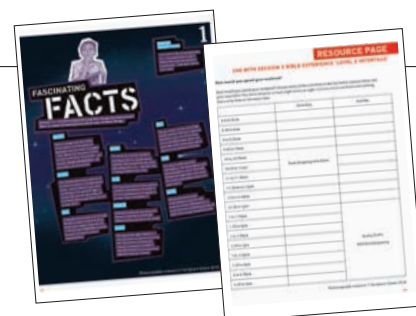
**Creative** uses creative and imaginative skills to respond to God's Word.

Most sessions include **photocopiable resource pages** for you to copy and use with your group. All the resources are also available in a zip folder to download from [www.scriptureunion.org.uk](http://www.scriptureunion.org.uk).

### Basic kit

To run your session, you will need these items:

Bibles (*The Youth Bible*, New Century Version works best with *theGRID*), pencils, felt-tip pens, pencil sharpener, paper, glue sticks, sticky tape, scissors, sticky tack, sticky notes and erasers



## 1

## IN THE BEGINNING

**THE AIM:** To discover more about our Creator God and explore our response to him

### The aim unpacked

Our young people are bombarded with theories regarding the creation of the universe – about ‘how’ everything came to be. However, knowing ‘how’ doesn’t answer the bigger questions – ‘why?’ and ‘who?’ We look in the only place we can for answers – ‘In the beginning God...’ God is the Author of creation. He created the universe, everything in it and, ultimately, us. We should draw closer to the God who created us, loves us and provides for us.

## WAY IN



#### theGRID MAGAZINE

**WHAT:** fact finding

**WHY:** to discover the amazing universe in which we live

**WITH:** magazine page 11

**1** Tell the group that we are going to think about the wonderful world we live in, and also about what the Bible says about how it came to be.

**2** Invite the young people to read the article ‘Fascinating facts’ from page 11.

**3** After they have read these facts, ask them what they thought was most amazing. Do they know any more fascinating facts about the universe around us?



#### SCENE SETTER

**WHAT:** creativity quiz

**WHY:** to discover that different things are ‘created’ by people

**WITH:** name cards as instructed, small prize

**1** Prepare cards with the following books, films, characters and other items written on them (but not the creators – these are the answers!). You could use others that are appropriate for your group:

1 Harry Potter (JK Rowling); 2 *Star Wars* (George Lucas); 3 *Mona Lisa* (Leonardo da Vinci); 4 St Paul’s Cathedral (Sir Christopher Wren); 5 *David* (Michelangelo); 6 *Frankenstein* (Mary Shelley); 7 *Hamlet* (William Shakespeare); 8 *ET* (Steven Spielberg).

**2** Place the cards around the room. Invite the young people, either alone or in pairs, to work out and write down who ‘created’ each item. (Some might require them to work out what the item is first!)

**3** Run through the correct answers and award a prize to the winner.



#### THEMED GAME

**WHAT:** active game

**WHY:** to think about our solar system

**WITH:** paper plates, small prize

**1** Prepare for this activity by writing the following anagrams of planet and moon names on paper plates and placing them around the room:

Arunts (Saturn 6); Rams (Mars 4); Oi (Io 5); Ruptije (Jupiter 5); Creymur (Mercury 1); Otlup (Pluto 9); Nomo (Moon 3); Terah (Earth 3); Tupneen (Neptune 8); Aroupe (Europa 5); Sevun (Venus 2); Narusu (Uranus 7).

(The answer and order from the sun are in brackets.)

**2** Explain that the names on the paper plates are anagrams of planets and moons from our solar system. Give the young people ten minutes to decode them. (They could do this activity in pairs.)

**3** Go through the answers and award a prize to whoever got the most correct. As a tiebreaker, or for extra points, challenge them to put the planets in order from the sun.

**4** Chat about how God’s creativity goes way beyond the Earth to the solar system and beyond.



# BIBLE EXPERIENCE

# 1



## LEVEL 1: CONNECT

**WHAT:** imaginary exercise

**WHY:** to discover more about our Creator God and explore our response to him

**WITH:** darkened room

- 1 Explain to the group that you are going to take them on an imaginary journey. To help set the atmosphere, try to darken the room as much as possible and ask the young people to close their eyes.
- 2 Say, 'Imagine you are in the cinema, waiting for a film to begin. Imagine you are the director/creator of this film. How do you feel? What are you thinking about? What type of film would it be? What characters would you have? What would they do? Imagine the opening scene coming into view and what it looks like. What feelings does it inspire?'
- 3 Switch on the lights and explain to the group that the imaginary exercise is over and perhaps one day they will create their own movie, but until then...
- 4 Tell the young people you are going to do another imaginary exercise, and this time they are not the director. Darken the room and ask them to close their eyes again.
- 5 Read Genesis 1:1–19 slowly, pausing between each section so the group can imagine the events as they unfold. Switch on the lights and ask the young people how the exercise made them feel. Has it made them think about the beginning of the world in a different way?
- 6 Darken the room again and ask them to remember what they have just been imagining. Read Colossians 1:15–20.
- 7 Switch on the lights once more and ask whether the last passage made them change their imagined view of creation. Ask them who created the universe. What does the creation story tell them about God? Has it changed their opinion of him in any way?



## LEVEL 2: INTERFACE

**WHAT:** discussion

**WHY:** to discover more about our Creator God and explore our response to him

**WITH:** magazine page 12

- 1 Hand out copies of page 12 and invite the group to read through the 'Creative inventions' article.
  - 2 Bring the group together and ask questions about the inventions:
    - What things were invented or created?
    - Who invented or created them?
    - What did they find truly amazing?
- Then ask:
- How do we know that these facts are true?
  - How do we know that those people did invent these things?
- 3 Read out Genesis 1:1–19 and explore the same questions. Then consider together:
    - Is this true?
    - How can we prove it? Or disprove it?
- Now read Colossians 1:15–20 and ask the same questions.
- 4 Challenge the young people to fill in the blank 'Creative invention' card on page 12 for the universe. Say that it's OK if they don't know all the answers, but invite feedback on their thoughts. Discuss:
    - What does the creation story tell us about God?
    - Has it changed your opinion of him in any way?



## LEVEL 3: SWITCH ON

**WHAT:** Bible study

**WHY:** to discover more about our Creator God and explore our response to him

- 1 Divide the young people into pairs. Ask them to read Genesis 1:1–19 and to make a list of the things God does in those verses. What exactly does he create?
- 2 Then ask them to read Colossians 1, focusing on verses 15 to 20, although the whole of the chapter has some relevant language. Encourage them, in their pairs, to discuss the following:
  - What similarities are there between these passages?
  - What differences are there?
- 3 Now invite them to think of the most important and best things that exist. Ask them to pick a top ten, in order of importance, with reasons why and, if possible, Bible references.
- 4 Bring the group together and encourage them to share their top tens. You could create an ultimate top ten. Point out that both of these passages are of vital importance to what we believe. Genesis states that God created everything and Colossians states that everything was created by and for Jesus. They also state that he sustains everything. The world wasn't created by a god who then left us to fend for ourselves. In fact, through Jesus' work on the cross, God brings us back to him in spite of the wrong things we do.

# RESPOND



## MUSICAL

**WHAT:** listening and reflecting

**WHY:** to reflect on the beauty of God's creation

**WITH:** 'Beautiful Day' by U2, playback equipment, large sheet of paper or sticky notes

- 1 Play the track 'Beautiful Day' by U2. Ask the young people to listen to the words, especially the bits that talk about beautiful things in creation – canyons, night-time fires, birds, the vastness, all the colours.
- 2 Ask the young people to write down three or four things that they think are beautiful in the world. Encourage them to do this on their own, in silence, so that they have time and space to think.
- 3 Pool all the ideas (either on a large sheet of paper or on sticky notes on a wall) and spend some time looking together at all the things that have been suggested.
- 4 Depending on your group, you could either lead them in prayer or let them pray out loud in a time of open prayer, thanking God for these things which are part of his creation.



## PRACTICAL

**WHAT:** web search

**WHY:** to find something amazing that makes you want to praise God

**WITH:** internet or article

- 1 Tell the group that this session explores our Creator God.
- 2 Ask the young people to go online some time during the next week and find something that they can praise God for. It could be a picture of natural beauty or an article about an amazing fact. Encourage them to use the internet for this. (Most young people are aware of the dangers of surfing the net, but this would be a good opportunity to remind them to be vigilant.)
- 3 When they find something, suggest that they use it in a prayer to thank God. Ask them to bring it to the next session and share what they have discovered. Make sure you allow some time for this during the next session.



## CREATIVE

**WHAT:** creating a movie

**WHY:** to respond to God as Creator

**WITH:** art materials

- 1 Read Genesis 1:1–19 again with your group.
- 2 Tell the young people that they are going to direct a new film – *Genesis*. They can do this on their own, or in pairs if they prefer. The producers want to make the most stunning beginning to a film ever made and they need the young people's help. Challenge the group to take the events recorded in Genesis 1:1–19 and to create the beginning of the film. They could do a storyboard in pictures or words.
- 3 Invite the group to share their film beginnings. Remind them that they won't get an Oscar for their work because all the glory, and our thanks, go to God who created it all.

### MORE ON THIS THEME:

If you want to do a short series with your group, other sessions that work well with this one are:

- |   |                          |                        |
|---|--------------------------|------------------------|
| 2 | <i>Made in his image</i> | <i>Genesis 1:20–31</i> |
| 3 | <i>Blessed and holy</i>  | <i>Genesis 2:1–3</i>   |
| 4 | <i>You and God</i>       | <i>Genesis 2:4–25</i>  |



## FASCINATING

# FACTS

Genesis 1:1–19 tells us about the very first things that God created. Here are some fascinating facts about some of those things...

### Bible bit Genesis 1:1–19

'Let's start at the very beginning; it's a very good place to start.' When God made the world he started with... well, what did he start with?

### WATER

Water is made from the atoms of two gases. It is two atoms of hydrogen and one atom of oxygen – H<sub>2</sub>O. Water has only been found to exist in all three of its forms – gas (steam), liquid and solid (ice) – on one planet (so far!): Earth!

### STARS

The nearest star to our own sun is Proxima Centauri, 4.22 light years away – which means if you were travelling at the speed of light, it would take you the equivalent of 4.22 Earth years to get there! So not so near then...

### DAY

A standard Earth day is on average 86,400 seconds (24 hours) long. Each day is longer than the one it follows by 0.00000002 seconds because the Earth's spin is slowing down.

### MOON

The moon is a natural satellite orbiting Earth in a synchronous rotation. This means that the same side always faces us – the dark side is always hidden from view.

### SUN

The sun is our nearest star and has a surface temperature of 6,000 °C. Its core temperature is thought to be more than 15,000,000 °C.

### PLANTS

Scientists estimate that there are between 220,000 and 420,000 different plant species in the world.

### LIGHT

The speed that light travels in a vacuum (such as space) is exactly 299,792,458 m/s (metres per second), normally rounded to 300,000 kilometres per second or 186,000 miles per second.

### SEA

The sea covers 70 per cent of the Earth's surface. We have explored less than 5 per cent of the deep ocean and know more about the dark side of the moon than about what's at the bottom of the sea.

### SKY

The sky is made up of the troposphere, the stratosphere and the mesosphere and is about 90 kilometres high before you leave the Earth's atmosphere and enter outer space.

### DARK

Black holes form when supermassive stars die. The pressure of the collapsed star is such that even something as fast as light can't escape the gravity well.

# CREATIVE INVENTIONS

## TV

**What:** TV  
**Who:** John Logie Baird  
**When:** 1929  
**Proof:** The singer Gracie Fields was seen singing silently on the flickering TV screen, and then a few moments later her voice was heard through the same device.



## TELEPHONE

**What:** Telephone  
**Who:** Alexander Graham Bell  
**When:** 1876  
**Proof:** The most famous proof of the telephone, apart from the fact that many of us have one, is that in 1878 Bell demonstrated his invention to Queen Victoria. She was so impressed she asked him to fit them into the palace.



## HOVERCRAFT

**What:** Hovercraft  
**Who:** Christopher Cockerell  
**When:** 1959  
**Proof:** The hovercraft was seen floating on air by large numbers of the public in 1959. It was seen floating over concrete and then the sea.



## COCA-COLA

**What:** Coca-Cola  
**Who:** Dr John Pemberton  
**When:** 1886  
**Proof:** It was first sold at Jacob's Pharmacy in Atlanta. It cost five cents for a glass and was promoted as a 'brain tonic'.



## THE UNIVERSE

WHAT:

WHO:

WHEN:

PROOF: