



Spotlight on **Teen Talk**
- Ikwisa Mwasumbi - Blog spot

Wear your own clothes **Little is much**

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This issue's contributors:

Teen Talk



Elizabeth Roberts is founder of @divingdeepdd ministries, an instagram page which strives to bring God's truth to youth so they can dive deeper in their relationship with God. She is a student who has taken a year out of studies and in her spare time loves to write devotionals based on her findings in the Bible.

Science and Faith



Tapiwa Marawanyika graduated with a BSc (Hons) in Forensic Science with Microbiology at Liverpool John Hallam University before working as a microbiologist in the medical devices field, the pharmaceutical industry and with Biofuels for one of the world-leaders in fuel markets. Currently at the Wildwood Center for Health Evangelism in the United States.

Teen Talk



Laura Fuller is a wife of 17 1/2 years, a mum to two gorgeous girls of 12 and 6, an English teacher to a range of fascinating 11-18-year-olds, a form tutor to 31 13-14-year-olds, a Sabbath School teacher, a choir leader, a pianist, an avid reader and a beader.

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As I sit here at my laptop to write about Global Youth Day here in the Irish Mission, my heart is heavy at the events that transpired in London on the 22nd March 2017. More senseless loss of life. The rumour mills kick into gear. Politicians make grand speeches. However, unsuspecting families woke up that day never dreaming that their loved ones would be injured or indeed killed in such horrific circumstances. A tragedy. One that we are all too often becoming accustomed to seeing. So how I can sit here and talk about Global Youth Day? What would be the point?

Well I suggest to you that now more than ever we need young people who are going to be the sermon, not just one day a year but every day. More and more we need youth who are going to get involved in their communities and spread acts of kindness and love. Why? Because we need to demonstrate to people that there is another way, that there can be some light in this world of darkness, and that light is Jesus. When we did Global Youth Day in Banbridge, it was amazing to see the reactions of people. Sure, not everyone wanted a free hug or to take a

picture with us, but those that did left with these big beaming smiles. And aren't people that much more beautiful when they do smile? It seemed like such an insignificant action: giving someone a hug, getting them to smile. But the truth is, in the world we live in, people don't experience love and they sometimes don't have a lot to smile about.

This is where we come in. This is our ongoing challenge. To step up and be the sermon at every given opportunity. Yes, terrible things like the incident in London happen. But now more than ever, we need young people, a movement who will show people another way. Quite simply, it's Jesus' way. So what do we do? Do we just shrug our shoulders; do we say it's pointless and not do anything? Or can you rise to the challenge of being the sermon 24/7? The choice is up to you. But I think we need more 'sermons' out in the towns, countries, highways and byways; more 'sermons' in campuses, in schools and in places of work. More 'sermons' making an impact. So if you're going to be the sermon, preach well and preach often. There's a world out there that needs to hear your message.

◦ **Pastor Curtis Samuel**
 Irish Mission Youth Sponsor





BEING AT NEWBOLD HAS BEEN AN EXCITING JOURNEY SO FAR

Being at Newbold has been an exciting journey so far. My aim on arrival was to study hard and involve myself in activities. Being involved in things like the Newbold Student Association and Campus Ministries has also enriched my experience – both organisations have been such an encouragement that I decided to become a member to help others experience the impact they had on me.

As a first-year Theology student I realised that studying about God does not automatically improve your personal time with Him. Strange but true. This makes me even more grateful for the uplifting spiritual activities on campus which have acted as a reminder of the importance of a personal, one-on-one relationship with God.

Sofenna Lowe - Theology



Adventist Volunteer Service



My name is Deborah Botrel Calixto Lessa and I'm 25 years old. In 2010 I was made aware of the Adventist Volunteer Service while I was studying at the UNASP Seventh-day Adventist university in my home country of Brazil. I applied for several places that year, but each time I was turned down and wondered if this was God's way of telling me that I should stay and complete my journalism course. But I had a surprise when, at the end of 2011, I got an email saying that I had been approved to serve as assistant girls' dean at the Helderberg High School in South Africa. I was very excited!

So in 2012 I travelled to South Africa. I had such a wonderful experience there, and it was great being able to know another culture, especially one as diverse as South Africa. Also, as a Seventh-day Adventist I could open my mind with respect to how other people worship God. So often we think that the way we do things is correct, but we are very influenced by our cultures and this experience made me realise that even more.

As an assistant dean, my duties were: wake the high school girls up, do the devotional in the morning with them, make sure their rooms were tidy, help them with homework, and also help the dean in the office and anything else she needed.

In everything I was doing I tried to make sure I was reflecting Jesus' character. I wanted to share with the people around me how God is wonderful and that we can trust Him always.

To serve through Adventist Volunteer Service really changed my life and 2012 is definitely an unforgettable year!

When I finished my service in South Africa I went back to university to graduate, which I did in 2013 – me and my (by that time) fiancé. In 2014, Fillipe and I got married. He always knew I liked volunteering and in every opportunity I had I shared with him about my experience in South Africa and I said how

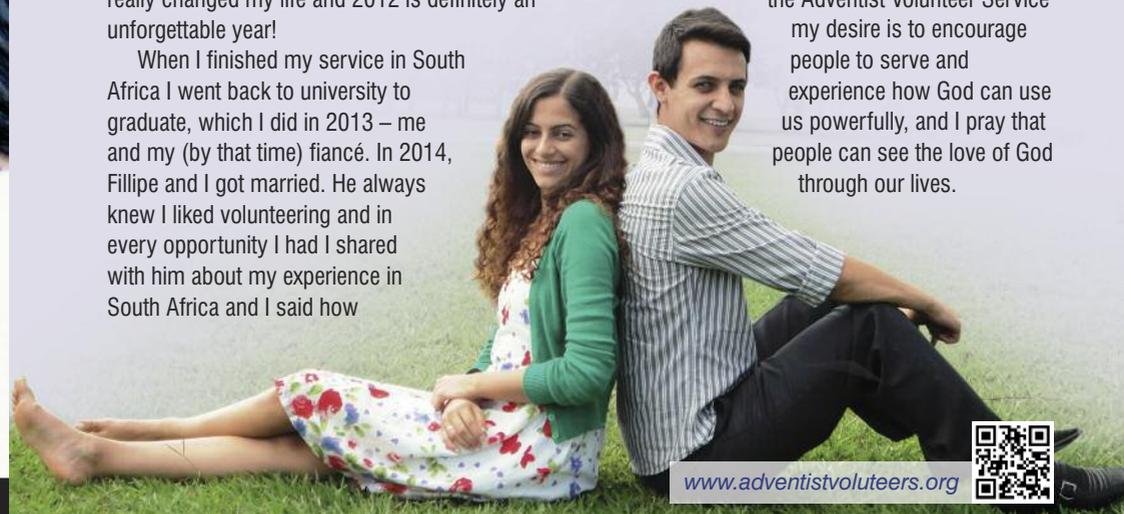
amazing it would be to serve again with him. I was sure he would love that experience too. After we graduated we were working for the Seventh-Day Adventist Church in the West Central Brazil Union, he as a lawyer and myself as a journalist.

In 2015 we saw God was calling us to serve, now as a couple. So, we left our jobs to work as volunteers in a church plant project in the UK – The Watering Hole. We've been here for 6 months and we are loving it.

God gave me the opportunity to serve once when I was single and now I have the opportunity to serve with my husband. What a privilege to work for God.

Fillipe and I have experienced how God has guided our lives and how He "is able to do immeasurably more than all we ask or imagine, according to His power that is at work within us" (Ephesians 3:20, NIV).

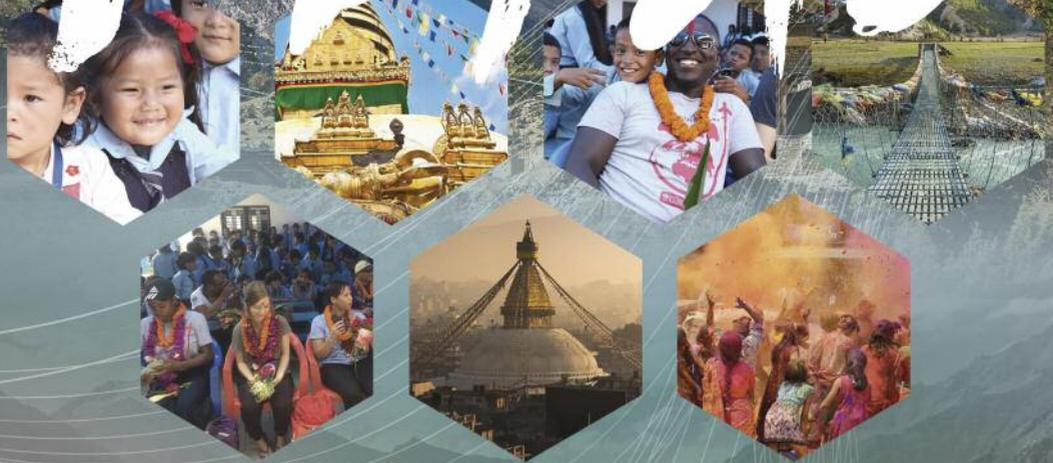
After having such amazing experiences within the Adventist Volunteer Service my desire is to encourage people to serve and experience how God can use us powerfully, and I pray that people can see the love of God through our lives.



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Youth Issues

Body talk

◦ Sharon Platt-McDonald

encounter 7

Hi. Welcome back to the 'Body Talk' series. How did you get on with the pointers in the first instalment? Were you able to implement any of the tips we shared on Food, Exercise, Social Activity and Spiritual Wellness? If so, well done. If not, don't worry, you can always go back and review the suggestions at any time.

Before we move on, though, here is a snapshot of the key aspects of health which doubles as a conclusion to what we shared last time.

The key aspects of health:

Physical health

- Involves the total care of your body and completing essential activities of daily life
- Involves regularly eating a balanced diet and a good intake of healthy fluids
- Involves physical exercise and keeping your body fit
- Includes applying the knowledge and practising good habits in grooming

Emotional health

- Involves accepting yourself and liking who you are
- Involves expressing your emotions in a healthy way
- Includes facing life's challenges, dealing with its pressures and handling problems and stress appropriately

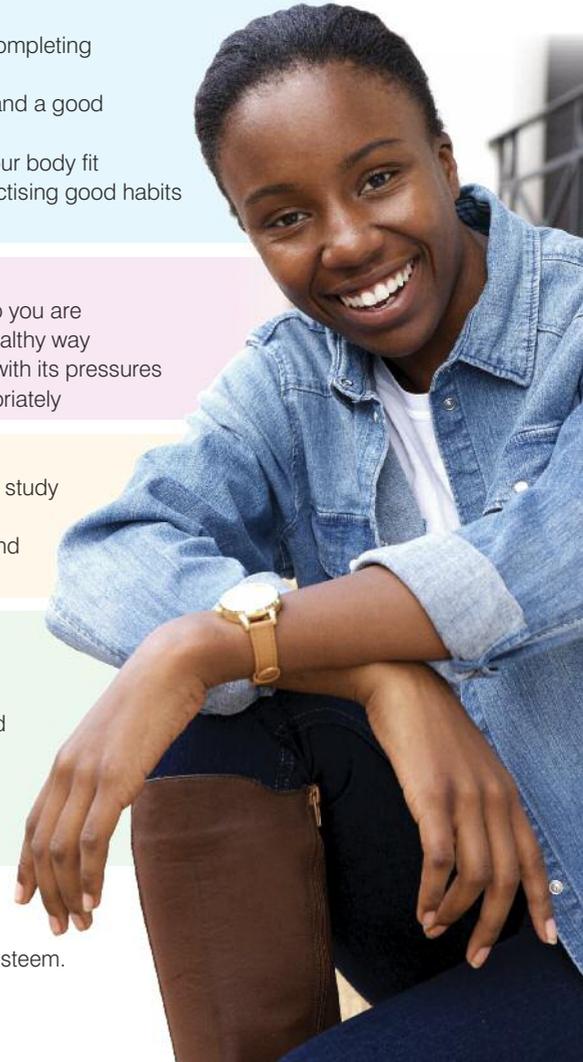
Spiritual health

- Includes nurturing your faith by daily Bible study and prayer
- Involves accepting Jesus as a lifelong Friend
- Involves sharing your faith with others

Social health

- Involves getting along with others
- Includes working well in a group setting
- Involves knowing how to make friends and maintain friendships
- Means understanding and accepting appropriate levels of giving and receiving support when it is needed

Looking after our well-being in the categories listed above also enables us to develop a positive body image and build a healthy self-esteem.



Body image

Let's talk about how you see yourself. Have you ever felt that there is something wrong with the way you look? For example, you may think that you're too short or too tall, too heavy, or too thin. Other people may have referred to you as fat, skinny, or other, less flattering adjectives. People's impression of you and the significance you attach to it, as well as your perception of yourself, help to create feelings about how you look, and this is what we call body image.

A poor body image also affects our self-esteem. I know from personal experience as I used to dislike the way I looked as a child and teenager, and it impacted negatively on my self-esteem. Particularly significant was the fact that others would criticise the way I looked. In the book *Overcoming with God – Living Victoriously Through the A-Z of Life*, I talk about my experience. Here is a snippet:

'I remember being bullied at school. It was a very unpleasant experience. I felt intimidated, lonely and isolated from the other children. We grew up in a less-than-affluent household. In fact, to be honest, we were poor; and it showed. To make ends meet, my mother would sew all our clothes. Whatever the current fashion was, we missed it. As children, our 'style' was ongoing as our clothes, shoes and other accessories would remain constant until the seasons went around and caught up with that style again! You can imagine there was much laughter at our expense. The taunts, jeers and critical comments were brutal.'



While it was mostly my style of dress that was the target, it made me feel unsure of myself and dislike my whole physiology.

The impact of body image is such that it can affect how you feel about yourself in general. This can have an impact on your levels of confidence, self-esteem, social behaviour, personal habits and relationship with others.

In order to encourage a healthy body image, here are a few points to bear in mind:

- Body types comes in varying shapes, sizes and tones, so don't compare yourself to others around you, including family and friends. Appreciate yourself.
- Work with your unique shape by wearing clothes that complement your body shape and height, and that you feel good in.
- Use what you have to make the best of yourself. You can achieve this by taking care of your hair, skin and body by eating healthy foods, exercising, getting sufficient rest and using the right personal care products.
- Knowing which products, colours and styles work best for you helps to develop confidence about your body image.
- Most glamorous images of individuals, including some models (male and female) that you see in magazines, in the movies, and on TV, are airbrushed. The perfection look is rarely 'real'.
- Thank God for making you unique.

Scriptures that affirm the way you are

- Psalm 139:14: **Believe that God was intentional when He created you. Know that nothing about you is a mistake.**
- Proverbs 31:30: **Highlights what God values in a woman.**
- 1 Samuel 16:7: **Realise that God looks at the heart, not the outward appearance.**
- Luke 16:15: **We may seek approval from others, but God's values are different to ours.**
- 2 Corinthians 4:16: **Even if you are suffering with an illness or disability, understand that your spirit can be renewed even if your body is impaired or your health fails.**
- 1 Timothy 4:8: **Get a healthy perspective regarding physical fitness by not prioritising it over spiritual well-being.**
- 1 Peter 3:3-4: **Understand that no matter what is achieved physically, it is the heart that is precious to God.**

Celebrate who you are in God: **'... for I am fearfully and wonderfully made; Marvelous are Your works, And that my soul knows very well.'** Psalm 139:14, NKJV

If you have been a victim of bullying and would like to talk to someone, Cornerstone Counselling Service is available to listen: <http://youth.adventistchurch.org.uk/helplines-and-counselling>

The issue of bullying will be addressed in more detail in a future edition of **encounter**, but if you have an experience of overcoming bullying that you would like to share, or if you have bullied someone and would like to explain why you stopped, then please email us at bucyouth@adventist.uk. All correspondence will be kept confidential.

Eat to live

Where do you get your protein?

o Chantal Tomlinson



When transitioning to a plant-based diet, it is important to ensure that you are having adequate amounts of the nutrients needed for a healthy body and mind. This is vital, as a deficiency in just one nutrient can have subsequent damaging effects on the body!

If you follow a plant based diet, one of the main questions that you may be asked is: 'Where do you get your protein?'. First, let's have a look at what protein is.

What is protein?

Proteins are large molecules made of smaller components called amino acids. Proteins are generally required in the body for growth and repair of body cells and tissue. Amino acids give each protein molecule its characteristic shape and function. For example, there are structural proteins such as collagen, and hormones such as insulin. There are 20 amino acids that are most common in plant and animal proteins. The body is able to create some amino acids, however there are 8 of the 20 that are not created in the body and therefore needs to be consumed in the diet. Animal protein contains all the essential amino acids necessary. However, there are very few plant sources that contain all these essential amino acids. Soya, quinoa and hemp are some plant foods that contain all essential amino acids. It is therefore crucial that a variety of plant proteins are eaten to ensure that all essential amino acids are present in the diet.

In a recent article produced by JAMA Internal Medicine, they highlighted: 'High animal protein intake was positively

associated with cardiovascular mortality and high plant protein intake was inversely associated with all-cause and cardiovascular mortality, especially among individuals with at least 1 lifestyle risk factor. Substitution of plant protein for animal protein, especially that from processed red meat, was associated with lower mortality, suggesting the importance of protein source.' In essence, the more plant-based foods you eat which replace animal sources, the longer your lifespan!

How much do you need?

Within the UK the recommended amount of protein that each individual (aged 19-50 years) should have is 0.75g protein per kg of body weight. This equates to 45g per day for an average 60kg woman and 56g for an average 76kg man.

The average person in the UK consumes too much protein and high protein intakes are linked to kidney damage, kidney stone formation, some cancers and osteoporosis (a disease that weakens bones)!

So what are some good sources of protein within a plant-based diet?

Genesis 1:29 NKJV reads: 'And God said, "See, I have given you every herb that yields seed which is on the face of all the earth, and every tree whose fruit yields seed; to you it shall be for food.'

Many plant-based foods provide sufficient amounts of protein, except for most fruits and some root vegetables. The best sources of protein within a plant-based diet are: beans, pulses (lentils and chickpeas), soya, nuts, seeds and grains.

The list below identifies how much protein is present in the following plant-based foods:

1 serving = 75g of protein

- Seitan (100g)

1 serving = 20g protein

- Tofu (100g-200g depending on brand)
- Tempeh (100g)
- 2 soya/wheat-based veggie sausages (depending on brand)
- Soya mince (60g, depending on brand)

1 serving = 10g protein

- 2 slices wholemeal bread
- Wholemeal pasta (75g dry weight)
- Baked beans (200g, tinned)
- Red lentils (40g dry weight)
- Green lentils (40g dry weight)
- Kidney beans (145g, tinned and drained)
- 5-6 falafel
- Oats (60g dry weight)
- Chickpeas (140g, tinned and drained)

1 serving = 7.5g protein

- Quinoa (50g dry weight)
- Amaranth (50g dry weight)
- Buckwheat (60g dry weight)
- Millet (70g dry weight)

1 serving = 5g protein

- Brown rice (75g dry weight)
- Pumpkin seeds (20g)
- Cashew nuts (25g)
- Peanuts (20g)
- Peas (frozen) (70g)
- Sunflower seeds (25g)
- Peanut butter (20g)
- Houmous (70g)

Simple plant-based protein recipes

- Granola with added nuts and seeds (home-made is probably less sugary) and soya milk
- Houmous and vegetable sticks with wholemeal pitta bread
- Scrambled tofu, sliced avocado, wholemeal bread/roast potatoes and baked beans.
- Mixed bean burger with sweet potato fries and salad

This recipe for scrambled tofu is a good alternative for scrambled eggs, why not give it a try?

1 teaspoon nutritional yeast (can be bought from health food stores)
 ¼ teaspoon turmeric
 ¼ teaspoon ground cumin
 ¼ teaspoon paprika
 Pinch sea salt
 1 teaspoon Rapeseed oil (vegetable oil)
 ½ onion, finely diced
 1 clove garlic, minced
 ½ package firm tofu, very well drained (e.g. Cauldron range)

Directions

Mist a frying pan with the oil and place it over medium heat. Once hot, add onion and garlic, and sauté until fragrant, about 2 minutes.

Squeeze out all extra water using paper towels/ tea towels. Crumble tofu into the pan, breaking it up with your fingers. Sprinkle seasoning over tofu and mix well, trying to colour as much tofu as possible (don't be afraid to season the tofu as you wish). Cook for 2 minutes or until tofu is hot throughout.

Once you are happy with the browning of the tofu, sprinkle the nutritional yeast over the tofu and mix in. Don't heat it too much at this stage as you will damage the nutritional yeast.

Serve with your choice of sides and enjoy!



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Breaking the chains this Easter

o Elizabeth Roberts



How many of us become excited for Easter because of all the chocolate bunnies, Easter eggs or hot cross buns we'll get to eat? You're not alone: I'll take any excuse to indulge hugely in chocolate and not feel guilty about it. But, as much as this is a part of the festive season, it isn't the true meaning of Easter after all. Instead, Easter is the prime example of love, forgiveness and being selfless.

God's love resulted in Him sacrificing His only Son, Jesus, to die on the cross so we wouldn't have to pay the ultimate price of sin. We don't deserve it and Christ didn't have to do it. He could have put a reminder in the sky (like the rainbow) or in nature to remind us of the grace He's given to us of how all of our sins are forgiven. But He used a cross to show us how wide His love is (horizontal beam) and how deep and never-ending it is (vertical beam).

When He died on Good Friday, despite all the beatings, the weight of His body and His nail-pierced hands, the 'good' aspect was that He 'made all things new'. His death thousands of years ago still gives us an opportunity to start again, re-evaluate our choices and be free from all our past mistakes – that's the true meaning of Easter!

Before we celebrate the resurrection, I would like all of us to think of the things that are preventing us from making any further progress; whether that is progress at school, at building our relationship with God or at achieving a certain goal. Allow that hindrance to die with Christ.

Momentarily, think of something that you have not put a lot of thought into which can really help you to progress; sow that seed so that on the resurrection you have another thing to praise Jesus for. Get down on your knees tonight and ask God for the strength and guidance to help you let go of the negativity and focus on the positivity which will help you to be truly free in Him.

Personally, I need to let go of my judgemental spirit and my sharp tongue, which at times can bring others down rather than build them up. Holding onto this would stop me from growing in my relationship with God, which will affect my earthly relationships. Instead I am asking Him to help me speak life into others so that they know that I love them and want the best for them.

This Easter period I pray you are able to break the chains which are binding you, and that with your new-found freedom you will now have the energy to focus on things which allow you to reach the heights God has in store for you!

Read about the crucifixion in Matthew 27.



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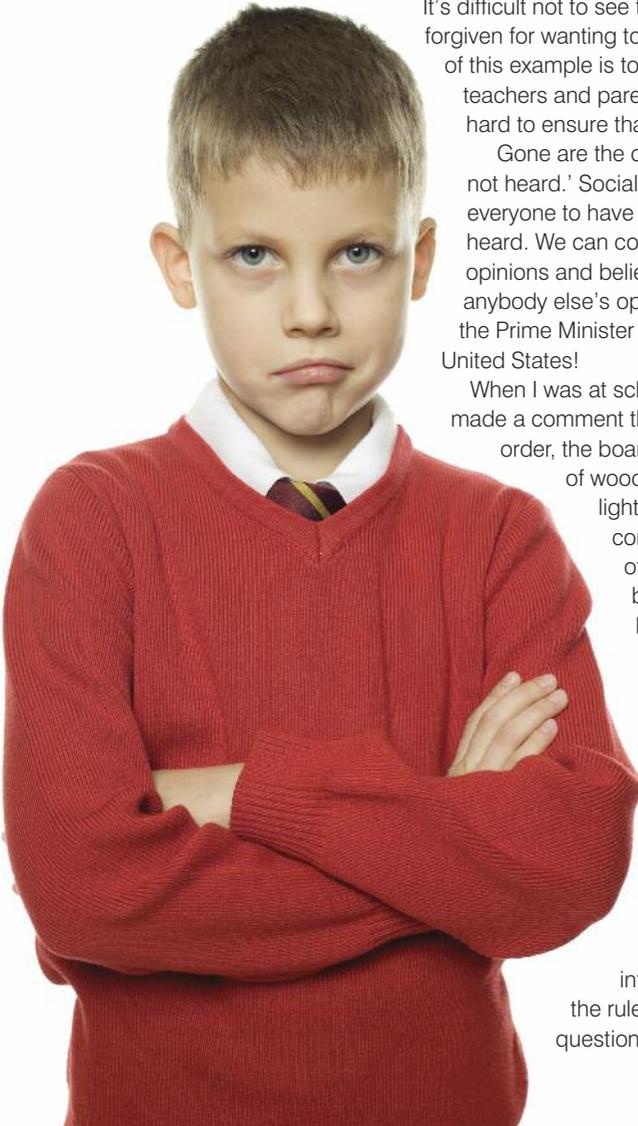
Crux of the matter

◦ Laura Fuller

In dealing with authority, how can I explain things or make a point without sounding argumentative or disrespectful?

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A senior teacher walked along the central corridor in school, and passed a Year 8 student sitting outside the meetings room. When asked what he was doing there, his reply was: 'I'm waiting for my @&%!ing anger management session!'



Hmmmm!

It's difficult not to see the humour here, and one could be forgiven for wanting to laugh out loud. However, the point of this example is to say that when we interact with teachers and parents and other authority figures, it's hard to ensure that we always respond as we should.

Gone are the days of 'children should be seen and not heard.' Social media in particular encourages everyone to have a voice and to make themselves heard. We can comment on our friends' social lives, opinions and beliefs, and we can comment on anybody else's opinions or decision processes – even the Prime Minister of England or the President of the United States!

When I was at school, if the boy who sat behind me made a comment that the teacher deemed to be out of order, the board rubber (the one made of a block of wood with a piece of felt – not the lightweight things we have now) would come flying pell-mell towards the back of the classroom. I remember I became quite good at dodging that board rubber – but nothing would have enticed me to say anything to the teacher that would mean I was the board rubber recipient. The idea of speaking out against an authority figure was inconceivable; we all knew the consequences would be huge.

We can now, with a few clicks, comment how we like; and often we don't think through what we want to say. This is spilling over into our daily lives. If we can question the rulers of the free world, why can't we question our parents or our teachers?

What does the Bible say?

The Bible says that, regardless of how hard we find it, we are expected to make God proud of us in the way we respond to authority figures.

The Bible's really clear that we should always 'Respect the authorities, whatever their level. . . . Treat everyone you meet with dignity.' (1 Peter 2:13-17, Message.) God established the original idea of authority when He created us. Knowing that before we're old enough to make decisions, we need guidance – He gave us parents, teachers and other adults, people from whom we can have guidance.

Unfortunately, there are examples of those in authority who abuse their privileged position. That doesn't mean we therefore rebel against all authority.

What if the authority is unjust?

You will invariably come across people or a person who makes you question their right to be giving you advice or telling you what to do.

Sometimes you won't agree with the advice you're given. Sometimes the teacher/parent will enforce something that you totally disagree with on principle. They might have their facts wrong; they might have completely the wrong interpretation of what happened. Even when we're watching BBC news we get misinformed so opinions seem like facts and half-truths become certainties.

As you continue on the path of becoming an adult, you'll find that things can seem less certain rather than clearly black and white. You'll begin to see that adults themselves are also working their way through this life trying to be as balanced as possible.

What do I do?

1 Timothy 4:12 (ISV) says, 'Do not let anyone look down on you because you are young, but be an example for other believers.'

We don't always get the answers we want, but, as with all things, we try and stick to what

we believe and the advice we can trust – and isn't the Bible a good place to start? Respond in a way that engenders respect – engage with maturity.

So why do I have to respect all of these adults – especially when they get it wrong?

Because . . .

Because when you're young, you're expected to look up to and follow your elders. 'Obey your leaders and submit to them, for they are keeping watch over your souls, as those who will have to give an account. Let them do this with joy and not with groaning, for that would be of no advantage to you.' Hebrews 13:17, ESV.

Because when you're part of a group (a school, a church . . .) there are rules and expectations, otherwise that group can't run effectively, and someone (elders – adults!) has to be in charge: '. . . respect those who labour among you and are over you in the Lord and admonish you, and . . . esteem them very highly in love because of their work. Be at peace among yourselves.' 1 Thessalonians 5:12-13, ESV-UK.

Because if you don't respect adults – how else are you going to be shown the way of the world; how to handle what life is going to throw at you? Where else are you going to gain your wisdom? Maybe through your own mistakes, but do you want to just repeat mistakes that so many have made before you? 'Listen to advice and accept instruction, that you may gain wisdom in the future.' Proverbs 19:20, ESV.

So can I disagree?

Of course you can! And you will! But how you handle that disagreement is the key here.

'Miss, I got another behaviour point!'
'Oh Michael, what did you do this time?'
'Nothing! The teacher just doesn't like me! It's not my fault!'

If I had a pound for every time I've had a similar conversation, I'd be a millionaire!

There's something about certain students (and teachers) that seems to inspire regular conversations along these lines. Often, the conversations conclude with the students admitting, to their credit, or sometimes only with a little 'help', that maybe they had some responsibility for the teacher allocating the bemoaned behaviour point.

Other times, these conversations follow the line of the student standing by their statement that the teacher is in the wrong and they shouldn't have the behaviour point or the detention.

In this case, they are encouraged to go and discuss the matter with the relevant member of staff.

Often, however, the student will 'take' the punishment. But that's so hard! Often accepting something you feel is unjust can be the hardest thing to do. People do it, though! You might know some students at your school who have done the same . . . you might have done it yourself.

If not, think about these examples . . .

Can you imagine how Joseph must have felt – being kidnapped by his own brothers and sold into slavery far away?! What did he do? Despite everything, he worked with the people he was enslaved to. He chose to respond in a manner that honoured God. Hard one to 'take'?

What about Daniel? He knew he was doing the right thing, and, even though he was set up and caught out in the worst possible way, he still 'took' the punishment. He could have just shut his window. He could have tried to argue his way out of the situation . . . but he didn't. He chose to respond in a manner that honoured God.

'One of the chief ways we honour God is in the way we respond to those He has put in authority over us. Whether we agree or disagree with our authorities, showing honour

and respect is presented in the Bible as a non-negotiable. In showing honour and respect, we also honour and respect God, who, in His own wisdom and for His own purposes, ordains who will lead and who will follow.' (Scott Saul.)

So what's the way forward?

- Engage with those in authority in a grown-up, non-judgemental way.
 - Accept that sometimes part of the learning process is 'taking' the consequence.
 - Don't take to social media to vent your frustrations!
 - Remember that God is our ultimate authority and His kingdom is not of this world.
- 'And we know that for those who love God all things work together for good, for those who are called according to his purpose.' Romans 8:28, ESV.



Reference: 'How do we "respect" authority we disagree with?' – Scott Saul's *relevantmagazine.com*

Laura Fuller is a wife of 17 1/2 years, a mum to two gorgeous girls of 12 and 6, an English teacher to a range of fascinating 11-18-year-olds, a form tutor to 31 13-14-year-olds, a Sabbath School teacher, a choir leader, a pianist, an avid reader and a beader.







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- 1 Youth Spiritual Commitment Sabbath GC
- 13-16 Prayer & Faith Conference SEC
- 14-17 3 Missions Weekend, Scotland MISSIONS
- 14-22 Spring Ski Trip NEC
- 17-23 PBE World Finals SEC
- 21-23 MG/PLA Training Weekend (2) NEC
- 22 PBE World Finals GC
- 28-1 May IM Pathfinder Camporee IM
- 29-1 May GYC Focus UK NEC



- 7-9 MIT Camping weekend SEC-SM
- 9 Big 6 NEC
- 12-16 SM Camporee SM
- 14-16 MG/PLA Training Weekend (3) NEC
- 17-21 Student Camp, Chapel Porth NEC-SEC
- 22 London City March SEC
- 23 Athletics Day NEC
- 23-30 Summer Trip to Israel SEC
- 30-6 Aug Junior Camp, Aberdaron NEC



- 5-7 MIT Camping weekend SEC
- 7 Level 2 Youth Ministries Training NEC
- 13 Youth Day of Fellowship, Cardiff WM
- 14 BST 1 SEC
- 21 BST 2 SEC
- 21 TEAM Aberdaron Sponsored Run, Knowle NEC
- 26-29 Coast-to-coast Cycle Ride NEC
- 26-29 Adventurer Camporee, Linnet Clough NEC-SM
- 27 Southern Ireland Youth Day of Fellowship IM
- 28 SM Day of Fellowship SM
- 30-4 June Pathfinder Camporee, Linnet Clough NEC



- 1-5 Pan-European Youth Congress, Valencia, Spain TED
- 6-13 Earliteens Camp, Aberdaron NEC
- 7-14 Youth Camp, Chapel Porth SEC
- 11-14 Adventurer Camporee SEC
- 13-20 Youth Camp, Aberdaron NEC
- 15-20 Pathfinder Camporee SEC
- 15-23 IM Summer Camp IM
- 21-27 Extreme Teens Camp, Chapel Porth SEC
- TBC Welsh Teens Camp WM



- 2-4 Post MG Training SEC-SM
- 4 Level 2 Youth Ministries Training NEC
- 11 TLT Support Day SEC
- 19-25 Camp Meeting SEC
- 23-26 Master Guide Camp, Norway TED
- 25 Sports Day IM
- 26-2 July Camp Meeting NEC



- 1-2 School of the Prophets NEC
- 2 Summer Teens Concert SEC
- 6-10 ASC Student Training Retreat, Aberdaron NEC
- 8-10 Pathfinder Weekend IM
- 8-10 MG/PLA Training Weekend (4) NEC
- 8-10 MIT Camping weekend SEC
- 16 SM Rally Day, Edinburgh SM
- 16 Special Memorial Day SEC
- 17 TLT Support Day SEC



- 1 BST 1 SEC
- 8 BST 2 SEC
- 13-15 Youth Congress SEC
- 13-15 Young Adults Prayer Retreat, near Swansea WM
- 20-22 Global Public Campus Ministries Weekend GC
- 21 BUC Student Day BUC
- 22 Drill & Drum Camp SEC
- 26-29 Prayer & Faith Conference SEC
- 27-29 Ballinacrow Youth Weekend IM



- 4 Pathfinder Rally Day SEC
- 11 Youth Day of Fellowship, Swansea WM



- 2 IM Youth Day of Fellowship IM
- 8-10 Level 1 Youth Ministries Training Retreat NEC
- 9-10 Basic Staff Training SM



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Name:
Ikwisa Mwasumbi

Age:
43

Place of birth:
Bunda, Tanzania

Currently living:
with my wife Sharon and kids, in Skipton, North Yorkshire



Children:

George, Helen, and Lupakisyo

Job title:

NEC Pathfinder Director and AMR Sponsor

Hobbies:

Hiking; nature study; anatomy and physiology; music; driving; sight-seeing

Most inspiring Bible text:

John 11:37

'And some of them said, "Could not this Man, who opened the eyes of the blind, also have kept this man from dying?"' (NKJV)

What was your life like growing up?

Growing up on an Adventist school campus in Ikizu, Mara Region of Tanzania – singing in Sabbath School and going out on mission trips and to national parks; when not causing trouble, taking part in skits, Pathfinders and travelling around India singing and preaching with other students!

Favourite memory as a youth?

Overnight hikes in India.

Where did you study and why did you choose that particular (those particular) subject(s)?

Spicer Memorial College (aka Spicer University) – BLA majoring in Religious Philosophy and minoring in Computer Science; I studied this out of a desire to share the good news.

Why be a pastor/work in youth ministry?

In answer to His call – couldn't help it.

Worst/funniest experience in youth/pastoral ministry?

2012 overnight hike in the Yorkshire Dales – I forgot to check how heavy my rucksack was . . . to make matters worse, along the way I had to assist another member of the team carry theirs! 8 miles seemed like 40 years in the wilderness!

Your vision for Pathfinder ministries in the BUC:

Giving every young person the opportunity to know the uniqueness of Jesus in a world of demigods and to 'be prepared to give an answer to everyone who asks you to give the reason for the hope that you have.

But do this with gentleness and respect.' 1 Peter 3:15, NIV (author's emphasis).

Your most standout moment in Pathfinder ministries:

2012 Leeds District Pathfinder Campaign; singing camporee songs and choruses; camping in the Arabian Desert (Sharjah)!





Little is much

24

'Little things matter': a famous sentiment that has been mentioned to me and echoed in my mind time and again, but not until I dived into the field of microbiology did I truly realise that little is much on a much more significant level. Microbiology is simply the branch of science that deals with micro-organisms. Micro-organisms happen to be living organisms (such as bacteria, fungi, viruses) too small to be seen with the naked eye but visible under a microscope.

Many people think of micro-organisms mainly in terms of 'germs' causing diseases, but some 'germs' are beneficial to us as people and the environment. One of the most fascinating facts is that a pinch of dirt can contain a billion micro-organisms of many types: imagine that! These tiny little invisible things impact our lives in a way that is unimaginable; though we cannot see them, their impact is clearly visible: very similar in their effect to faith, which is not necessarily

◦ Tapiwa Marawanyika

visible, but the result is plain for all to see.

Fuel is an important commodity in day-to-day life: for example, cars need petrol or diesel to run, aeroplanes need fuel to fly, people need energy in the form of fuel to function; but have you ever stopped and wondered how fuel is actually made? Nothing appears out of nowhere, and in the world of biofuels – and, more specifically, microbiology – you get to see the inner mechanisms of this process.

The basic process required to make basic components of any biofuel is a process known as fermentation (the chemical breakdown of a substance by bacteria, yeasts, or other micro-organisms, typically involving formation of gas bubbles and the giving off of heat). The process of fermentation involves yeast converting sugar into alcohol and carbon dioxide by feeding on a series of complex sugars. Simply put, think of it as the coming together of two agents to transform

something: but, interestingly enough, one of the agents remains unchanged.

Jesus likens the Kingdom of Heaven to leaven (*zumē* in the original Greek language, which is fermentation), which is added to flour and it causes the whole loaf to become leavened (fermented). The micro-organisms involved in fermentation (the agents for change) work from the inside out, and so does the Kingdom of Heaven.

Fermentation is key, but behind the process lies an equal if not more important necessity, and that is to have the right bacteria which is pure to get the right fermentation results, and, in our case, the high-specification alcohol that makes our biofuel. Getting the right type/strain of yeast to produce the by-product needed is very important and this requires the following steps:

- Identifying your desired strain and isolating it
- Streaking it on an agar plate (nutrient-rich base for it to grow)
- Incubating it (placing it in a temperature-controlled environment) for a set period

- Culturing (growing) the resultant yeast in bigger quantities
- Adding the final quantity to the fermentation tank with sugar and water

Along this process, it is important to work in a sterile environment avoiding any kind of contamination, including that of open air. An agar plate exposed to air will grow a variety of organisms. Contamination results in competition for the desired yeast, which will result in it either dying out due to a lack of nutrients, or by-products being produced in fermentation that corrupt your fuel. In Matthew 13:24-30, Jesus tells a parable regarding weeds that appear when a man has sown good seeds, and how it is the enemy that planted them while men slept; the parable becomes so clear when you culture yeast for a pure strain and you get contamination. The contaminants, to the naked eye, can appear exactly like the yeast – especially in the early stages – but it is only at the final harvest when you look at them fully grown under the microscope that you recognise it is not the yeast. We are like the yeast strain that Jesus is culturing in His laboratory, and one day He wants to be able to harvest a pure, uncontaminated strain in us; and we know He is able to, and He will, when we allow Him to work in our lives.

God has enabled me, through the avenue of science, to understand biblical themes and His great love for me personally, and this has helped me to witness to others confidently by His grace. 'Now faith is the substance of things hoped for, the evidence of things not seen' (Hebrews 11:1, KJV). My experience in biofuels as a microbiologist has helped me see this in full effect, simply through little micro-organisms that cannot be seen, yet the results are so plain: so too is faith!

Tapiwa Marawanyika graduated with a BSc (Hons) in Forensic Science with Microbiology at Liverpool John Hallam University before working as a microbiologist in the medical devices field; also in the pharmaceutical industry, and making biofuels for one of the world-leaders in fuel markets. Currently based in the United States, working as a medical missionary with my wife Debbrah at Wildwood Center for Health Evangelism.



o Paul King-Brown

Wear your own clothes

In 1 Samuel 17, after agreeing that David should fight the Philistine giant, Goliath, it is suggested that David should wear the king's armour for combat. Politely, David duly tries on Saul's armour, but the uniform simply does not fit. No matter how hard they try, what is obvious is that this was not made for David; it was made for someone else. What may have been good, and worked for Saul, did not work for the next generation.

A few weeks ago a selection of my younger members approached me with glee in their eyes. I watched their animated passion as they relayed to me that the youth leadership of a London-based event apologised to them for the lack of collaboration and listening that had occurred at their local church. With this amazing concession the youth told me they at last felt significant, as though they indeed mattered; and finally someone was listening. One young lady remarked, 'My religion is not the same as my parents'. Yes, we worship the same God, but I express this differently. My religion and their religion do not fit!

As I pondered on their words I reflected on a mother who stood up at an open church forum many years ago. As she stood at the microphone in front of hundreds I will never forget her words, and the frustration that accompanied them. 'I sent my son to university, but I fear that he has lost his faith. First Islam and then atheism attacked him, and now I am so distraught. Distraught, because the place I trusted to educate my son has now destroyed him.' And then she said this: 'What are you going to do to arm our children against these attacks?'



continued

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APRIL 28TH – MAY 1ST UNITED KINGDOM

At a BUC Student Day in 2015, the attendees were asked to give examples of comments and questions from their peers that they are confronted with when sharing about their church experience, and these are the overriding themes from those responses:

- It's a contradictory religion.
- You are modern-day Pharisees – hypocrites.
- Christians are hypocrites and hateful people. 'I don't want to associate with them.'
- Christians are not genuine.
- Christians are anti-gay, not accepting.
- Christians don't practise what they teach.

When first confronted with these responses my first reaction was to try and defend our church, because this is a church community we love and cherish. However, these responses cannot be ignored, or pushed away with clichéd platitudes: as, unfortunately, we have been doing that for far too long. And so I started to research, asking myself, *do other churches have this issue, or is this just us?* And what I found startled me. The research would seem to indicate that, universally, we are unwittingly sending our youth into combat unarmed. I remembered the furore when it was discovered that the UK government was sending troops into Afghanistan with inadequate armour. As I read this research, it became apparent that we as a church are doing the same.

In David Kinnaman's book, *You Lost Me: Why Young Christians are Leaving Church . . . and Rethinking Faith*, he makes the following point:

'We've traded a historic, objective, faithful gospel based on God's graciousness toward us for a modern, subjective, pragmatic gospel based upon achieving our goal by following life strategies. Rather than being faithful to the foolish simplicity of the gospel of the cross, we've set our goal on being "successful" in growing crowds with this gospel of glory. Our kids leave because we have failed to deliver to them faith.'

In Pastor Matt Rawlings' article, 'How Churches Train Kids to Be Atheists', he cites six reasons why our youth are leaving the church:

Reason #1 • Churches seem overprotective.

Reason #2 • Teens' and twenty-somethings' experience of Christianity is shallow.

Reason #3 • Churches come across as antagonistic to science.

Reason #4 • Young Christians' church experiences related to sexuality are often simplistic, judgemental.

Reason #5 • They wrestle with the exclusive nature of Christianity.

Reason #6 • The church feels unfriendly to those who doubt.

In looking at Rawlings' six reasons, it became clear to me that there is a correlation between his points and the concerns of the students from the BUC. With deeper

investigation the church from a youth's experience could be aptly characterised with terms such as 'judgemental, bigoted, exclusive, narcissistic, sexist, homophobic, unkind', to name but a few. The youth require clear, honest answers from a church it desires to be proud of, rather than to be confronted with a patchwork of protectionist monologues, which maintain status-quo banalities.

In writing this article I am aware that I have only just begun to scrape the surface of the dilemma that is before us; as many of our youth have issues being a credible Christian and holding fast to their views on Creation, homosexuality, and Jesus as the only way. All these topics seem so easy to defend in an ostensibly unchallenged Sabbath school environment. But outside of those closeted walls, where logic and reason is the rule of the day, these long-held views are apparently indefensible to our youth.

One day I was talking to another member who was studying at university, simply asking how things were going. I think in our

conversation I asked, 'Do you have the answers?' This seemed a normal question to me. Her response was priceless. She said, 'The problem is not the answers; the problem is the questions.'

In my humble estimation our church would be a thriving place if it nurtured a culture of learning and growth: where the asking of difficult and challenging questions is resuscitated, not denied; where we create spaces of openness; where the discourse of exploration is empowered; where thinking is not frowned upon, but encouraged; where learning is not seen as the enemy, but the facilitator. Anthony J. D'Angelo says this: 'Develop a passion for learning. If you do, you will never cease to grow.'

Ellen G. White, in her book, *Education*, wrote this on page 17: '. . . train the youth to be thinkers, and not mere reflectors of other men's thought.'

It's time to let the youth wear their own clothes!

Paul King-Brown is the minister at the Borough and London Live churches.





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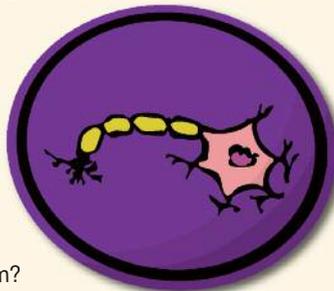
May is Drug Awareness Month, so we thought it would be good to highlight related honours and awards in this edition.



Brain & Behaviour • Level 2 Health & Science

Requirements:

1. Be able to label a diagram or a model of a human brain including the following parts: medulla, pons, cerebellum, midbrain, thalamus, hypothalamus, pituitary gland, and cerebrum. Tell briefly what each part does.
2. What is a neuron? Draw a picture of a typical neuron and label its parts. Where does information enter a neuron and where does information leave from?
3. Explain how drugs affect the function of neurons, especially at the 'synapse'. Make a commitment never to take drugs except for medical reasons.
4. What is a reflex? Perform a knee-jerk reflex test on someone. (Instructions: Gently tap someone just below the knee-cap while the person's leg is hanging over the edge of a chair.) Explain why it occurs (use the following terms in your answer: sensory neuron, motor neuron, spinal cord). Why do doctors use this test in a physical exam?
5. What is a sensory neuron, and what is 'adaption'? Demonstrate adaption by doing the following:
 - Rest your arm on a table and then place a small cork (or something very light) on your arm. Notice how it feels at that time and how it feels one minute later after not moving.
 - Place one finger of one hand in a bowl of cool water and another finger of the other hand into a bowl of warm water. After 30 seconds, put both fingers into a bowl of water at room temperature. How does the water at room temperature feel on each finger?
 - What spiritual lesson can be drawn from the concept of adaption?
6. How are the senses of taste and smell similar and how are they different? Draw a map of which part of the tongue responds to the following tastes: sweet, sour, bitter, salt. Instructions: Have someone dip a Q-tip into one of the following: sugar water (for sweet), lemon juice (for sour), flat tonic water (bitter) or salty water (salt), and then lightly touch different parts of your tongue. Notice which areas of the tongue taste the solution that is being tested. Rinse with pure water between each test and use a new Q-tip for each test.
7. Draw a picture of the various parts of the eye and explain why you have a blind spot. Find your blind spot for one eye. Instructions: Place a very small black dot on the centre of a white piece of paper. Close one eye and stare directly ahead. Hold the paper at arm's length in front of you and move the paper until the spot 'disappears' (usually this occurs when the dot is just a bit below eye level – it is important).
8. Describe the three basic parts of the ear and tell what each part does. Explain why the following activities can be bad for your hearing:



- using headphones to listen to a device
 - putting something long in your ear
 - being in the front row at a loud music concert
 - not treating an ear infection properly
 - standing behind a jet at an airport
9. Do one or more of the following activities (some of these activities will need to be planned with a medical/dental professional or at a local college or university – they are usually very willing to assist you):
 - Observe an electroencephalogram or one being performed on someone and describe what can be learned from this test.
 - Watch a 'lie-detector' test being performed. Briefly explain how one works.
 - Observe an MRI or one being performed and explain what information can be learned from such a test.
 - Observe a neuron under a microscope.
 - Observe someone receiving a local or general anaesthetic and explain how an anaesthetic works.
 - Observe a real human brain (fresh or preserved).
 10. List at least five things that you can do to protect your brain from damage.
 11. Do one of the following:
 - Visit and help care for someone (minimum of 2 hrs) who has a disease of the brain and report on their special needs.
 - Briefly describe the following disorders of the nervous system: Alzheimer's disease, multiple sclerosis, epilepsy, major depression, Down's syndrome, Huntington's disease, quadriplegia and paraplegia.
 12. Find at least three references from the Bible that refer to your brain and/or to decisions that you make in life.



Health Specialist

Recreation

Requirements:

1. Memorise and repeat 1 Corinthians 6:19, 20.
2. Cut out pictures and make a poster to show the four basic food groups. Arrange the pictures to show three healthy meals you could eat.
3. Explain why your body needs exercise.
4. For one week, record the hours you sleep. Tell why you need rest.
5. Explain why you need fresh air and sunlight.
6. Explain why water is important for your body. Tell the number of glasses of water you should drink each day.
7. Describe and practise good dental hygiene.
8. Name three things that might destroy your health.



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