

Newbold College Impact Day

Bringing Darwinian theory to life

Vol. 10 • Issue 3 • July 2014

Healthy social relationships

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British Union Conference (UK & Ireland)
BUC Youth Ministries Director
 Pastor Nathan Stickland • nstickland@adventist.org.uk

Department Secretary
 Natalie Davison • natliedavison@adventist.org.uk

North England Conference
Youth Ministries Director
 Pastor Adam Ramdin • aramdin@necadventist.org.uk

Pathfinders Director
 Pastor Alan Hush • ahush@necadventist.org.uk

South England Conference
Youth Ministries Director
 Pastor Steve Thomas • stthomas@secadventist.org.uk

Teens & Chaplaincy Director
 Pastor Dejan Stojkovic • dejan@secadventist.org.uk

Pathfinders & Juniors Director
 Pastor Kevin Johns • kjohns@secadventist.org.uk

The Missions
Irish Mission Youth Sponsor
 Pastor Adam Keough • adam@adventist.ie

Scottish Mission Youth Contact
 Pastor Nathan Stickland • nstickland@adventist.org.uk

Welsh Mission Youth Sponsor
 Pastor Jeremy Tremear • jtremear@adventistwales.org

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The purpose for **e**ncounter is to develop youth and youth leadership spiritually and motivationally, in faith and in service.



Editorial



Kingsley Chiedu Moghalu is a deputy governor of the Central Bank of Nigeria. He has written a recent book entitled, *Emerging Africa: How the Global Economy's 'Last Frontier' Can Prosper and Matter*. In it he suggests that there is a prospective future for the continent of Africa, but that they are not ready for the growth yet. His suggested focus is on financial stability.

My only visit to the continent of Africa was a two-week visit when I was 12 years old, to Kingsley's home city of Lagos, Nigeria. I later discovered my visit coincided with a time of failed democracy between two military juntas. Lagos is the second-fastest-growing city in Africa, and the seventh-fastest-growing in the world.

Nigeria is experiencing rapid growth. Who knows, it might be the first African country to win the Football World Cup, or come out best in the Commonwealth Games, both taking place this year.

As you plan for your future, or in evaluating your present, it might be good to consider your stability. I mean more than your financial stability. I mean your spiritual stability. As you wait for your results, or rush to get that place in uni, or continue on the path you're on, remember that life isn't about the here and now; it's about the happily ever after. Read Jeremiah 29 for a message from God to a people displaced and uncertain about their future. Maybe the best thing you can do right now is search for God with all your heart (Jeremiah 29:13).

Nathan

Fond memories of Aberdaron or Chapel Porth camps?
 Next **e**ncounter is a special anniversary edition for both camps. Send in your stories, photos and memories to:
bucyouth@adventist.org.uk





Whose team are you on . . . ?

ADRA-UK's volunteering arm is opening its doors to all those who are interested in becoming a volunteer across the UK. If you have a willingness to help for a day, a week or a month, or fancy seeing the world – then you are just the volunteer that we want.

To register your interest as a volunteer, please visit the website at adra.org.uk and register under the 'Get Involved' tab, fill in a few details and we will let you know of the upcoming opportunities that suit you.

The Annual Appeal is now over, but we'd like to remind you that you can fund-raise for ADRA throughout the entire year! From tabletop sales and auctions to sponsored walks and sponsored runs, the list of opportunities is endless. For those of us who have access to 24-hour hospitals, highly skilled specialists, well-stocked pharmacies, and modern medical advances, it's easy to forget how much of a difference even the most basic care can make for a family in the developing world.

To all of you who have sacrificed your time and put in so much effort – from all of us here at ADRA-UK, we'd like to say a big thank-you!

We'd love to hear from you, so if you have any questions, please send us an email at volunteering@adra.org.uk

Keep up to date with the latest news and events by liking us on Facebook or signing up to our eNewsletter!



Check our Facebook page for exciting updates: www.facebook.com/adrauk



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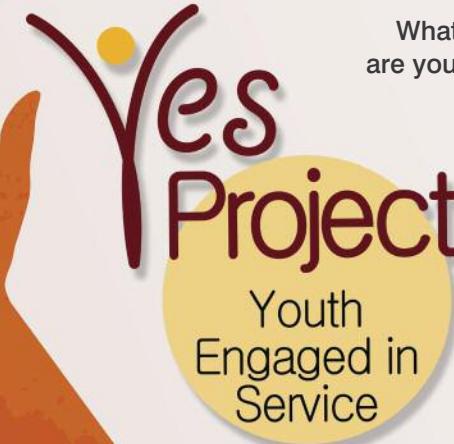
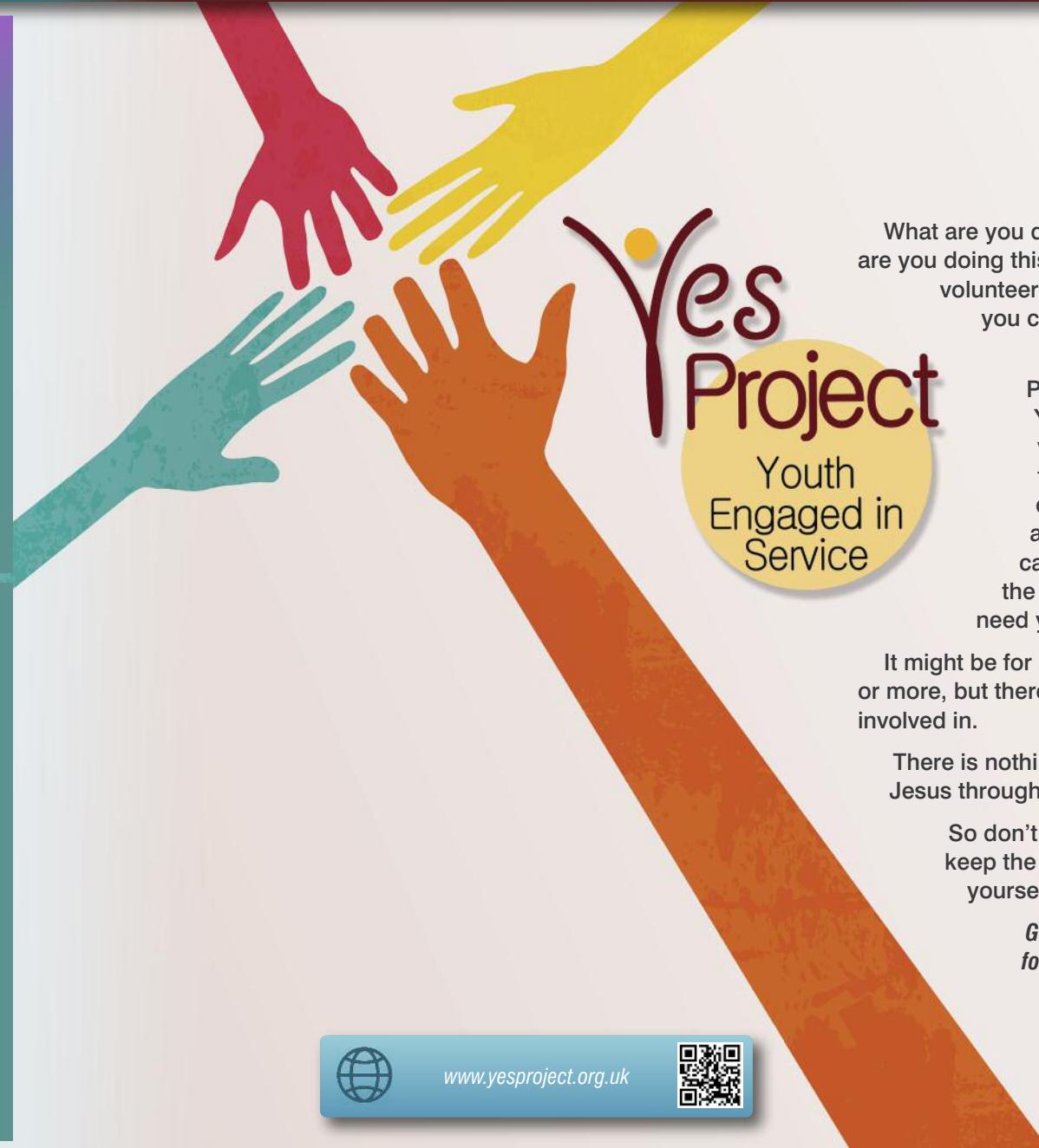


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ADRA



What are you doing with your life? What are you doing this summer? Do you fancy volunteering but don't know what you can get involved in?

Check out the YES Project pages of the BUC Youth Ministries website via www.yesproject.org.uk for details of summer camps, local church activities, and evangelistic campaigns going on across the UK and Ireland. They need your help.

It might be for a day, a weekend, a week or more, but there are projects you can get involved in.

There is nothing like sharing the love of Jesus through action and proclamation.

So don't be a greedy Christian and keep the good news of Jesus to yourself.

Go on, do something for God's sake!

www.yesproject.org.uk



Positions available!



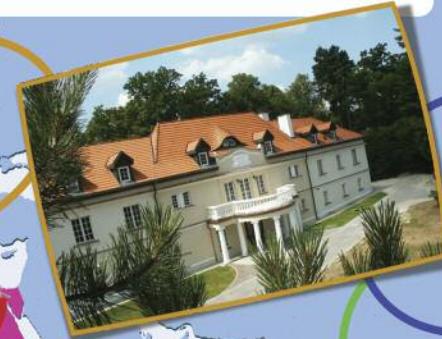
Not sure what to do next year? Feel God calling you to something more? Why not go as an Adventist Volunteer. We have hundreds of service positions available all over the world. For more information visit www.tedadventistvolunteers.com or contact Karen Plaatjes (kplaatjes@ted-adventist.org). Here are a few examples of the type of positions available.



St Austell Church Plant, England
Call No: *TED.SACP.2014.02*
Position: **Outreach Ministry Assistant**
Start Date: ASAP
End Date: 30 May 2015



Polish Seminary, Warsaw, Poland
Call No: *TED.PSTH.2014.01*
Position: **ESL Teacher**
Start Date: 01 September 2014
End Date: 30 June 2015



Palau Mission Academy, Koror, Palau
Call No: *SSD.PMA.2014.10*
Position: **English Teacher**
Start Date: 03 August, 2014
End Date: 01 June, 2015



Nile Union Academy, Egypt
Call No: *MENAU.NUA.2014.06*
Position: **PE Teacher**
Start Date: 15 August, 2014
End Date: 15 June, 2015



SDA Language Institute, South Korea
Call No: *NSD.SDALS.2014.06*
Position: **ESL/Bible Teacher**
Start Date: 18 August 2014
End Date: 31 August 2015



Moundou Adventist Clinic, Chad
Call No: *AHI.WAD.MAC.2014.04*
Position: **Assistant to Surgeon and Nurse**
Start Date: 01 October 2014
End Date: 31 May 2015



Healthy social relationships Part 2

In the last issue we looked at how parenting styles, friendships and electronic media can impact on social relationships and the way we communicate with each other.

This issue features the impact of interactions in an educational environment and the behavioural aspects of relationships.

We continue the analysis of research findings from the World Health Organisation (WHO) document in 2012 titled: Social determinants of health and well-being among young people – International Report from the 2009/2010 Survey.

Even in your formative years, your interaction with various teachers and peers can impact several areas of your well-being. Let's look at some of the research data from the aforementioned report:

School impact

Various experiences including those gained at school can influence the self-esteem, self-perceptions and health behaviours, with consequent effects on future health and life satisfaction. This is the result of these experiences occurring at a vulnerable and crucial developmental period in the life of a young person and can have lasting consequences.

- Positive school experiences are considered advantageous to health and well-being, while negative experiences could be a consequent risk factor for poor mental and physical health in students.
- Students who reported 'liking school' were identified as having a greater protective factor against health-compromising behaviours such as alcohol and drug use, bullying, smoking and sexual risk-taking.
- Students reporting that they disliked school or felt disconnected with it were found to be more likely to fail academically, drop out of school and have more mental health problems than their counterparts who enjoyed and engaged positively with school.
- It was demonstrated that where schools were able to

create positive developmental experiences which enhanced the enjoyment of school, it positively impacted the children's health and well-being. This is particularly important for marginalised children.

Young people's perceived school performance is a consistent and strong predictor of health and well-being:

- Students who report higher levels of achievement also report higher levels of life satisfaction, lower rates of bullying, fewer subjective health complaints and lower levels of health-compromising behaviours and health risks.
- Peer relationships, school structures and teacher behaviours appear to affect students' academic achievement potential. A positive school climate, including supportive, caring teachers, is associated not only with higher academic achievement but also with better self-reporting of students' health, well-being and health behaviours.
- As students enter later grades and are at greatest risk of engaging in behaviours that compromise their physical and emotional health, they typically report lower levels of achievement.

Students who reported feeling pressured or stressed by schoolwork may experience negative impact on their learning, health, health behaviour and emotional well-being:

- Affected students generally engage in more health-compromising behaviours (such as smoking, drinking alcohol and drunkenness), have more frequent health complaints (such as headache, abdominal pain and backache) and experience psychological problems (such as feeling sad, tense and nervous).
- Also evident from their feedback was lower self-reported health and lower life satisfaction.

Family influences

- The report's findings mirror other studies demonstrating that higher family affluence is consistently associated with higher perceived academic achievement. Suggestions are that these

◦ **Sharon Platt-McDonald**
BUC Director for Health, Disability Awareness and Women's Ministries

parents provide more educational resources at home and possibly spend more time helping their children.

- A low-affluence background, however, did not indicate a poor school experience. In fact, young people with high self-efficacy, regardless of social status, are more willing to invest in learning to overcome difficulties.

Close friendships and behavioural impact

- The study results revealed that as young people grow older the likelihood of having three or more close friends decreases. This may be attributed to an increase in friendship intimacy in later years at the expense of having a large number of friends. This means that they choose fewer friends with whom they have a deeper connection as opposed to several general friendships.
- However, in general young people in affluent families were more likely to have three or more close friends.
- Greater financial resources was suggested as a means of increased wider circles of friendships which might enable youth to participate in more activities with opportunities to establish friendships more readily.

Evenings out with friends

Gender similarities and differences were evident in the social practices and behaviour.

- Both boys and girls were seen to have more evenings out with friends as they grow older. This was coupled with a decline in adult supervision and an increase in the social mobility of the young people.
- Any gender differences were suggested to be more related to gender-specific socialisation patterns and parental monitoring. For example, parents are more likely to be more cautious about their daughters' social engagements and ask them more questions, and are more likely to be aware of their daughters' whereabouts, their activities and what they do in their leisure time.
- Family affluence was another factor in influencing how young people choose to spend their leisure time. For example, those from more affluent families found it easier to absorb the costs involved in frequent evenings out and therefore had wider social choices.

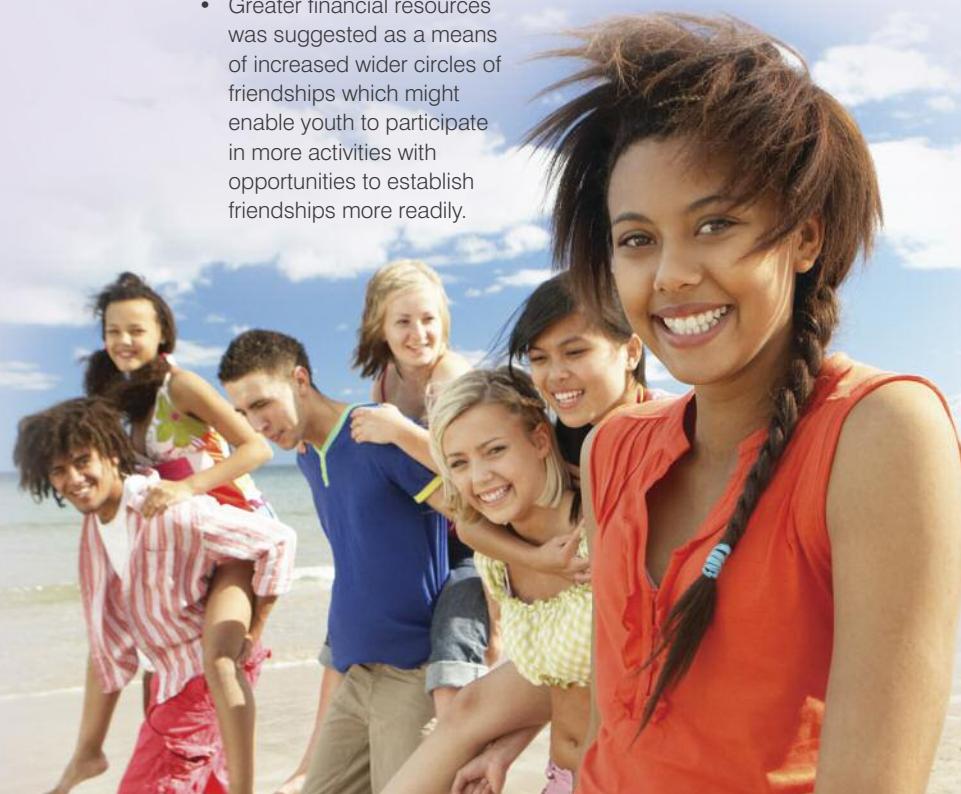
The study findings highlighted in this article reinforce the fact that as social beings our interaction with others plays an integral part in the development and maintenance of our well-being.

The Bible gives us wise counsel in relation to the impact of social relationships and how we should treat each other. Here are two of my favourite texts:

Proverbs 13:20 (NIV 1984) – 'He who walks with the wise grows wise, but a companion of fools suffers harm.'

Colossians 4:6 (ESV) – 'Let your speech always be gracious, seasoned with salt, so that you may know how you ought to answer each person.'

May God bless all your relationships and social interactions so that you become a better person as they positively impact your life and you bless others' lives also.



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Are you young, gifted and able?
The NEC Youth department is looking for young men and women who wish to be trained in the art of preaching. Attendance at this event will go towards qualification for the NEC Lay Preachers Certificate.

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Pastor Ian Sweeney, Pastor Alan Hush and
Pastor Adarn Ramdin



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Bringing Darwinian theory to life

o Peter Walton, MSc

The Evolution MegaLab of the Open University (www.evolutionmegalab.org) started an online mass public experiment aimed at 'Bringing Darwinian theory to life'. Aimed at school children, more than 6,000 people in 15 European countries took part in one of the largest evolution studies ever by observing banded snails in their gardens and open public spaces. A large number of snails have now been added to a database that started 40 years ago.

We can do evolution

Humans have been manipulating 'descent with modification' for thousands of years using deliberate selection, which is much quicker than natural selection, with great success. We have bred hundreds of special breeds of dogs, horses, cats, flowers, potatoes, all kinds of food. Hundreds of things. These kinds of changes have never produced a new species. MegaLab is using the word 'evolution' like Humpty Dumpty: 'When I use a word it means just what I choose it to mean.' Of course we all believe in 'change over time' but MegaLab wants you to believe in Darwin's evolution as explaining the origin of all life.

Can 'change over time' ever become Darwin's evolution?

Modern molecular biology

Darwin could have discovered the answer to that question literally right under his nose. He probably had Gregor Mendel's book on his desk. Mendel discovered that the laws of inheritance followed mathematical rules. Modern biology shows Mendel was right: all the variation we see in 'change over time' is strictly governed by what we now call 'genes'.

MegaLab wanted to find out the following:

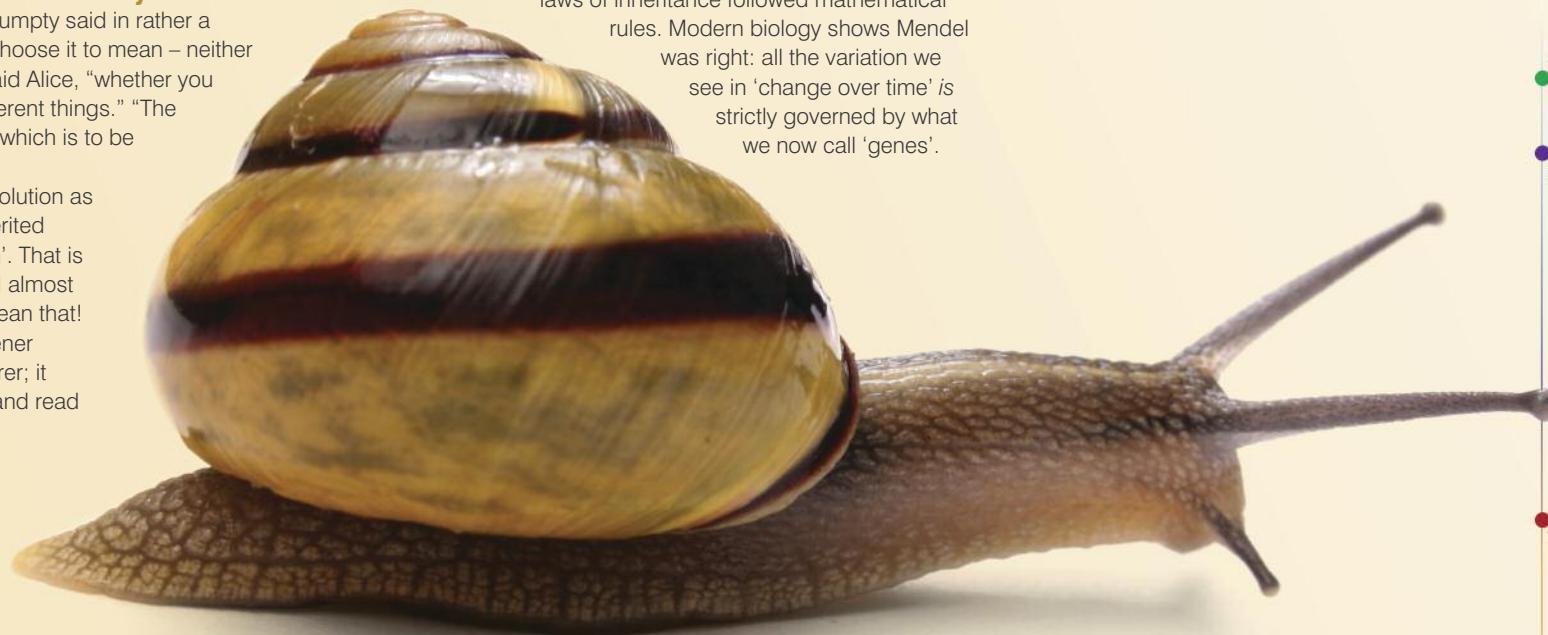
- Have shell colours and bands changed in places that have fewer thrushes?
- Have shell colours changed with our warming climate?

A report on the MegaLab experiment was optimistic but in fact it showed no overall difference, just a few more snails with a single dark band. I think Darwin would have been disappointed. Was Darwinian theory 'brought to life'? You decide.

What does the word 'evolution' really mean?

'When I use a word,' Humpty Dumpty said in rather a scornful tone, "it means just what I choose it to mean – neither more nor less." "The question is," said Alice, "whether you can make words mean so many different things." "The question is," said Humpty Dumpty, "which is to be master – that's all." '*

The MegaLab website defines evolution as 'change over generations in the inherited characteristics found in a population'. That is another disappointment for Darwin. I almost can hear him shouting: 'You can't mean that! That's not my theory. Even my gardener knows that. My theory is much cleverer; it explained the *origin of species*! Go and read my book!'



*Through the Looking-Glass, Lewis Carroll

Darwin would have understood that meant his theory could not work. Darwin's 'Origin of Species' has been quietly dropped and substituted with a new set of theories.

The New Darwinism

The amazing discoveries of molecular biology have overturned the old Darwinism and now we have a Neo-Darwinian Synthesis – a new Darwinism, or just Evolution with a capital E, which tries to explain the evolution of all life from basic chemicals to the most complex life – us. Evolution depends on various kinds of damage to DNA and other molecules and mistakes in copying, including mutations, making inheritable improvements to organisms. Evolution does not obey any laws; its powerhouse is random mutations of molecules and its creator is unguided natural selection. Meanwhile, damage to genes continues to take a terrible toll on nature, causing death, deformity and hundreds of hereditary diseases.

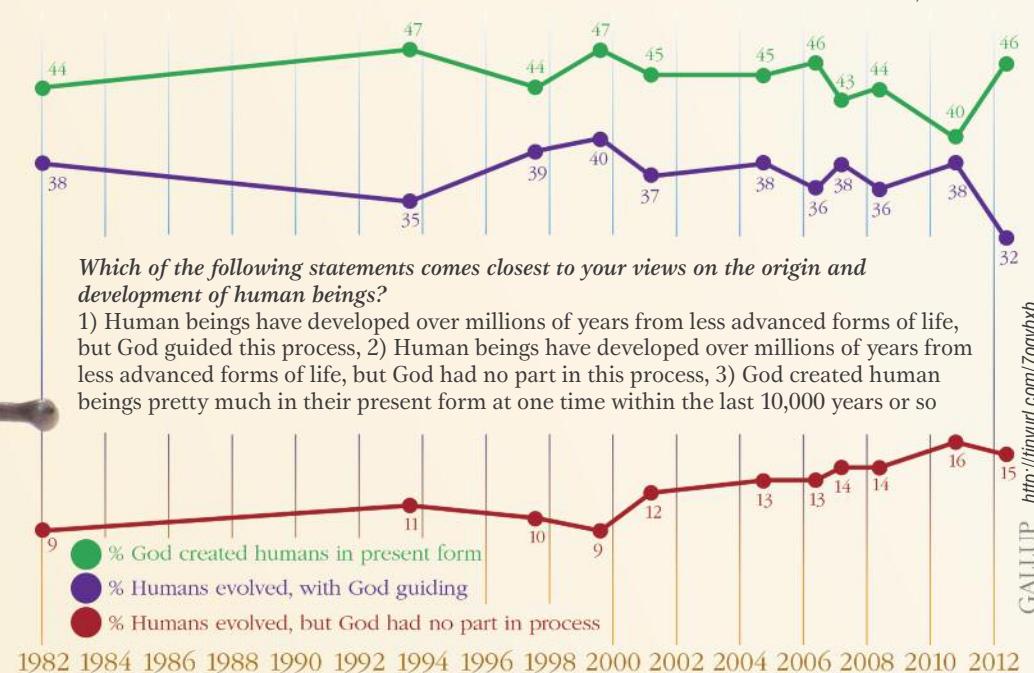
What do people think of Evolution?

A recent GALLUP poll in the US showed that only 15% of the population fully believe in the New Darwinian Evolution (that is, without God guiding). In fact, the proportion of scientists doubtful about evolution is around 50%.

This came as a terrible shock to Richard Dawkins, who had the job of popularising Evolution and renouncing God. He ranted, 'The public's lack of understanding of science is shocking.'

If you don't believe in Evolution most people agree with you. According to bestselling author and mathematician David Berlinski,* 'Darwin's theory of Evolution remains the only scientific theory that is widely championed by the scientific community and widely disbelieved by everyone else.' He explains why: 'Suspicious about Darwin's theory arise for two reasons. The first: the theory makes little sense. The second: it is supported by little evidence.'

*The Devil's Delusion: Atheism and its Scientific Pretensions, Basic Books





The future of New Darwinism

Mutations gave a tiny ray of hope to evolutionists who have been researching artificial mutations for sixty years now. But despite some encouraging work on antibiotics, a demonstration of Evolution is as far away as ever, since the evidence is still completely lacking.

Mathematical modelling of mutation rates virtually rules it out as a candidate for New Darwinism, even over cosmic time scales. The 'millions of intermediate fossils' that Darwin hoped for have not been found, and the fossil record does not support gradual evolution, as Darwin himself noted. The Theory of Evolution is being stretched to breaking point and many evolutionary biologists are searching for new explanations.

Classroom bullies

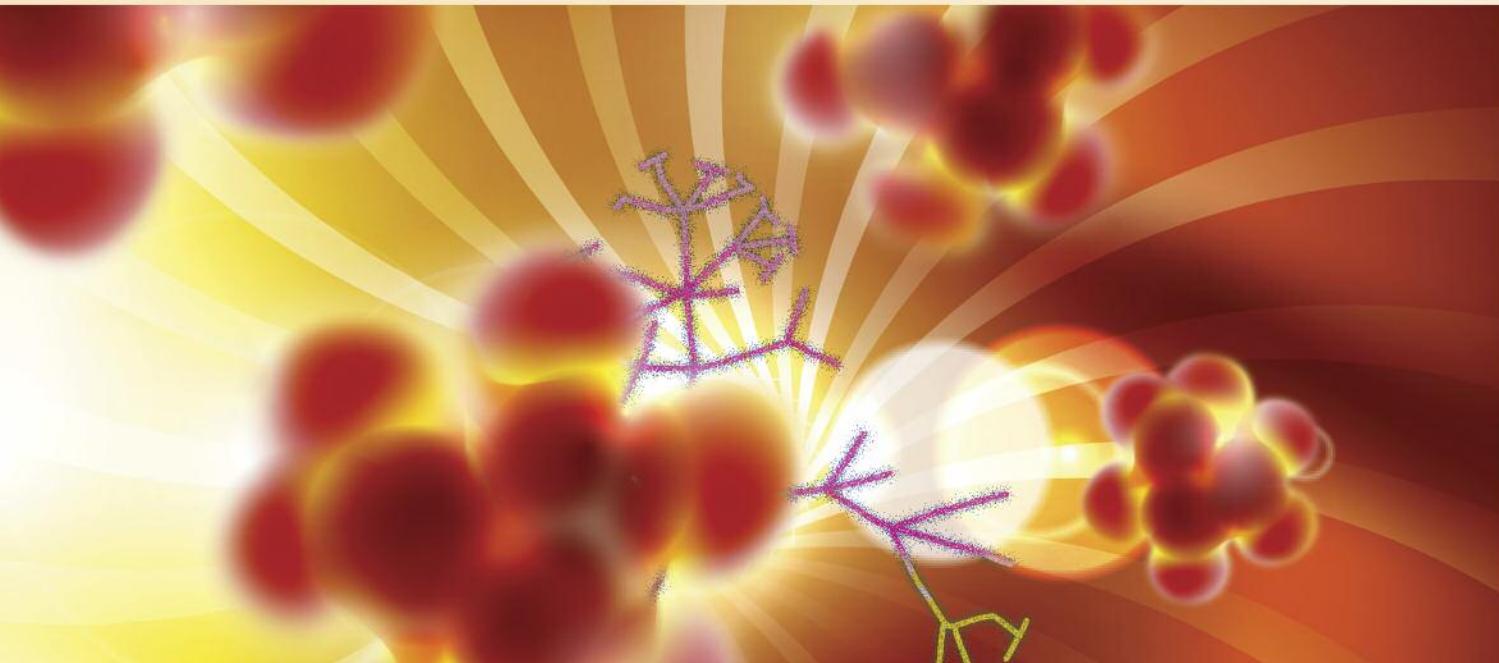
The Government's Education Secretary Michael Gove wants to make children believe in evolution, and he plans for it to be taught in primary school science and to ban all other explanations of

natural history. What! Ban discussion in a science class?

Teachers are told to say that small changes like the increase in the number of brown-striped snails is called evolution. Of course you can agree with that kind of evolution. But if you ask, 'Does that mean the same kind of evolution as Darwinian Evolution?' you may get the same reply that Humpty Dumpty gave to Alice: 'When I use a word, it means just what I choose it to mean.' And in the same scornful tone.

Don't be bullied into believing in the New Darwinian Evolution. Calling variation over time evolution when they really mean Darwinian Evolution is a Humpty Dumpty way of using words – and remember, Humpty Dumpty had a great fall. Switching the meaning of words is a standard way to confuse people.

The motto of the Royal Society (of science) used to be, 'Don't Take Anyone's Word For It' – so give your teachers a break; they are only obeying orders and you must find things out for yourself. And remember, if you don't believe in Evolution you are in the majority of people who do understand the science.



Inter-European Division Youth Ministries and Education Departments

CELEBRATE CREATION

AMICUS INTERNATIONAL STUDENT CONGRESS

September 10-13, 2014
Lisbon, Portugal

SPEAKERS

William J. Cork
(Pastor in Houston Texas)

James Gibson
(Director of the Geoscience Research
Institute - Loma Linda)

Ronny Nalin
(Ph.D. in Earth Sciences - University of
Padova)

Timothy G. Standish
(Ph.D. in environmental biology and public
policy - George Mason University)

Randall W. Younker
(Professor and Director of the Institute of
Archaeology - Andrews University)

Ron Pickell
(Director of Adventist Christian Fellowship)

Derek Morris
(Associate Secretary in the General
Conference Ministerial Association)

REGISTRATION
Contact your Conference
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WWW.AMICUS-EUD.ORG



BUC YOUTH CONGRESS

Reborn

Save the date now:
Easter 2015
2-6 April

World English Dictionary
reborn (ri:'bɔ:n)
- adj
born or as if born again, esp in having undergone spiritual regeneration

New Living Translation
John 3:3
Jesus replied, "I tell you the truth, unless you are **born again**, you cannot see the Kingdom of God."

New King James Version
John 3:3
Jesus answered and said to him, "Most assuredly, I say to you, unless one is **born again**, he cannot see the kingdom of God."

King James Version
John 3:3
Jesus answered and said unto him, Verily, verily, I say unto thee, Except a man be **born again**, he cannot see the kingdom of God.

Contemporary English Version
John 3:3
Jesus replied, "I tell you for certain that you must be **born from above** before you can see God's kingdom!"

SBL Greek New Testament
KATA ΙΩΑΝΝΗΝ 3:3
ἀπεκρίθη Ἰησοῦς καὶ εἶπεν αὐτῷ· Ἄμην ἢ ἀμὴν λέγω σοι, ἐὰν μὴ τις **γεννηθῇ ἄνωθεν**, οὐ δύναται ἰδεῖν τὴν βασιλείαν τοῦ θεοῦ.



Visit www.adventistyouth.org.uk to register your interest.

IMPACT

Sun 24 - Sat 30 Aug 2014



Dublin

what's happening?

As part of the BUC Dublin City of Hope project we are planning to do street witnessing (mime, puppets, singing etc), run a holiday bible club, run a health EXPO, go door-to-door, and run a number of YES! service projects to engage the people of Dublin City and inform them about the love of Jesus

we need your help - please come and join us in service

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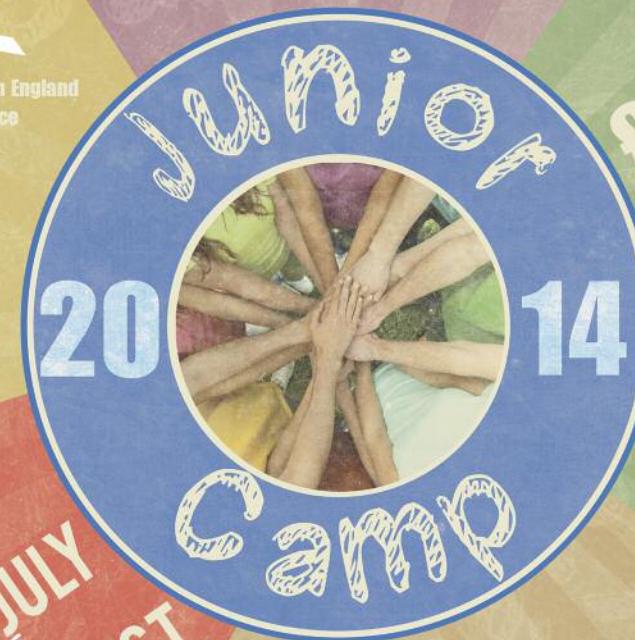
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232728



Stanborough Park School



Stanborough Park Schools cater for children from nursery to 16 years old. On Stanborough Park is a nursery, a primary and a secondary school.

At Stanborough School we believe that the Creator's design is for 'whole person' development – mental, physical and spiritual – and that, no matter what religion or philosophy of life you have, we can help your child to make better moral decisions and grow up to become a trustworthy community leader.

We are committed to developing a unique learning community that encourages cross-cultural admiration and respect. With more than thirty nationalities represented in the student body, Stanborough School is often referred to as the mini United Nations. We provide ESL support for students with English as a second language in all year levels, and foster a range of international links.

Educational trips abroad include destinations such as France, Spain, Hong Kong, India and the USA. Additionally, students from Austria, Brazil, Germany and Spain (among others) visit the school on a regular basis.

For more information, or to arrange a visit, please call:
01923 673291 (nursery & primary)
01923 673268 (secondary)



Alumnus profile: meet Ruvimbo Urenje



Please tell us a bit about yourself and your time at Stanborough.

My name is Ruvimbo Urenje, and my time at Stanborough School was brief yet memorable. In my time I was appointed Head Girl, Sports Captain and House Captain. I finished my education at Stanborough five years ago. I am currently in my third year of a Biomedical Science degree at Bedfordshire University.

Who was your favourite teacher? And your favourite subject/s? Why?

Just to name a few, Mr McKie, the Physical Education teacher, and Ms Davis, my form teacher. Both teachers took their jobs a step further and also taught us how to value ourselves as women in society.

What was the most valuable lesson that you learnt during your time at Stanborough?

Jeremiah 29:11 – 'God knows the plans He has for you. Plans to prosper you and not to harm you, plans to give you hope and a future.' Despite your grades, family background or social circle, God can still make a great person out of you and use you for mighty things. Once you seek Him, He will help you to find and become the best version of yourself.

Any final thoughts?

The difference between 'general' education and Christian education is that Christ is the centre of one but not the other. And with God as your Leader and Centre, only good things can come out of it, since all good things come from God. I have utmost respect for my parents, as they sacrificed many things to allow me to attend Stanborough School. I also respect my teachers who battled with me and mentored me to be the woman I am today. Stanborough had a long-lasting effect on me, and it is worth sending your child if you were considering doing it!



Stanborough SDA
Schools, Stanborough Park,
Watford, Hertfordshire WD25 9JT
www.spsch.org

Newbold hosts 18th International Football Tournament

Newbold hosted its 18th International Football Tournament on the weekend of 3-4 May, and those who attended, whether they were spectators, players or members of staff, were in for a treat!

The tournament attracts five-a-side teams from across Europe, and this year teams attended from as far away as Romania and Moldova to join those who were more local, including teams from Newbold and London.

Tournament founder and organiser and Newbold staff member Zvonko Gregor said the international diversity of attending teams 'captured the spirit of Newbold' through the unity, friendship and a sense of belonging it created among participants.

The tournament was held on the Newbold campus in the college's gymnasium, in close proximity to the newly refurbished halls of residence; the Newbold church centre, where tournament attendees were able to join Newbold students and youth from the Newbold church for Friday evening worship; and the college's cafeteria, which provided tournament attendees and spectators an excellent opportunity to connect with students and youth from the Newbold community.

The winning team – who called themselves Intercontinental – contained a father and son. Zlatko has only missed one tournament since Newbold began to host them in 1993, and this year was part of the winning team with his son, Phillip, who – as a one-year-old – was a spectator at the tournament in 1993.

A new dimension was added this year, with children from the Newbold primary school also taking part in a junior tournament.

The tournament was an excellent opportunity for past Newbold students to return to the campus, to meet old friends, and to make new ones. It also gave current students an excuse to take a break from their exam and essay preparation, and join players for a weekend of fun, friends, food and fellowship.

The tournament has traditionally been held on the early May bank holiday weekend, but this year a second tournament will also be held in October (10-12), and from 2015 onwards the tournament will be held in October. To register a team for the 19th International Football Tournament in October 2014, visit: www.newbold.ac.uk/football-tournament

If you are thinking about university or college, book your free Newbold experience and find out what life is like at Newbold!

Visit our campus and experience Newbold for yourself. Meet our teaching staff and attend classes, stay in our halls of residence, speak to current students, eat in our cafeteria, experience campus life – from student-led worship programmes to sports and other social activities – and meet with our admissions and finance staff.

Whether you are interested in undergraduate or postgraduate programmes in theology and religious studies, business studies or liberal arts, in our shorter study experiences such as the service-oriented Gap Year programme, or would just like to encounter Newbold for yourself, then we can put together something for you.

And, if you enrol as a student at Newbold, then you are eligible to claim up to £150 worth of travel expense from your visit to Newbold (keep your receipts!) towards your tuition!

'I came to visit Newbold in February 2014. I just loved it: the faith-challenging theological classes, the friendly atmosphere around the campus, and the worship services (especially The Experience!) heavily influenced my decision to withdraw from the BA in Sports Coaching I was enrolled in at the time and to enrol at Newbold. There was also a stronger reason, perhaps the only reason why I am here – God wants me to be!'
Ruben – Portugal

'I visited Newbold in 2013 after some heavy prompting from God! I had a lovely experience – I enjoyed the classes, worship programmes, and meeting current students. The campus is beautiful and I heard God speak to me in Sylvia's Garden. I would encourage anyone considering studying at Newbold to take advantage of the opportunity to visit – you never know what you will find!'
Sophia – United Kingdom



To find out more, or to book your Newbold experience, visit: www.newbold.ac.uk/visit-us

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CAMP

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Have you sat at your books trying to write a paper or doing some other assignment, and felt you would like to talk with someone about the subject, share some ideas, get help to understand the topic better? Maybe you'd like someone to work through with you the workplace application of the topic, or explain how to advance your career after you have finished your studies? Help is at hand.

In a joint scheme between the Adventist Youth Ministries for the UK and Ireland at the British Union Conference office (BUC) and the Adventist Services and Industries UK (ASI-UK) we can provide students and young professionals a contact with other experienced Adventist professionals for personal advice, a listening ear, and reflections on the students' professional development.

This scheme is provided through ASI for Adventist youth in the UK and Ireland on a voluntary basis. A code of conduct and terms and conditions are available, and all help is without cost or obligation. Each person should satisfy themselves that what they decide to do is their choice, and each mentor accepts no liability for help offered.

We already have people who can help with career and study advice in areas like business management, farming, education, accountancy, student life, secretarial work, dentistry, and medical work. For more information find us at www.adventistyouth.org.uk and see our partners and the work of ASI at www.asi-uk.info





www.adventistyouth.org.uk



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18th October
2014

buc student day

For all Adventist students to come and see existing campus ministries showcased, and learn how to start a campus ministry from your local church on your campus.

Leicester Central Church

Theme: how to do campus ministries on your campus

If you register, we give you a free lunch!