



Staying safe
as a student

Friendships and
social pressures

Finding a new church

How to: Guide to studying



About this issue

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The importance of being educated

A radical thinker and icon once said, 'Education is the passport to the future, for tomorrow belongs to those who prepare for it today'. It has also been said, 'If you fail to prepare, prepare to fail'. Education has been, and continues to be, an important factor in the life of the individual. It helps to satisfy curiosity, to provide a sense of fulfilment, to enhance job prospects, and to influence the life chances of an individual's offspring. It shapes earning potential, underpins social status and (in some cultures) confers prestige on the family of the individual.

As the world struggles with the economic crisis, we see massive job cuts and fewer university and college places. In short, this means that competition among students is greater than it has been for many years. A good education, supported by excellent grades, needs to be a primary target for each student.

Here are some suggestions that you as students might find useful in your academic journey. Firstly, try to establish exactly what your next step on the educational ladder will be. It's no use having the power of a supercar without a steering wheel. Firm

direction will instruct your decisions and help you to stay focused. Prepare for a new course by reading around the key subjects; this is particularly useful if the subjects are new to you. Try to get a handle on some of the key ideas and people you will be looking at. Next, get into good study habits straight from the start. Make sure that you meet all assignment deadlines, work to the best of your ability and be vocal in class discussions. If a student appears to be lazy and disconnected then tutors generally develop lower expectations and impetus is lost. (See page 12.)

Students are often known for their unhealthy lifestyle but this too can impact upon the quality of their work. Students should aim to eat a balanced diet, drink lots of water (2 litres each day) and, crucially, get plenty of sleep. Without these things you will probably not work to your full potential and work will seem a lot harder than it should be.

If you have an extended assignment or a project, make sure it is broken down into manageable, week-by-week chunks. Similarly, at exam time it is vital to create your own study timetable so that you devote a good amount of time to each subject. Both of these measures will help you to use your time effectively. God bless you! Enjoy your studies!

• David Bryan

David teaches A-levels at an all-girls' school in London where he is Head of Psychology and Sociology. He has an MA in Cultural Studies.

BUC youth congress

21-25 April 2011

Eastbourne, East Sussex

**Workshops • International speakers •
Meeting friends • Opportunities for spiritual growth
• Community service • Easter on the beach!**

Ask your local conference or mission youth department for more details!



Message from the editors: Congratulations to all those who sat and passed their exams this summer! May God guide you in your future plans, and we hope that this edition will give you some pointers for your continuing studies.

TED International Pathfinder camporee

The peace and tranquillity near the country town of Keuruu was periodically interrupted as approximately two thousand pathfinders (from countries throughout the TED, south-east Asia, Russia and the Euro-Africa Division) descended on the campsite at Iso Kirja, Finland, for the tenth Trans-European Division camporee.

The theme for the camporee was 'Faithbook' and Pastor Bobby Bovell gave morning and evening presentations, challenging the pathfinders to remain faithful to God by staying connected to him, regardless of life's challenges. He used the example of some well-known Bible characters who demonstrated their faith by the way they lived their lives.

The Finnish latitude presented a unique opportunity for the pathfinders to stay up late, because sunlight continued throughout the night – it was so light that torches and other

sources of artificial light were hardly needed! As the phrase 'lights out' was made redundant, the new phrase 'quiet time' was quickly adopted to ensure that pathfinders went to bed.

With the fifty-seven activities on offer, there were plenty of things for the pathfinders to do. Each union had its own activities to build and

manage. The British Union was responsible for the aerial runway, box climbing, a rope bridge, archery, drilling and marching, and the choir.

Every camporee has a market day, and so did this one. This was the day on which clubs from every country sold their wares. Several clubs from the United Kingdom ran stalls, and the BUC had its own stall. Part of this stall area included 'the stocks', where Youth directors Paul Tompkins (TED) and Des Boldeau (BUC) were pelted with wet sponges at the bargain price of one euro for two throws. Judging by the water dripping from their clothes, the funds raised from this activity made it truly worthwhile! A total of nearly ten thousand euros was raised, and the funds will help to complete a school building in Sudan.

On Sabbath afternoon, almost two thousand people were mobilised to create a human mosaic. From the air could be seen representations in coloured card of the Pathfinder flag, followed by the Finnish flag and the Dutch flag, representing the current and future locations of the camporee.

The British Pathfinder clubs were supported by a dedicated team of staff from the British Union – the team was on site a few days early, to ensure that everything was in place to

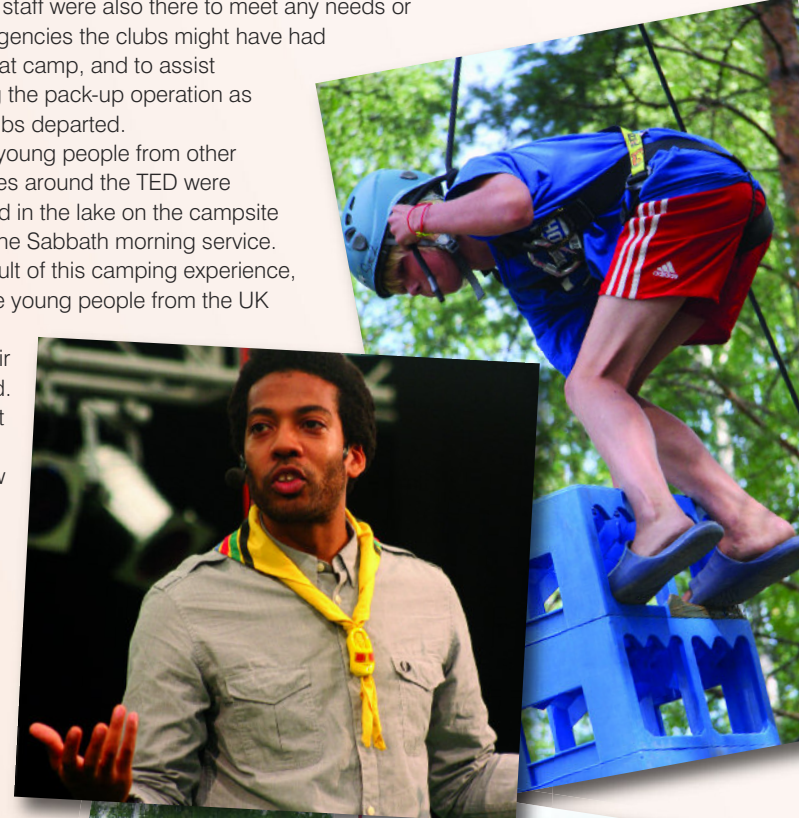
assist the clubs as they arrived to set up camp. The BUC staff were also there to meet any needs or emergencies the clubs might have had while at camp, and to assist during the pack-up operation as the clubs departed.

Nine young people from other countries around the TED were baptised in the lake on the campsite during the Sabbath morning service. As a result of this camping experience, forty-nine young people from the UK have

indicated their desire to be baptised.

Pathfinders reported that they were having a great time and were making new friends; already there is talk of being at the next camporee in the Netherlands in 2014. Many of the adults have gone home tired but happy – they were grateful for the opportunity to play a part and to impact the lives of our pathfinders in some small way.

Kevin Johns



Photographs by Cathy Boldeau

Truth Quest in Ireland

Record crowds came to the annual Irish Mission Youth Summer event at the Portlick Scout Camp in Glasson, near Athlone (10-17 August). With ninety-three people in attendance, 'this is the largest youth camp we have had', said Irish Mission Youth Sponsor Adam Keough.

'There are young people from all over the Irish Mission, representing almost every church in both Northern Ireland and the Republic of Ireland'.

Pastor Des Boldeau, BUC Youth director (along with his wife Cathy) spoke at the camp. They gave presentations in both the morning and evening worships centred on the search for truth. Using film and cartoon clips, games and activities, the morning sessions were interactive, while in the evening a sermonette re-emphasised the points made in the morning. Each day the Boldeaus used a different Bible story to talk about truth.

'Our aim was to get the kids to think about truth, lies and the long-term consequences of their actions', said Des. Using John 14:6 as their key passage of Scripture ('I am the way, the truth and the life...') they encouraged the youth to choose Jesus.

The young people and staff were encouraged to participate in worship through singing and special items. Musical numbers were given by several of the young people with outstanding voices, but the highlight of the musical worship items was *The McCormack Sisters (and friends)* singing 'You are my All in All'.

There were many engaging activities during the week, such as pioneering, videography, kayaking, laser skirmishing, paintballing and arts and crafts, as well as the notorious water fight (with staff and campers alike being drenched)! The seniors were taken out for a 'survival night' on a nearby island. Kevin O'Brien (camp nurse and 'artesian') was kept busy removing ticks from some of the more adventurous young people.

Mission President Pastor David Neal and his wife Marci visited on Sabbath. David noted that 'Summer camps are an important part of youth spiritual development and it is good to see so many of our young people coming together to worship and fellowship'. Spiritual development was an integral part of the week – an impromptu sermon was delivered by

- Adam Keough



Thomas Neal on the first evening, due to the delayed flights of the Boldeaus. Then came the decision evening, when the young people made commitments to follow Jesus, and nearly half of them said they were interested in being baptised.

'I love Summer camps,' said one senior; 'I'm able to meet up with friends, make new friends and learn more about God'.

Photographs by Weiers Coetser



Adam is the minister of Belfast church and is the Youth sponsor for the Irish Mission. He is married to Heather and has a daughter, Olivia.

Novi Sad Mission Project 2010

- Jeremy Tremeer



'An incredible experience; really and truly a once-in-a-lifetime change and I loved every single minute of it.' – this is how one of our volunteers (Anna Surrige) summed up the trip to Serbia, taken by twelve of our Welsh Mission youth. Each of them gave their time and service to run an English school in Novi Sad, the second largest city in Serbia. Working with the local Adventist school there, we aimed to show God's love in practical ways, building friendships with local people and offering classes in conversational English. Classes were taught throughout the day, and the evenings were spent developing friendships as we explored the city together: walking by the River Danube, looking over the city from the fortress and enjoying ice-cream! Another volunteer, Linroy, said, 'For my first mission trip it just blew my mind away seeing the enjoyment on the students' faces during the lessons and the connections shared with everyone we met.'

On our final evening we had a presentation about British life, with a special emphasis on Wales and also the British Virgin Islands (where Linroy comes from)! The presentation ended with refreshments, including Welsh cakes and slices of bread with marmite!

Over the ten days we spent in Novi Sad, we taught more than sixty students, most of whom had no connection with the Church. It was such a success that we are already thinking of repeating the trip next summer! 'I've made lifelong friends, both Welsh and Serbian, and have truly found myself changing day by day', said *Alysha Nnadi-Leach*.

After all our hard work in Novi Sad we explored more of Serbia, visiting the mountain resort of Zlatibor, and then finally the capital city, Belgrade. It was an experience for all of us to remember and cherish.



Jeremy is the minister of two churches, Cardiff Central and Ystrad Mynach, and he is also the Youth sponsor for the Welsh Mission.

'What a delightful experience, met so many fabulous people and had a great time.' *Eiddon Paul*

'The weather was great, the food was outstanding and thanks to all those who loved my hair.' *Linroy Toney*

'An experience to remember always; made great friends who will be missed; ate amazing food; saw awesome places; weather was all good. Overall the most beautiful place I've been to so far :);' *Vanessa Kidwell*

'I really enjoyed the trip. I was slightly skeptical at first, however after one day I could see that Serbia was a fantastic place, with great people, amazing food and, most importantly, awesome weather.' *Jamie Payne*

'The Serbian hosts were real stars and the hard work was so much fun thanks to working and growing as a team.' *Eifion Paul*

Choosing a career

Confused about what subjects to take for your GCSE options?
Worried about not knowing what your chosen career path will be?
It can be difficult to decide, but this article may help you to get started.

What do you want to be when you grow up? 'When I was a child, I spoke as a child, I understood as a child, I thought as a child...' (1 Cor. 13:11, NKJV). The fact is, just like everybody else, when you were a child you probably wanted to be all manner of things from a firefighter to an actress. Some of us had even more imaginative ambitions and wanted to be Superman, Spiderman or even a mermaid! These ideas may seem a bit ridiculous but in fact they're not; everyone has a dream of becoming someone or doing something with their lives, and those dreams start the process of making these things become a reality. (Except for the mermaid, that is!)



No idea what career to enter? So you know you want a career – and (having decided that not being able to breathe water ruled out the mermaid job) you should now focus on what subjects you require to fulfil your chosen career. Whether you have decided what you want to do when you grow up or not, the chances are that this may change. Try not to get stressed about your future, even if you have no idea what you want to do. Do vocational or academic qualifications in subjects you like, and the rest will follow. Most people only realise what career is right for them later in their 20s or even 30s. Check out the 'jobs4u' careers database (www.connexions-direct.com) – it has great information on all kinds of jobs.

What things am I good at? 'To one he gave five talents, to another, two, and to another, one, each according to his own ability...' (Matt. 25:15, NASB). In order to answer this question, there are some other questions you need to ask yourself.

What subjects am I good at?

What activities do I enjoy?

What are my gifts?

What skills do I have?

What interests do I have?

What qualifications and experience do I have?

These make up your 'transferable skills' – 'skills' which you can 'transfer' into actually doing a job or fulfilling a career. It's no good wanting to be doctor if you're not interested in science or uncomfortable with people; on the other hand, a quiet introvert who loves maths may make a very successful statistician. Also choose subjects that will develop other skills: like drama (to develop presentation and communication) or art (to develop imagination and creativity). Your qualifications, gifts, skills and interests help you start to decide what career you would enjoy and find most fulfilling. There are so many careers out there; whatever your transferable skills are, there will always be a career in which you could be successful (see: www.careersadvice.direct.gov.uk).

Some quick tips:

Qualifications – these are important. Remember, some jobs need specific subjects and training.

Advice – use the help of teachers, connexions advisers, careers co-ordinators, job centres and agencies.

Try a short course – free foundation courses with charities are available online.

Keep your options open – you never know: one career interest could lead to something better!

Think outside the box – make-up artist, charity director, teaching in prisons . . . the possibilities are endless!

Volunteering/mentor work – volunteering develops new skills and reveals hidden talents.

Do every job well – 'Whatever your hand finds to do, do it with all your might . . .' (Ecclesiastes 9:10, NIV).

Go direct – contact people who work in your chosen career and find out their experience and career paths.

Take your time – don't rush; stop, think, reflect; make sure it's the right choice for you!

• Patrick Brown

A five-step plan:

1 Assess your qualifications, interests, skills and talents.

2 Consider your personality, passion and life ambitions.

3 Use both of the above to choose a career that will fulfil your talents and show your strengths

4 Think: do I need further training or a course to increase my opportunities?

5 Act: Work experience, internships, volunteer work and job applications will all increase your chances of finding a successful career.

Did Christ have a career path to follow? ' . . . And Jesus increased in wisdom and stature, and in favour with God and man' (Luke 2:52, KJV). Christ knew what he wanted to do because he knew the path he had to follow. He also discovered his gifts and talents, and from an early age he was able to teach, preach and speak confidently. Not many children at the age of 12 can debate with scholars (equivalent to our university lecturers today). Yet he was versatile and flexible, and working as an apprentice carpenter with his father Joseph allowed him to develop practical skills and experience hard work. Most of all, he believed in himself and in his Father, who can make all things possible. Now go and do likewise, and remember, you can do all things through Christ who gives you strength!

Useful Websites:

www.connexions-direct.com : A-Z careers profiles

www.careersadvice.direct.gov.uk : A step-by-step guide to jobs and careers

www.wfac.org.uk : Working for a charity

Patrick has spent lots of time with young people, both as a teacher and as a youth worker. He currently teaches in London, where he lives with his wife Michelle and their two boys, Andrew and Aaron.

Gap year options and the XGSO Gap Year at Newbold College

• Henrik K. Jorgensen

What do you want to do with your life? How do you get to do that? Where does God fit in . . . if at all? Many young people struggle to find the answers to those very important questions.

What sort of person can take a gap year?

Anyone 18 or older who is seeking a career break or hoping to recharge their batteries may decide to take a gap year. At Newbold, students have taken a gap year either before or after going to university.

Why do people take a gap year?

Some people just want an opportunity to take a break from the pressures of their student or working career. For some, it is an opportunity to 'put something back' by participating in various voluntary activities. For others, it is an opportunity to experiment

with a variety of other activities and find out what sort of work suits or interests them.

For all, it is a chance to consider which direction they want their lives to take in the future.

What is the XGSO Gap Year?

The XGSO Gap Year at Newbold College is designed to give you an opportunity to take a break from whatever you are doing and reflect on what direction your life should take.

The XGSO Gap Year offers you an opportunity to develop a clearer self-awareness, a more embracing world-view and a deeper spiritual life.

In order to achieve this, the XGSO Gap Year at Newbold College is made up of three different elements.

Personal development – you meet with an experienced tutor one-to-one, once a week, to talk about what you want from life, how to get it and where God fits in to all that, if at all.

Academic study – 'Mission and Volunteerism' is a module specially designed for XGSO Gap Year students – there are also other modules which you can choose to take.

Volunteer experience – there will be a number of activities in which you could participate.

Can I choose how to take the XGSO Gap Year?

There are three ways in which you can take the XGSO Gap Year.

Option 1. You can take one semester at Newbold (normally September to December). This includes all three elements listed earlier, as well as a two-week mission/humanitarian trip.

Option 2. This includes option 1, but adds a second semester at Newbold College.

Option 3. One semester at Newbold followed by a six-month placement, normally organised through the Adventist Volunteer Service.

Henrik is Head of Student Services and Assistant Lecturer in Religion at Newbold College, Bracknell.

Who organises the XGSO placement?

The teachers of Mission and Volunteerism will help you to make travel arrangements, apply for visas (where appropriate), make sure you have proper insurance and so on.

Most placements are made in co-operation with AVS (the Adventist Volunteer Service) even though other possibilities can be considered as well.

To what sort of places do people go on their placement?

Our students have gone to Brazil, Ethiopia, Malaysia, Russia, Thailand, the UK and Yemen.

What sort of work do XGSO Gap Year students do on their placement?

Here's a list of some of the jobs: Classroom Assistant, Teacher of English, Support Worker, Project Assistant, IT Support Worker, Drug Rehabilitation Support Worker.

We do our best to ensure that you go on a placement which suits you, but options are limited by the availability of places at any given time.

What does XGSO stand for?

XGSO stands for Experience God, Self and Others. You can do that at Newbold College!

What do XGSO students say?

- 'It was the best decision I ever made!'
- 'It has given me a new direction in my life'
- 'Just what I needed!'

Who should I contact to find out more?

Henrik Jorgensen convenes the programme for the XGSO Gap Year. He would be happy to have an informal chat with you or your parents to discuss any aspect of the Gap Year. Email him at: henrikj@newbold.ac.uk or phone him on 01344 401791.

To find out about other gap year opportunities, please contact your school or college career advisory service or visit the government advice site at: www.direct.gov.uk/en/YoungPeople/Workandcareers/Workexperienceandvolunteering/DG_066213

WHAT'S
YOUR
BIG
PLAN?
DUNNO!

Waiting on results
not sure what to do
Not sure what God
wants you to do?
Consider the Gap Year
at Newbold College

Studying at college or university

Going away to study at university or college is exciting, challenging and life-changing. I have been lecturing students for many years now and I can clearly remember the ones who most impressed me, the ones I knew would complete and consequently the ones who would not make it through.

One of my favourite students was Alison. When she started, I knew she was going to make it; she also turned out to be top of the class. Alison was quite a bright student, but that is not the main reason why she made it. Alison had several qualities or characteristics that shone out and these are what helped her to make it through the pressures of studying at university. Below I am going to focus on a few of those qualities that I know, if developed in each student, will ensure their success. At the same time I will answer the following questions:

- 1 What do lecturers expect from students when they enter university on a first degree programme?
- 2 How do lecturers identify those students who will do well, and what do they look for in a good student – is it purely academic ability or are there other qualities and abilities that are necessary?

Ambition to achieve

Students who demonstrate that they have the ambition to achieve will read all the information they are given, make themselves familiar with course information, keep track of the whole enrolment process, have their papers in order and fully completed, and pay their fees on time or negotiate instalments. These students will listen carefully to all instructions, follow those instructions, be respectful and considerate to staff, and become aware of the fact that they are individuals among many students attending the university, so they need to take full responsibility for themselves, but also seek help when they need it.

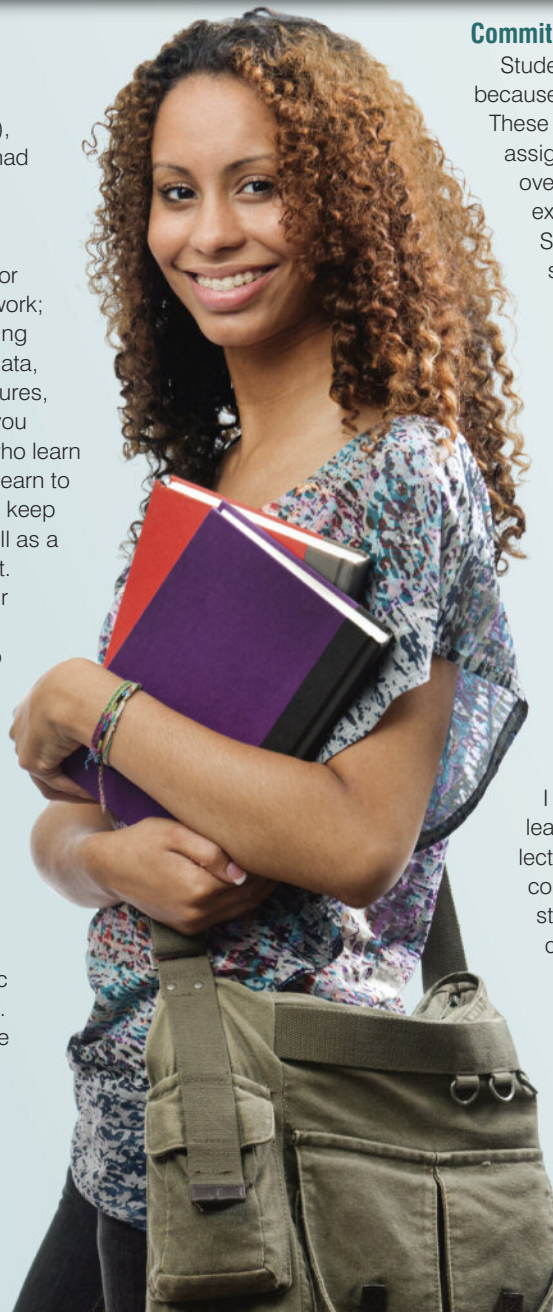
Alison would make an appointment to see me for a tutorial when the going was tough and, though her tears told me how difficult things were, she had all her papers and knew what she had to do. Alison sometimes felt daunted by the whole experience, but she would nevertheless seek help and, as we talked, and I gently guided her back to seeing her strengths, she would regain her composure, and the following week she would come back to say thank you. Christ came to do his Father's will;

he aimed to achieve the goal (John 6:38), and Paul aimed to finish the course; he had ambition to achieve (2 Tim. 4:7).

Be motivated to learn

Students need to take responsibility for their learning by being willing to do the work; this involves reading, making notes, writing essays, researching a topic, collecting data, organising their schedule, attending lectures, and planning study time and free time (you need both). This is evident in students who learn to think critically, learn to read in-depth, learn to write with understanding and clarity, and keep a good dictionary always at hand, as well as a notebook, pen and books on the subject. These students make each day and hour count.

Alison would diffuse her motivation to learn around her tutor group of ten students. She would get students to talk about the subjects being studied and what difficulties they had, and together they would seek solutions. Group tutorials were sometimes led out by Alison because she wanted to learn so much and she wanted all her friends on the course to learn too. Her motivation was not selfish ambition. She wanted everyone to understand the topic and she wanted to share her knowledge. Her drive helped others to try harder. She became a well respected and well loved member of her group. The Ethiopian wanted to learn (Acts 8:34) and the disciples asked Christ to teach them (Luke 11:1). Their motivation to learn meant that they were teachable.



Commit to your studies

Students need to make a real commitment to their studies because this commitment will aid their individual development. These students keep going even when it's tough, assignments don't make sense, and things are overwhelming. Amid this, they are determined to make that extra effort: they have what is called 'Stickability'. Students who are committed also organise themselves so that they allocate real time to their studies. They ensure that they know the subject timetables and then they organise their personal study time around them. This takes time and effort to set up, but it is a system that can be of great benefit to you, because you will always know what you are meant to be doing next, and where you should be. I would give students a blank week planner and have them plot out their class times, private study times, and free/fun times. This exercise helped them to go away and set up a real study time plan for the whole course.

Alison spent hours on her study plan, and it was of great help to her. She would know when she was off plan, and get back on track. Alison would never miss a tutorial because of her plan. She would come to me for an assignment tutorial with her essay plan, her notes, her reading list and her questions; she would not always want me to see her rough notes, but I would tell her how precious they were, and so she learnt to be proud of them. A student like this is a joy; as a lecturer you have something to work with, because they come with some notes that they have prepared. Some students attend tutorials with nothing and expect to come away with everything. Christ was fully committed, even to the sacrifice of his own life (Luke 22:41-43) for the greater prize, and God was able to use him to save us.

Alison is now a manager for a Youth and Community organisation. She completed her degree with distinctions. She came back to see me a year after, to say thanks; I thanked her also for being the wonderful person that she is. Next are five steps that I believe sum up the message in this article.

Beulah Plunkett



A five-step plan:

- 1 **Seek it:** ask first for guidance from the Lord as you embark on your studies. Find out all you can about the institution, the courses and costs, the qualifications attainable, where you can go with your qualification, and how it will improve your future prospects.
- 2 **Grasp it:** once you get your place on the course, organise yourself so that you can do the work, make yourself familiar with timetables, lecturers, campus facilities, libraries, books, students, course information, campus information and so on.
- 3 **Hold it:** while you are on the course and the going gets tough, stay with it! The new knowledge is going in, it's just striving to find a place to live inside of you; that can hurt at times, but don't let it go.
- 4 **Know it:** learn, learn, learn – that is what you came to do, so give it all you've got. Do your research, write your papers, attend all lectures, speak to your teachers and connect with like-minded fellow students.
- 5 **Achieve it:** your Spiritual, Personal, Intellectual, Cultural, Emotional and Social (SPICES) growth will have been further developed through your studies, so be aware of your blessings and achievements in all of these areas and claim them all!

Recommended Reading

A. Northedge (2005) *The Good Study Guide*, The Open University
P. Redman (1998) *Good Essay Writing: A Social Sciences Guide*, The Open University
S. Cottrell (2008) *Palgrave Study Skills: The Study Skills Handbook*, Palgrave Macmillan; 3rd ed.

Beulah has 25 years of experience lecturing in Further and Higher Education, and 16 years of experience training teachers in Further Education. She is currently an honorary lecturer at the University of Birmingham, where she conducts research in Practical Theology.

Finding & joining a new church

• John Surridge



John Surridge is the President of the Welsh Mission. He is married to Moira and is the father of two young adults.

Seventh-day Adventist church

My dad drove off into the distance, waving. With my two bags and rucksack I walked into the hall of residence that would be my home for the next two years. I later learned that this parting was just as emotional for my dad as it was for me. I also found out pretty quickly that it was much the same for everyone else who was starting uni that week – that knot in your stomach as you come to terms with the new reality: you're on our own, and you'd better get used to it.

Finding a church was not high on my list of priorities. There were so many other things to sort out: registration, freshers' week, books to buy, clubs to join, not to mention the new friends to be made as my social network was completely rebuilt.

There was only one church within striking distance and I already knew a few people there, so it was generally assumed that I would go there on Sabbath. If I didn't show up I knew that people would ask questions, my parents would find out, and before long a minister or elder would be knocking at my door.

I was lucky, because this was a church that knew how to welcome students. Not a Sabbath went by without me being invited to lunch. The small group of Adventist students at the church arranged Friday evening meetings, and eventually these became more important to me socially than anything on offer at the university. I also got 'involved' at the church. Within a few months they had me leading a Sabbath School class, though I'd never done it before.

In short, I survived. My first three years after leaving home strengthened my faith, and, as it happened, influenced my decision to become a minister.

Of course your story could be different, but a few things will be similar – so here are some pointers to help you survive when you leave home, start college, get a job in a new town and so on.

- 1 Research the area.** This is easy, just use the web. Check out the list of churches on the BUC website (www.adventist.org.uk) and see if there is one near to where you are going. The website even indicates how many members each church has, so you'll have an idea of what to expect.
- 2 Use your existing social network** to see if you've already got any friends in the area. Again, this shouldn't be too hard using Facebook or whichever network you use.
- 3 Let someone know where you're going.** The Adventist Church is a formidable force when it works correctly, and if your minister or elder can put the word out you'll get a much better reception when you arrive at the new church.
- 4 Your new church will be different, so give it a chance.** Even a little group with five old ladies can be very supportive and welcoming to visitors.
- 5 Get involved.** It's actually much more fun teaching a lesson than just sitting through one.

If there is no Adventist church then it could be tough, but all is not lost. Use the web to study your lesson with others around the world, watch the Hope Channel, and maybe even sit in on services streamed from other churches. Also, travel a lot! There are always Adventist 'big days' going on somewhere in the country. And don't be afraid to make friends with other Christians. It could be that God has called you to your new location specifically to be a help and a witness to them.

Eating healthily on a student budget

• Kerhys Sterling



Every year of my uni life comes with its own culinary experience. Take my first year, for example, the year of the Supernoodle! I survived several weeks on those packets, getting through two or more a day . . . not only were they quick to make, but they were also included in three-for-one deals at Tesco! Then there was my second year, consisting mainly of a cereal-based diet, lots of tuna pasta and extraordinary amounts of mayonnaise. But, my friends, we're only at the top of this mountain of kitchen faux pas. If my mother knew some of the things that pass through my lips, her cries would be heard worldwide.

The fact is, once you're away from home you quickly realise just how much food costs! Tins and packets appear to be the only cheap solutions and you find yourself dreading the horrors of your next meal! However, even though our student loans may disappear into the pockets of landlords and university officials, there is a light at the end of the tunnel!

Firstly, figure out how much you plan to spend on food per week; if you don't know how much food items cost, try browsing through some online shops to get an idea. Next, figure out a balanced meal plan and stick to it religiously! You may be physically and mentally exhausted after a day of studying, but if you don't stick to the plan, you'll end up wasting money on extra food or takeaways, which is money down the drain! If you know you have a busy day ahead, plan for a quick meal such as an omelette . . . these are simple to make and perfect if you don't want a huge dinner late at night.

Shopping for food in the evenings can work to your advantage as there are more reductions on everything fresh! Look out for items that are half-price and 'buy one get one free', as these will help you to cut costs. Most importantly, don't limit yourself to just the brand named products; buy value foods, and look around the market and the 99p store too! Quick and easy meals are ideal, so pasta sauces, soups and the odd tin will save you money. Be careful not to forget that you're a student on a budget, because it's easy to forget this and end up buying things you really can't afford!

So here are my top tips for eating healthily on a student budget:

Try shopping in the evenings when food gets reduced; it's the best time to get a bargain!

Look out for in-store deals which could save you money.

Visit market stalls for lower-priced fruit and veg, but if all else fails buy frozen things to ensure you get at least two or your five-a-day!

Make a meal plan and stick to it. Leave plenty of time to cook your meals, and fit your mealtimes around your study timetable.

Drink plenty of water to avoid the craving for unnecessary snacks between meals.

So maybe your meals won't be as appetising as mamma's cooking, and the very thought of a visit home will have you salivating; but enjoy being a part of the student club . . . remember, every penny counts!



Kerhys is a 3rd-year Geography student at the University of Birmingham. She enjoys music, writing, volcanoes and colouring in!

Staying safe as a student

Being away from home for the first time (or beginning your studies in a new environment) is always challenging. For some, it's welcome and full of excitement; for others, there are concerns and perhaps an element of nervousness.

Either way, this is a brief introduction to some of the things you can do to keep safe as you begin to find your way around, meet new friends and find yourself in situations you hadn't expected.

Perhaps, for the first time, you will start to socialise with fellow students who drink, smoke, use drugs or who invite you into a social life that seems so different from what you're used to.

Having an understanding about personal safety matters is really important; most steps are common sense, you just need to become used to thinking about your own safety.

Make sure you attend a seminar on safety if it is offered, and take any literature providing police or college guidance. The following points are nearly always contained in safety guidance material, but perhaps including them here will give you a few ideas that should cause you to begin thinking about your new life.

Most of all though, enjoy your experience – don't be overly anxious, just apply some common sense.

Some of these measures may seem unreasonable to you; that depends on your own experiences and how 'street-wise' you consider yourself to be. Let's assume you're not.

Understanding your environment

- Whether in rented accommodation or halls of residence, become familiar with your surroundings, especially with the fire exits, security stations, procedures for getting help, local bus routes, taxi firms, safe places and definite no-go areas. It might take a while, but it will be worth it when an emergency situation arises!

• Becky Millsop



- Make sure your room can be secured and that windows can be locked – also think about where you will leave valuable items when you are out.
- If you are going out, especially in the evening or night-time, let someone know approximately at what time you expect to get back. Yes, you are free from parental controls, but it's still really good advice!

For your own safety:

- Try to avoid being out on your own, especially during the late hours when it gets dark.
- Avoid wearing your earphones when outside. You can't be fully alert to the presence of others, and you are advertising the fact that you have some form of MP3 player or phone. Don't take a shiny new specialist laptop bag with you; keep your device in an older-looking rucksack.
- Try not to look lost by standing around as you read a map - go into a shop or a garage to ask for help.
- Walk facing the traffic so no one can pull up behind you.
- Avoid shortcuts along alleys, or across parks or wasteland.
- Don't use a cash-point alone at night. Use cash-back services

in shops or cash machines that are indoors. If anyone is hanging around near a cash machine, move away and go somewhere else. Trust your instincts; if something doesn't quite seem right, then leave!

- Carry a personal attack alarm.
- Arrange to get home with a friend.
- Do not hitch-hike or accept lifts from strangers.
- If you are out having a drink with friends, don't leave your drink unattended and don't accept drinks from strangers unless they are served to you directly.

Using taxis

- If you are out late and you are alone, arrange to be taken home or call a taxi.
- After dark, **only** use clearly marked **hackney** cabs at taxi ranks or pre-arrange with a taxi company to be collected. **Do not** use any unlicensed taxi or driver.
- Always carry some spare cash in case you get stuck and have to use a taxi.
- Keep the number of a reliable taxi firm on you.
- Always sit behind the driver.

Using public transport

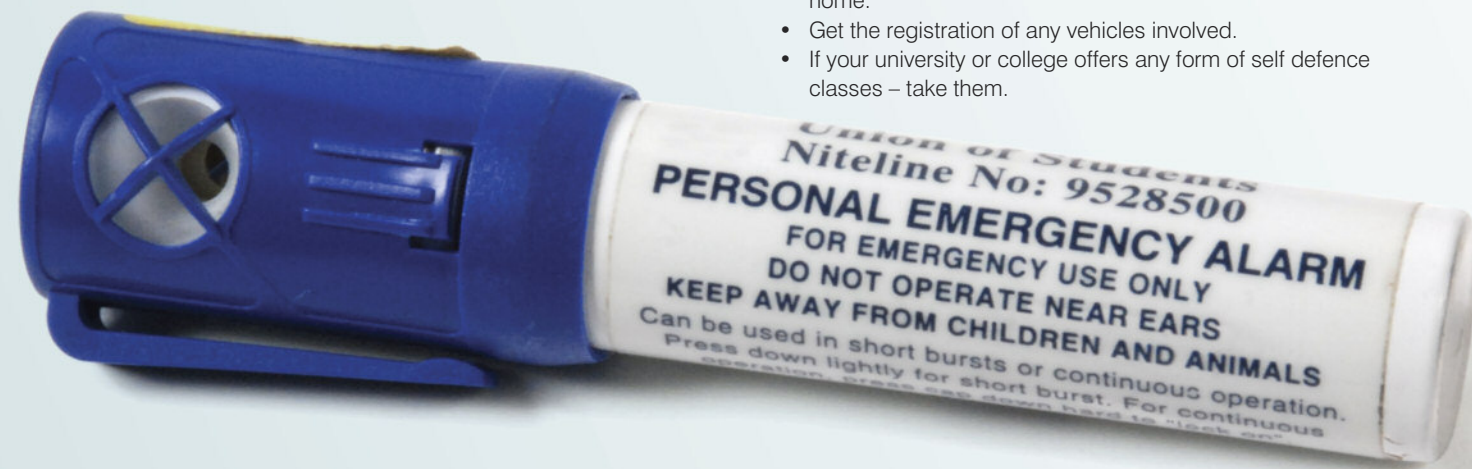
- Try to avoid waiting at isolated bus stops and be sure about which service you need.
- On a bus or coach, sit as close to the driver as possible.
- Do not sit in an empty train compartment.
- Do not leave your bag loose on the seat next to you.

If you think you are being followed:

- Cross the road – if still being followed, cross back again.
- If you are still worried, go to the nearest public place and call the police on 999.
- If someone tries to grab your possessions, don't resist. Try to get a good look at the person, and then call the police as soon as it is safe to do so.

If you are threatened:

- Set off your personal alarm – don't be afraid to use it!
- Scream and shout.
- Get away as quickly as possible.
- Ring the police as soon as you can, don't wait until you are home.
- Get the registration of any vehicles involved.
- If your university or college offers any form of self defence classes – take them.



www.herts.police.uk/studentsafety/links/index.php

Becky Millsop is a police officer with Hertfordshire Constabulary. This article contains personal views and opinions and is not written on behalf of the constabulary.

Friendships & social pressures

- Shannon Alexander

Sometimes when we go off to university we feel alone and wonder why God has led us to be so far away from our loved ones and friends. At uni, no one seems to be like us and many fail to hold the same principles as we do.

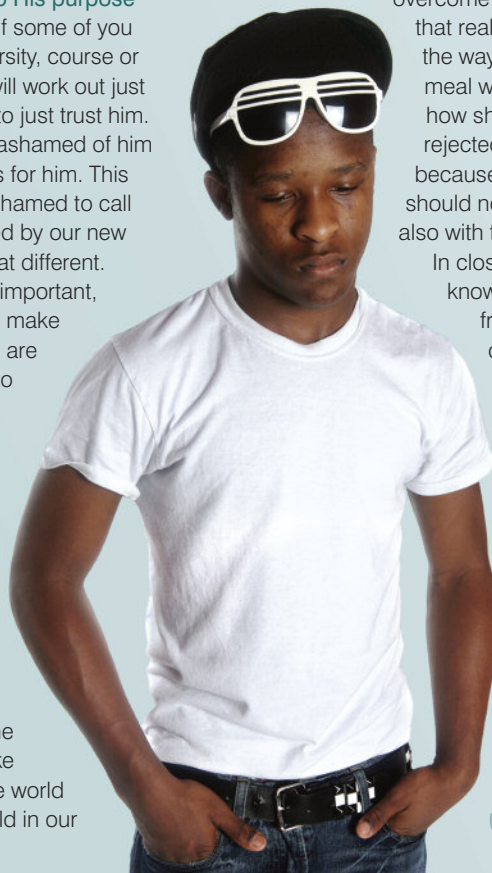
So what do we do?

Do we: **a.** Just go with the flow so that we can develop friendships and no longer feel lonely? Or **b.** Keep ourselves to ourselves in the hope that we won't become like 'them'? Or **c.** Be like Jesus?

Before we go any further, it is important to remember that 'all things work together for good to those who love God, to those who are the called according to His purpose' (Romans 8:28, NKJV). So even if some of you didn't get your first choice university, course or living arrangement, everything will work out just how God wants if you're willing to just trust him.

God has called us to not be ashamed of him but instead to be bold witnesses for him. This means that we should not be ashamed to call ourselves Christians, when asked by our new associates why we are somewhat different. Being yourself through Christ is important, because it will help you begin to make friends who like you for who you are instead of for who you're trying to be. People should be able to respect you for your integrity and even become aware of the difference you make in their lives.

It is important to understand that Jesus never intended us to isolate ourselves from the world. In fact, just before he died he asked God not to take us out of the world but to keep us from the evil in it (John 17:15-17). Just like Jesus, we are called to be in the world but to be separate from the world in our



principles and interests. 'The saviour mingled constantly with men, not to encourage them in anything that was not in accordance with God's will, but to uplift and ennoble them' (Ellen White, *Counsels to parents, teachers and students*, p. 322). In the same way, we are urged to mix with others so that divine love can shine through us, preserving others from spiritual corruption.

In order to act like Jesus you need to be aware of the way he acted. It is important that we spend time getting to know him for who he really is. Through prayer and a study of God's word, not only can you understand the One you aspire to emulate, you can also receive the power and strength God's word gives to help you overcome the peer pressures of university life. Another thing that really stands out about how Jesus dealt with people was the way he never missed an opportunity to fellowship over a meal with people who later became his friends (no matter how shunned they may have been by society). He never rejected an invitation nor refused to speak to someone because of their age or position in society. Similarly, we should not just look to be friends with the popular students but also with the unpopular ones.

In closing, I want to encourage you individually to study and know for yourself the things God requires and expects from his children, so that no one can deceive or confuse you.

May God truly bless you, throughout your studies, as you represent him in all that you do.

- 1 Accept that you are where you are for a reason.
- 2 Ask God to give you a heart that is not ashamed of him, but that is willing to serve him, no matter where you are or what you do.
- 3 Ask God to change your principles and interests from being worldly to being the same as his.
- 4 Ask God to live through you even while at university and to bring people your way to whom you can be a blessing.
- 5 Never forget to pray for the strength to be who God wants you to be.

Gadget guide to college

• Karl Da Silva



Beginning a new academic year can be daunting for anyone. New coursework, timetables, classmates, activities, modules, teachers. . .

But don't fear, help is at hand. There are gadgets that you might already have that can make your scholarly life a lot easier. Now I could review the latest gadgets, but rather than create a wish-list of silicone candy for those who don't have them, and a checklist for those who do, I'd like to be as practical as possible in listing ways that will enhance the usability of your gadgets. So here is a five-step quick guide to get you up and running.

1 Make sure you have the right tool for the job

If you're wondering about a laptop, desktop, or indeed a tablet computer, there are a few things worth thinking about:

Wireless – it's pretty much essential that you ensure whatever device you go for has wireless connectivity. Your place of study will most definitely offer wireless internet.

Usage – think of what you'll use your gadget for, and get the appropriate device. If you just want to write emails and coursework, chat socially online and surf the internet, then maybe a netbook is what you need; but if you intend to spend more time using your gadget to watch movies, maybe design and create media, use memory-intensive programs like video editing packages or run large games, then a 15-inch or 17-inch laptop with a large hard drive and 2GB+ of RAM would do the job.

2 Get the Bible on whichever gadget you use

Your connection to God is the most important thing in your life, and in this digital age Bibles can come in many formats. There are a number of free Bible programmes out there waiting for you. For the PC, Mac, Linux or PDA, check out www.crosswire.org/index.jsp – for smartphones, just do a search via Google, for example 'free (insert phone or device name here) Bible app', and you'll come up trumps. You could also get an audio Bible on your MP3 player or phone at: www.audiotreasure.com/indexKJV.htm

3 Get in the habit of using an organiser

An organiser of some type will enhance your time

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management, helping you keep on track with your studies and social life. Google calendar (www.google.com/calendar) is a great tool that lets you sync with various gadgets, from phones to laptops, and has extra functions that enable you to share your calendar with others, view your calendar offline and so on.

4 Use online study tools

As the assignments start rolling in, there are a number of online tools available to you that will help you. Your college or uni intranet will have resources available to help with essay writing, research, coursework and so on, but if you need extra resources, here are a few:

- Essay writing help – www.coun.uvic.ca/learning/essays/
- Research help – www.youtube.com/watch?v=Ylp9nJpGak4
www.library.jhu.edu/researchhelp/general/evaluating/index.html
www.howto.co.uk/business/research-methods/
<http://books.google.co.uk/>

5 Beware of the surfer mentality

As helpful as gadgets and the internet are, it is possible (as it has been for hundreds of years) to get by without any type of gadget and still excel in your studies. Indeed, research has revealed that the instant accessibility of information has created a surfer's mentality, where our focus has shortened due to being able to jump from one resource to the next, on any subject at any time.

So this last tip reminds you not to spend too much time on your gadgets, but to dig into lots of books; get stuck in and have a happy, blessed and studious academic year. www.spiegel.de/international/zeitgeist/0,1518,710139,00.html



How would Jesus do it? *Studying*

Undoubtedly, the centuries that have passed since the Bible was written affect the ease with which we today put its teachings into practice. That is not to say that the Bible is irrelevant, only that it often requires a bit of extra effort if we wish to extract all we can from it. In what follows, we will use one Bible passage to examine Jesus' approach to study.

1

The facts

There is one passage in particular which places Jesus at the seat of learning during his time – the Temple (Luke 2:41-50). Here we find him, just 12 years of age, rubbing shoulders with the scholars of the day. He had just entered the year when he would become a Bar Mitzvah (upon which a young Jew became responsible for his actions) and therefore used the opportunity of his yearly Passover visit to listen to the teachers and ask questions (vs. 46).

As a starting point, it should be worth remembering that there were three main places of learning in the Jewish society of the time: the family, the synagogue and the Temple. The main 'subject' taught was the Jewish faith (both the theory and the practical application). The main text studied was the Tanakh, or the canon of the Hebrew Bible (the Torah – the five books of Moses; the Nevi'im – the writings of the prophets; and the Ketuvim – the remaining books). In addition to these was the Talmud – the record of rabbinic discussions relating to customs, history, ethics and the Jewish law. The teachers of the time were members of the Temple (Sanhedrin), who taught the people in the Temple courts between the morning and evening sacrifices, as well as on feast days when lots of people passed through.

What can we infer from the facts? 2

If this unique passage speaks at all about studying, then a number of things can be useful to our discussion:

Progress: Jesus learned about his faith at every stage of his growth: this is why he was able to talk with and impress the teachers at the Temple. He was already familiar with the Scriptures and their interpretations. Special credit for this is due to his family, particularly his mother.

Humility: He was willing to learn from those whose understanding was more limited than his, and did so without berating them or giving up on the process. In fact, the rabbinical style of learning involved both the students and the teachers sitting down (vs. 46) and asking questions of each other.

Understanding: Jesus first listened to the teachers, which indicates a desire to learn their point of view. He asked questions once he understood what their position was. Dr Luke seems very specific when he outlines the order in which this learning process took place. No doubt, Jesus' attitude aided the process of learning, which ensured that the young boy understood the value of what was being taught (vs. 47), amazing everyone with his insight.

Confirmation: both men and God approved of Jesus' development (vs. 52).

Purpose: studying was not an end in itself, and perhaps this was why the impression he made on others did not go to his head. He studied in order to make the most of the wisdom which filled him, allowing him to better serve God and men.

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• J. Marcel Ghioalda



maximising your gift is an obligation, because doing so will better equip you to serve God and men. The Bible is full of examples of people in all three categories who made the most of their gifts.

Maximising the opportunities:

In our country we have plenty of opportunities to explore areas where we can grow in wisdom: there are financial incentives to study; there is such a wide variety of disciplines which could be pursued; there are so many universities and colleges to choose from; there are plenty of jobs where we can use what we learn in our professional life. Let us maximise these opportunities, and not waste them, in order to better serve God and men!

Growth in wisdom: the element of wisdom is mentioned twice in this chapter, in those two statements flanking our story – no doubt intentionally. In verse 40 we are told that Jesus was filled with wisdom, while in verse 52 Luke mentions that he grew in wisdom. We can take this to mean that, while Jesus was gifted with the ability to be wise, he cultivated this God-given gift by getting involved in the process of learning. In fact, it can be argued that this divine imperative was one reason he stood up to his parents.

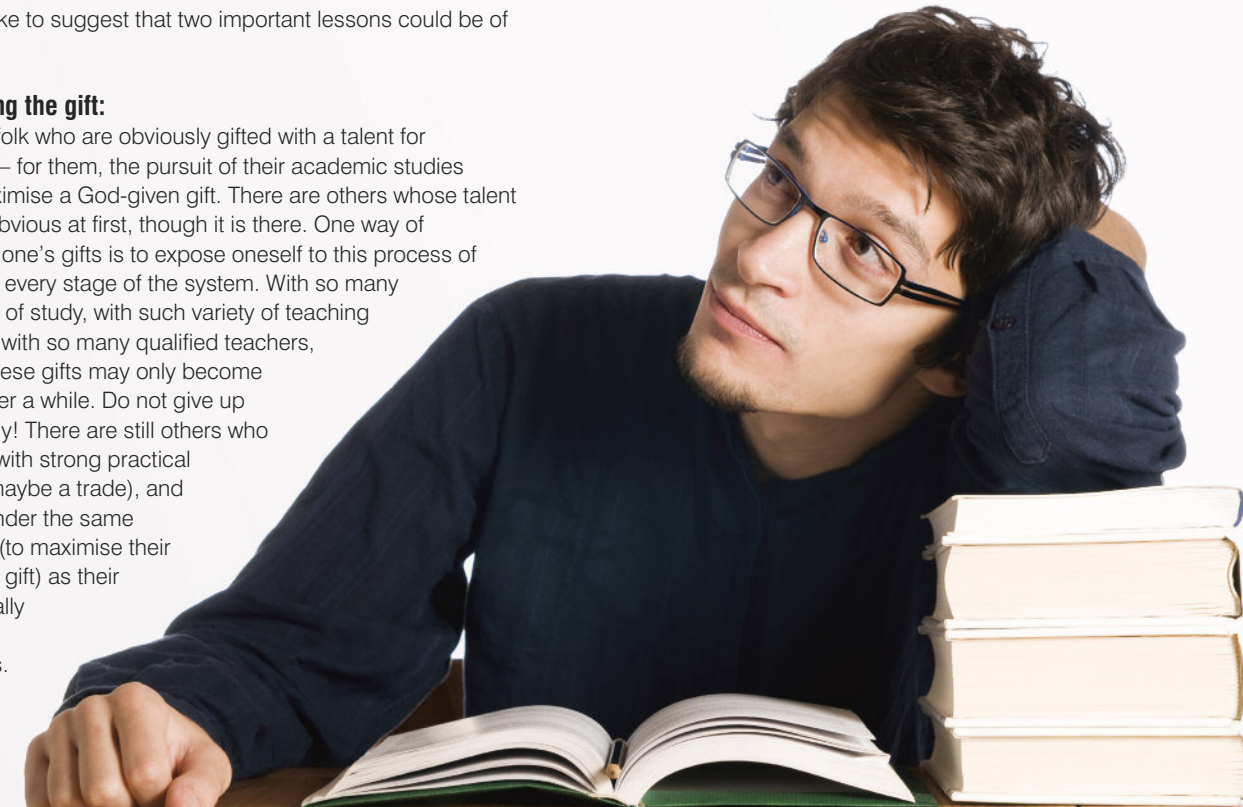
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So what?

I would like to suggest that two important lessons could be of use to us:

Maximising the gift:

There are folk who are obviously gifted with a talent for academia – for them, the pursuit of their academic studies would maximise a God-given gift. There are others whose talent is not so obvious at first, though it is there. One way of identifying one's gifts is to expose oneself to this process of learning at every stage of the system. With so many disciplines of study, with such variety of teaching styles and with so many qualified teachers, some of these gifts may only become evident after a while. Do not give up prematurely! There are still others who are gifted with strong practical wisdom (maybe a trade), and they are under the same obligation (to maximise their God-given gift) as their academically gifted colleagues. One thing is for sure:



• Shae Samantha Eccleston

• 01 October 2010

Dear Diary

Today, I popped into Zara to buy a few items for work. The staff appeared to be incompetent and distracted. I was in the biggest rush and the store was more packed than a tube train during rush hour.

I found myself being rude to staff and butting in to ask them questions while they were dealing with other customers.

I was fed up and the whole world had to know it!

It wasn't until I finally got to the checkout and went to pay for my items that I realised my purse was missing. I was frantic! I emptied all of the bags I had, looking for my elusive purse . . . nothing!

I ran out of the shop, leaving the items that I had wanted to purchase strewn across the counter. Not a word to the staff who were sympathetically watching and clearly hoping that I would find my belongings – my purse was my priority.

I retraced my steps and, as I asked cashiers in every shop if my purse had been handed in, I could feel the hope sinking from my heart into the pit of my stomach. . . .

Finally, I gave up and returned to Zara, feeling that I wanted to accuse the staff of having helped themselves to my cards and money. As I marched up to the counter, the manager approached me with a bag. He asked if I had located my purse. Bemused, I told him that I hadn't. He said that it was an awful situation to be in, but that he hoped my new items would help to ease the blow.

Inside the bag was £172 worth of clothes that I had been prepared to buy before I lost my purse.

It turns out that the couple behind me had seen the whole debacle and had bought my items, along with their own, requesting that they be given to me should I return.

I felt so bad! Shame warmed my face when I thought that they had probably seen the way I had treated the staff. I thought about my actions and realised that, upon reflection, the staff were not at all incompetent, but were just trying to get everything done during a busy period.

I'm home now, and I feel so awful about the sighs, huffs and moans that I allowed to escape from my

mouth . . . yet, despite my bad attitude, someone saw fit to grace me with something I didn't deserve.

I should feel ashamed, shouldn't I?

Anyway, I am waiting for a call back from the bank about my cancelled cards.

I'll pick you up again tomorrow.

Night x



• 02 October 2010

Dear Diary

I just woke up and found a note with my post telling me to open my front door. I followed the instruction gingerly . . . well, you never know, a murderer could have been waiting! Instead, there was a small box with another note saying, 'I think you lost me'. Inside was my purse!

Even though I had thought yesterday was such a bad day, it now seems that everything happened to teach me an important lesson – despite my ungratefulness, the blessings just keep on coming.

It reminds me of how God is with us. With me!

I stamp my feet, cross my arms in defiance and treat him as if our roles should be reversed with him praising me instead of the other way around – yet, he still forgives and blesses me.

As I sit here I just cannot stop thinking back over the last few years of my life, remembering the trials that God saw fit to bring me through: my mum's sickness, my sister's underage pregnancy, the bullying issue that I witnessed, my work situation, my relationship difficulty. . . . The list could go on forever!

I have so much to be grateful for! I realise that I have no business being complacent about life and all it has to offer.

I want people to see in me what I saw in that couple and the kind Zara staff – a grace that could only come from knowing God.

x



Letters from a troubled soul is a fictional piece written with the intention of allowing us to identify with our common humanity. We are all guilty of taking things for granted and attributing success to our own efforts, rather than acknowledging the real power: God.

Throughout time, Sharon's letters will reveal secrets that we can all share – the joys, the pain, the triumphs and the shame. Sharon is not the only person struggling with everyday situations. The devil doesn't just focus on the huge – his expertise is in the small things that can easily pass under the radar.

Follow **Letters from a troubled soul** to see how Sharon deals with the things that make troubled souls of us all.

Adventist Volunteer Service

These young people have chosen to volunteer their time and abilities to help spread the gospel across the world. If you would like to find out more about the Adventist volunteer programme, please visit: www.adventistvolunteers.org

outgoing

Volunteer's name	Going from	Location	Volunteering at	Position	Returning
Ashley Brooks	Newbold College	Mexico	Montemorelos University	English Teacher	Aug 2011
Kadian Fearron	Southall	Honduras	Maranatha Bilingual School	Primary Teacher	Jun 2011
Richard Harrison	Lewisham, SEC	South Korea	Korea SDA Language School	English/Religion Teacher	Aug 2011
Joanna Jones	Clapton Community	Peru	Peruvian Union University	English Teacher	Dec 2010
Sisa-Linda Nxumalo	Stratford, SEC	South Korea	Korea SDA Language School	English/Religion Teacher	Dec 2010
Jekaterina Podbrezka	Crieff, Scotland	Egypt	Nile Union Academy	ESL/English Teacher	June 2012
Alexander Podbrezsky	Crieff, Scotland	Egypt	Nile Union Academy	Computer Teacher/Tech Co-ordinator	June 2012
Silvia Vigne	Milton Keynes, SEC	Mexico	Linda Vista University	ESL/English Teacher	Aug 2011
Luke Ginton	Leamington Spa, SEC	Poland	School by the Sea	Teacher	June 2011
Lynn Muldrew	Northern Ireland	Brazil	Brazil Adventist University	French/English Teacher	Dec 2011
Johnathan Souch	Wimbledon, SEC	Hong Kong	Kowloon Sam Yuk School	Youth Ministry Helper	August 2011
Folashade Henry	Lewisham, SEC	Chad	Bere Adventist Hospital	English Teacher and Librarian	May 2011

incoming

Volunteer's name	Coming from	Volunteering at	Position	Returning
Jennifer Landaverde	USA	St Austell, SEC	Youth Worker	March 2011
Chloe Lewis	USA	Stanborough Park Church, SEC	Youth Assistant	July 2011
Romina Picasso	Argentina	Stanborough School, BUC	Asst Girl's Dean	July 2011
Dragos Suciu	Romania	Stanborough School, BUC	Inter. Group Supervisor	Dec 2010
Cristian Tisko	Argentina	Stanborough School, BUC	Assistant Boys' Dean	July 2011
Filipe Veiga	Brazil	Central London Portuguese Church	Asst to Pastor	Feb 2011
Tome Naskov	Macedonia	Stanborough School, BUC	Chaplain	July 2011

Names correct at time of printing.

