

TABLE OF CONTENTS

TABLE OF CONTENTS	1
MIST OVERVIEW	2
INTRODUCTION TO MIST	5
BIBLE STORYTELLING.....	6
“BEING” IN ANOTHER CULTURE OR CONTEXT.....	7
WHO AM I?	10
CULTURE SHOCK & STRESS.....	13
CROSS CULTURAL COMMUNICATION	15
KNOWING AND SHARING THE GOSPEL	17
GOOD DEVELOPMENT	18
SPIRITUAL WARFARE.....	19
KEEPING FRESH SPIRITUALLY.....	20
HEALTH AND PRACTICALITIES	21
AUTHORITY AND SUBMISSION	24
LANGUAGE LEARNING AND CULTURE	26
RE-ENTRY	28
ABOUT ME	30
MIST FEEDBACK	311
GENERAL FEEDBACK.....	333
FURTHER READING	355

MIST OVERVIEW

THE AIM OF MIST IS.....

TO STIMULATE PARTICIPANTS TO THINK AND LEARN MORE ABOUT THE CHALLENGES OF LIVING AND WORKING IN A CROSS CULTURAL SITUATION IN PREPARATION FOR SHORT TERM PLACEMENTS.

MIST OBJECTIVES/LEARNING OUTCOMES

Through engaging in MIST, participants will be able to:

1. Spiritual

- 1.1. Identify the biblical basis of mission
- 1.2. Identify the biblical basis of authority and how it is applicable in short term mission
- 1.3. Identify strategies to maintain spiritual health and vitality while living and working in another culture
- 1.4. Develop a spiritual growth plan for their time of service in another culture
- 1.5. Develop insight into spiritual warfare through a biblical framework
- 1.6. Share their testimony and explain the basis for their Christian faith
- 1.7. Develop skills to communicate a Bible story clearly and competently in a cross-cultural context

2. Knowing Self

- 2.1. Develop insight into their own personality and how culture impacts/shapes this
- 2.2. Develop insight into their stress responses when living in a cross-cultural situation
- 2.3. Reflect on how the personalities and cultures of others impact on their own experience
- 2.4. Recognise their communication strengths and weaknesses

3. Expectations

- 3.1. Identify the purposes of short term mission
- 3.2. Examine their expectations of short term mission and develop realistic goals and expectations for their time of service

4. Location (Optional)

- 4.1. Research their host culture and share insights
- 4.2. Identify areas of further research into their location and host culture

5. Cross cultural

- 5.1. Define culture shock and identify main “symptoms”
- 5.2. Identify potential stressors in cross-cultural situations
- 5.3. Reflect on cross-cultural experiences and points of stress
- 5.4. Develop strategies for successful cross-cultural adjustment
- 5.5. Develop an awareness of cross-cultural communication pit falls
- 5.6. Develop an awareness of personal and national cultural characteristics that impact a cross-cultural interaction

6. Handling conflict

- 6.1. Identify healthy and unhealthy strategies for managing conflict
- 6.2. Develop insight into their emotional responses when in conflict situations
- 7. Relating in a team**
- 7.1. Experience and evaluate working together with people from other agencies and church backgrounds
- 7.2. Demonstrate a service posture to build community
- 8. Language**
- 8.1. Identify the importance of learning language to facilitate building good relationships in location
- 8.2. Identify realistic and effective strategies for language acquisition on location
- 9. Poverty and development issues**
- 9.1. Develop strategies for engaging with poverty on location
- 9.2. Describe the basics of development theory and its impact on missions
- 10. Health and well being**
- 10.1. Identify basics strategies to maintain a healthy lifestyle
- 10.2. Identify immunizations and other health issues that occur before learning for service
- 10.3. Explore the impact of differing safety standards within the host culture
- 11. Packing and other practicalities**
- 11.1. Arrange permits, passports, visa, ticket, immunizations and health insurance
- 11.2. Make financial arrangements
- 11.3. Arrange personal needs such as medical supplies
- 11.4. Develop realistic expectations for communication to friends and family
- 12. Re-entry**
- 12.1. Develop an awareness of aspects of re-entry

“Short term: in whose service? No doubt short-termers can work on very personal agendas and often have "life-changing" experiences. But too often such experiences elude any significant reflection on the deeper assumptions and attitudes that structure one's view of God, of oneself, and of host strangers. Under certain conditions, what is touted as a "mission" becomes little more than Christian tourism, "vacations with a purpose," or worse. But even when participants return from a short-term experience claiming to have had "the time of their lives," we must ask ourselves whether that is indeed the goal. While we may cite the example of Jesus as the basis for our short-term projects, his sending was expressly not about providing the messengers an unforgettable experience.”

From First, Do No Harm, Short-term missions at the dawn of a new millennium by Richard Slimbach

Two things I hope to get from this weekend

-
-

Mark 2:1-12 (NIRV); Mark 4:35-41 (NIRV); Luke 19:1-10 (NIRV)

Storytelling questions:

- **What do you learn about Jesus/God from this story?**
- **What do you learn about people from this story?**
- **What will you take away from this story for this week?**
- **Who could you share this story with this week?**

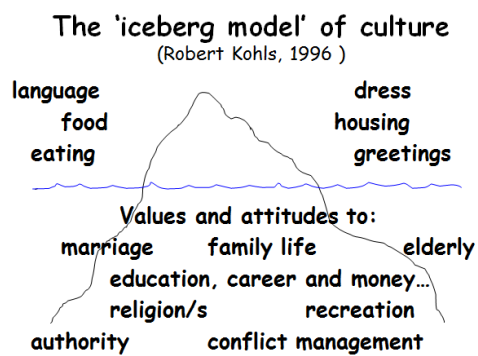
Twelve tips from Keith Benn for crafting an oral Bible story that is simple, accurate and memorable

1. Use simple language (avoid religious language, use active verbs)
2. Keep names to a minimum (no more than three is best).
3. Keep the story short (under three minutes).
4. Details are memorable; generalisations are not.
5. Use direct speech rather than indirect speech.
6. Repetition is memorable, but redundancy is not.
7. Avoid unnecessary explanation.
8. Mirror the emotions of the characters.
9. Use body language to illustrate the action.
10. Think about location. Where does the action happen? What movement occurs?
11. Have an engaging opening that prepares well for the story and a closing sentence that stays in people's minds and wraps up the story.
12. Imagine the story rather than memorising the words (storyboarding helps with this). The golden rule of storytelling is: "If you see it in your mind, they will see it. If you don't see it, they won't see it either."

ONION MODEL



ICEBERG MODEL



Scenario 1

On the second day after your arrival in your placement you decide you are ready to go out by yourself to the bazaar (market), and take some photos. You know a few words and phrases. Everything is going well and you have managed to make a few purchases when you feel a tug at your arm and look down into two big brown eyes, matted hair and filthy clothes. A child of about six is holding out his hand asking for money. He clings on to your clothes, calling out as you try to disappear into the crowds, holding your camera tightly.

- What are the issues?
- How are you feeling?
- What are your options?
- How do you respond?

Scenario 2 – The Craftsman

You have been in country a couple of days, settling into your new home. A local craftsman arrives on your doorstep. He unpacks his wares and you see a beautiful wooden carved table that would look good in your lounge room back home. He asks an outrageous price for it and you realise that he is playing games with you. However, you also realise that the amount is ridiculously low by Western prices as you have seen a similar item in a store in Australia for more than 3 times the price.

- What are the issues?
- How are you feeling?
- What are your options?
- How do you respond?

Scenario 3: The Family

After a few weeks in the country, a family who has befriended you has warmly invited you to stay with them for 4 days. You sleep in the guest room, eat with them, help the kids practice their English, and learn a few basic cooking skills. A celebration on the weekend arrives, and the grandparents visit. Everybody bows to the grandparents. At some time during the day, everybody files out to the back room, where a small platform is adorned with flowers and incense. Each member bows in front of this platform, with eyes closed, muttering a few words you don't understand.

- How do you feel?
- What are the issues?
- How do you respond to these issues?

Scenario 4: The Funeral

After spending three weeks in the community, a family who has given you skin names, has invited you to stay with them for a few days leading up to a funeral. You sleep in the room with them, buy food with them, help the kids practice their English and learn a few basic cooking skills. As the funeral draws closer more family begin to arrive and stay in the home and it is getting very crowded. The shade has been put up and fellowship has happened over several evenings. Each member of the family goes into the shade shelter and places their sweets on the funeral box that has plastic flowers, while mourning the loss of the person who has passed away.

- What are some of the questions that you have about what is occurring?
- How might you appropriately and sensitively find out how you are to respond in this situation?

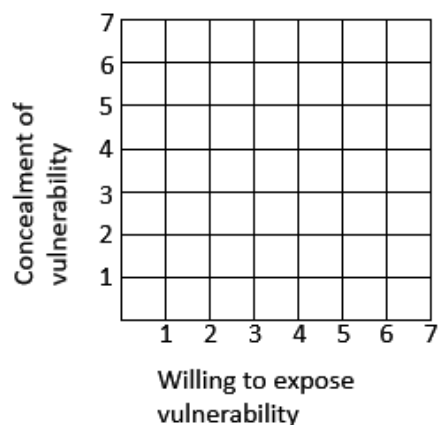
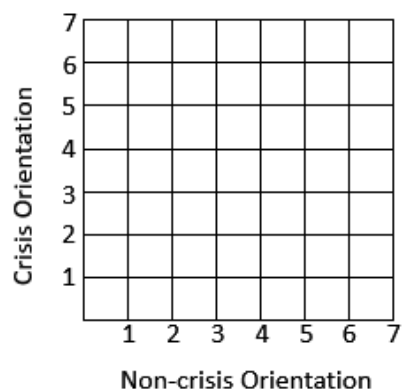
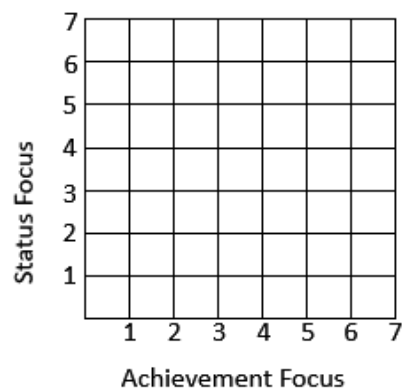
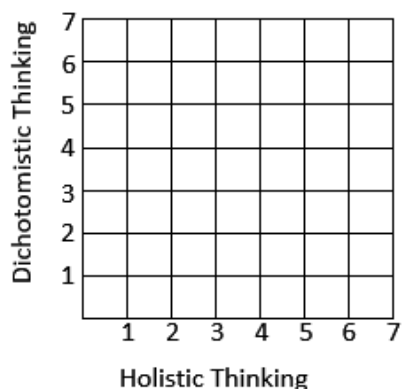
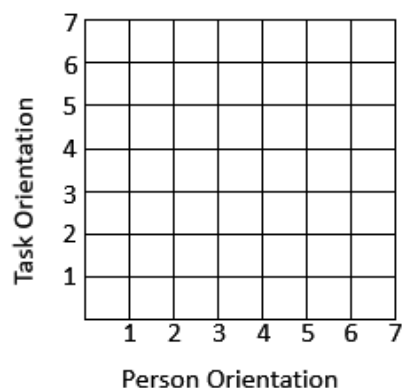
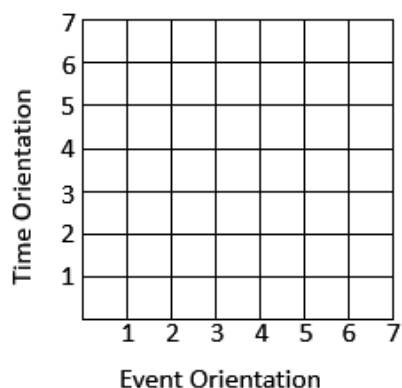
Scenario 5: Where's All the Food

You and your team have settled into the indigenous community and set up camp for the next four nights. You have just had fun taking the kids for a swim at the local waterhole with the youth leaders and have learnt a little Kriol. Before travelling to the community, you and the team purchased the exact amount of food you would need for your time in community, as you are on a tight budget and don't want to impose on the community. However, the Indigenous folk that organised your community stay have come to visit you just as you begin to prepare the evening meal. There are also a whole bunch of kids playing with the team and have seen that you are beginning preparations for dinner. One of the leaders makes you aware that the visitors and children likely have no food at home as the shops are closed for the day and pay day is not until tomorrow.

- How might you and your team respond in this situation?
- What are some of your own prejudices and cultural values may you need to consider?

PERSONAL PROFILE

Plot your average score for each of the orientations and mark the intersection of the two scores for each axis. This point indicates your basic tendency (at least within this culture).



LINGENFELTER ORIENTATIONS

Time/Event	
Time Orientation	Event Orientation
<ol style="list-style-type: none"> 1. Concern for punctuality and amount of time expended 2. Careful allocation of time to achieve the maximum within set limits 3. Tightly scheduled, goal-directed activities 4. Rewards offered as incentives for efficient use of time 5. Emphasis on dates and history 	<ol style="list-style-type: none"> 1. Concern for details of the event, regardless of time required 2. Exhaustive consideration of a problem until resolved 3. A “let come what may” outlook not tied to any precise schedule 4. Stress on completing the event as a reward in itself 5. Emphasis on present experience rather than the past or future

Dichotomistic (Black/White) / Holistic	
Black/White Thinking	Holistic Thinking
<ol style="list-style-type: none"> 1. Judgments are black/white, right/wrong – specific criteria are uniformly applied in evaluation of others. 2. Security comes from the feeling that one is right and fits into a particular role or category in society. 3. Information and experiences are systematically organized; details are sorted and ordered to form a clear pattern. 	<ol style="list-style-type: none"> 1. Judgements are open-ended the whole person and all circumstances are taken into consideration. 2. Security comes from multiple interactions within the whole of society – one is insecure if confined to particular roles or categories. 3. Information and experiences are seemingly disorganized; details (narratives, events, portraits) stand as independent points complete in themselves.

Crisis/Non-crisis	
Crisis Orientation	Non-crisis Orientation
<ol style="list-style-type: none"> 1. Anticipate crisis 2. Emphasizes planning 3. Seeks quick resolution to avoid ambiguity 4. Repeatedly follows a single authoritative, pre-planned procedure 5. Seeks expert advice 	<ol style="list-style-type: none"> 1. Downplays possibility of crisis 2. Focuses on actual experience 3. Avoids taking action, delays decisions 4. Seeks ad hoc solutions from multiple available options 5. Distrusts expert advice

Task/Person	
Task Orientation	Person Orientation
<ol style="list-style-type: none"> 1. Focuses on tasks and principles 2. Finds satisfaction in the achievement of goals 3. Seeks friends with similar goals 4. Accepts loneliness and social deprivation for the sake of personal achievements 	<ol style="list-style-type: none"> 1. Focuses on persons and relationships 2. Finds satisfaction in interaction 3. Seeks friends who are group-oriented 4. Deplores loneliness; sacrifices personal achievements for group interaction

Conceal / Willing to Expose Vulnerability	
Concealment of Vulnerability	Willingness to Expose Vulnerability
<ol style="list-style-type: none"> 1. Protection of self-image at all cost; avoidance of error and failure 2. Emphasis on the quality of performance 3. Reluctance to go beyond one's recognized limits or to enter the unknown 4. Denial of culpability; withdrawal from activities in order to hide weakness and shortcomings 5. Refusal to entertain alternative views or accept criticism 6. Vagueness regarding personal life 	<ol style="list-style-type: none"> 1. Relative unconcern about error and failure 2. Emphasis on completion of event 3. Willingness to push beyond one's limits and enter the unknown 4. Ready admission of culpability, weakness, and shortcomings 5. Openness to alternative views and criticism 6. Willingness to talk freely about personal life

Status / Achievement	
Status Focus (<i>prestige is ascribed</i>)	Achievement Focus (<i>prestige is attained</i>)
<ol style="list-style-type: none"> 1. Personal identity is determined by formal credentials of birth and rank. 2. The amount of respect one receives is permanently fixed; attention focuses on those with high social status in spite of any personal failings they have. 3. The individual is expected to play his or her role and to sacrifice to attain higher rank. 4. People associate only with their social equals. 	<ol style="list-style-type: none"> 1. Personal identity is determined by one's achievements. 2. The amount of respect one receives varies with one's accomplishments and failures; attention focuses on personal performance. 3. The individual is extremely self-critical and makes sacrifices in order to accomplish ever greater deeds. 4. People associate with those of equal accomplishments regardless of background.

From Lingenfelter and Mayers Ministering Cross-Culturally (Baker 1986)

What is Culture Shock?

Differences that will be experienced?



A more detailed diagram and accompanying explanation of the process of transition can be found at:

https://www.csu.edu.au/data/assets/pdf_file/0006/949533/fisher-transition-curve-2012.pdf

FACTORS IMPORTANT TO SUCCESSFUL INTERCULTURAL ADJUSTMENT

Open Mindedness... The ability to keep one's opinions flexible and receptive to new stimuli seems to be important to intercultural adjustment.

Sense of Humor... A sense of humor is important because in another culture there are many things which lead one to weep, get angry, be annoyed, embarrassed, or discouraged. The ability to laugh at things may help guard against despair.

Ability to Cope with Failure... The ability to tolerate failure is critical because everyone fails at something overseas. People who go overseas are often those who have been amongst the more successful in their home environments and have rarely experienced failure. Thus, they may have never developed ways of coping with failure.

Communicativeness... The ability and willingness to communicate one's feelings and thoughts to others, verbally or non-verbally, has been suggested as an important skill for successful intercultural communicators.

Flexibility and Adaptability... The ability to respond to or tolerate the ambiguity of new situations is very important to intercultural adaptation. Being able to keep options open and judgmental behavior to a minimum are both characteristics of an adaptable or flexible person.

Curiosity... Curiosity is the demonstrated desire to know about other people, places, ideas, etc. This skill or personality trait is important for those working cross culturally because they need to learn many things in order to adapt to their new environment.

Positive and Realistic Expectations... It has been shown frequently that there are strong correlations between positive and realistic expectations for an intercultural experience and successful adjustment overseas.

Tolerance for Differences and Ambiguities... A tolerance of and understanding of beliefs or practices differing from one's own is important to successful intercultural adjustment.

Positive Regard for Others... The ability to express warmth, empathy, respect, and positive regard for other people has been suggested as an important component of effective intercultural relations.

A Strong Sense of Self... A clear, secure feeling about oneself results in individuals who are neither weak nor overbearing in their relations with others. People with a strong sense of themselves are able to stand up for what they believe in but are able to do so in light of new information, perspectives, or understandings which they may encounter.

Thankfulness... is an important practice to cultivate (Col 3: and 1 Thessalonians 5:18). Perhaps you could begin a new spiritual discipline and thank God for 10 things every morning or evening in the place you are in.

Take time out for self-care...

*WorldWide Classroom
Box 1166 - Milwaukee, WI 53201-1166, USA*

Source: http://www.worldwide.edu/planning_guide/Culture_Re-entry_Shock/ Accessed 31/10/2003

If I speak fluently in another language but have not love, I am only a resounding gong or a clanging symbol. If I wear the national dress and understand the culture and all forms of etiquette so that I could pass as a national but have not love, I gain nothing. Love endures long hours of language study and does not envy those who stayed home. Love does not exalt its home culture, is not proud of its national superiority, does not boast about the way it is done at home, does not think evil about its new country. Love bears all criticism about its place of origin and believes the best about its new place of ministry. Love endures all inconveniences. Love never fails. But where there is only cultural anthropology, it will fail. Where there is contextualisation it may lead to syncretism. Where there is linguistics it will change. For we know only part of the culture, and we only minister to part. But when Christ is reproduced in this place, then our inadequacies will be insignificant. When I was living at home, I spoke like a citizen of my own country, understood like one, thought as one. But when I left my country I put away these things. Now we adapt to a new culture awkwardly, but He will live in it intimately. Now I speak with a strange accent, but He will speak to the heart. And now these three remain, cultural adaptation, language study and love. But the greatest of these is love! – (adaptation of 1 Corinthians 13)

Goals of Communication:

CQ WHEEL



CONFLICT MODE INSTRUMENT (THOMAS KILMANN)

Shark

Owl

Fox

Turtle

Teddy Bear

Example questions to ask when we are in conflict with someone:

–Why am I feeling angry/hurt etc.?

–What do I want to change?

–What do I need (to do) in order to let go?

–Whose problem is this really?

–What 'message' do I infer from the situation? (I'm a failure; they don't like me; he doesn't respect me)

Though I am free and belong to no man, I make myself a slave to everyone, to win as many as possible. To the Jews I became like a Jew, to win the Jews. To those under the law I became like one under the law (though I myself am not under the law), so as to win those under the law. To those not having the law I became like one not having the law (though I am not free from God's law but am under Christ's law), so as to win those not having the law. To the weak I became weak, to win the weak I have become all things to all men so that by all possible means I might save some. - 1 Corinthians 9:19-22.

What has God done?	What do we need to do?
Ephesians 1:4-10; 2:1-7; 6:18-22	Ephesians 6:10-18; 4:27; 5:15-16
Romans 6:5-7; 8:31-39	James 4:7
James 1:18	1 Peter 5:8-9
Luke 10:18-20	Luke 4:1-12
1 John 4:4	1 John 4:1-4; 3:1-3; 2:14-15
2 Corinthians 5:5	2 Corinthians 2:5-11; 10:3-5
Revelation 5:9-10	Revelation 2:10,13
Colossians 1:21-22; 2:9-12; 3:3-4	Colossians 2:13-15; 2:20-23; 3:1-2
	2 Chronicles 20:15
1 Thessalonians 5:9-10	1 Thessalonians 5:8
Titus 2:14	Titus 2:12
Hebrews 1:1-4	Hebrews 3:13

Spiritual Warfare is.....

God's Provisions for spiritual warfare are.....

Our strategies in spiritual warfare are.....

Hey Home,

God is doing some really crazy stuff here. Before I tell you about the healing I have something else to tell you.... This has really freaked me and I have no idea what to do.

Have a problem that I need some advice on. Last night I was at work in the boarding house. I look after about 55 kids and there is one who is a bit special. As well as being deaf and epilepsy he has something like schizophrenia. Well to cut a long story short, I really have connected with this boy. He gives the best hugs and kisses, he also bites and kicks but that is part of the package. Well last night after the prayer meeting, all the kids were in bed and he started crying. Every night I have to give him medicine at 11 o'clock. I also pray over him. Well tonight he was crying and I went to him and started to pray over him. He reacted strangely. When I asked God to protect him and cast out anything that was binding him he just went berserk!! Kicking so violently. He wouldn't look at me which is a problem I have never had with him. I was so scared but I continued to pray for him for about an hour. After he had kicked the wall, banged his head against the wall and all that kind of stuff, for an hour, he crouched down on his knees and put his hands together as if he was praying. He sat like this for maybe a minute, rocking back and forward then gave me the biggest hug. And fell asleep in my arms. I continued to pray for him. Eventually I went to bed to read my bible and see what it says about demon possession. Then he started crying again and I returned to his bed and started to pray again. Again he thrashed around in the bed. It was so scary I didn't know what to do. Again he put his hands in prayer position and he seemed to be ok. I continued to pray for him and then after a while I returned to bed. By this time I was totally freaked and prayed on the armour of God. This calmed me down. I was able to go to sleep. This morning he woke and was a little different. He still had a lot of uncontrolled movements and it was just weird.

Now the healing. Will write and tell you another time can't concentrate, need to pray.

Love Sue

Develop a plan:

What do you need to add or take away from the way you connect with God?

Thanksgiving

HEALTH

Scenario 1:

You develop high fevers and a headache and are not feeling well. You recently returned from a trip to an area where there may have been dengue fever or malaria.

What should you do?

Scenario 2:

You're invited to eat the evening meal with a local family. They serve you a warm chicken salad and you wake up in the night with your stomach churning. Soon follows vomiting and diarrhea.

What can you do to help you in this situation?

It's now the next morning and you're feeling worse. There's now blood in your diarrhoea and you think you have a fever.

What should you do now?

Scenario 3:

You love dogs and there is a beautiful little puppy on the side of the road that you can't resist. You go over to see it and he bites you.

What should you do?

PRACTICALITIES & PACKING

DOCUMENTS

- Passport
- Ticket or ETicket confirmation
- Letter from doc re medications being carried for personal use
- Names, addresses & contact details for those meeting you
- Emergency contact details in case you need this
- Details of safe local hotel in case of emergency
- Travel insurance docs and policy number
- credit cards / debit card (check for Cirrus mark)
- phone card
- List of immunizations (inc Yellow Fever certification for Africa)
- Copy of all your documents in your suitcase as well as the copy you leave at home / office

CLOTHING

- Appropriate clothing for culture (long pants for guys – no shorts?)
- (long skirts / salwar kameez / conservative western dress – no short skirts or shorts for girls? Are pants okay in your location? Head scarf may be required?)
- Covered shoes for walking in slums
- Thongs for showers and wet areas
- Comfortable sandals
- Cotton underwear is cooler – health issues
- Leave the expensive jewellery at home
- Socks / pantyhose (provide extra warmth without weight)

FIRST AID

- Malaria tablets (If taking doxycycline as an antimalarial, take a double dose for antibiotic)
- Paracetamol or other pain killers
- Asthma medication (even if only sometimes needed in Aust – climate change)
- Immodium (stoppers!) or Loperamide
- Coloxyl constipation tablets (goers!) or Movichol
- Cold & flu tablets
- Gastrolyte (or spoon of sugar & pinch of salt in water) or Coconut water (re-hydrating fluid)
- Maxalon / Stemetil (need script)
- Claratyne (Antihistamine)
- Sigmacort (cortisone cream)
- Noroxin (urinary tract infection)
- Antibiotic
- disinfectant
- Mintek – good to settle the stomach (for after curry etc) – over the counter at a chemist.
- Travel sickness (Ginger calm tablets) if airsick or carsick
- Throat lozenges (helpful when speaking, dust etc)
- Betadine gargle / mouthwash
- First aid kit inc sterilized needles if required
- Vitamin B1 (one month ahead re mozzies)
- Betadine
- Thermometer
- Waterproof Band-aids
- Waterproof dressings
- Bandage
- Blister stoppers
- Soov (mossie bites)
- Medicated eyedrops – helps eyes against the pollution
- Sunburn cream

TOILETRIES ETC

- Prickly heat powder
- Medicated wet ones
- Aquium gel or equivalent
- Toilet paper
- Tissues
- Medicated soap
- Sunscreen
- Hand cream / body lotion
- Toothbrush / toothpaste
- Tropical strength RID or Bushman's Ultra (high level DEET)
- sanitary supplies (don't depend on local purchase)

OTHER ITEMS

- Sunglasses
- Glasses / spare glasses / prescription
- Travel towel
- Neck support for plane
- Wind up torch or torch with batteries removed for travel
- Power adapter plugs (individual or multi fit)
- Surge protector
- Small computer
- iPad - books
- MP3 player / earphones
- Music CDs, DVDs
- Money pouch for under clothes
- Ziplock bags
- Draw string bags (small from aircraft or similar)
- Local currency
- Ear plugs
- Rain poncho / folding umbrella
- Scissors
- Shower cap
- Clothes line
- Travel washing liquid
- Inverter
- Backpack
- Small handbag (girls!)
- Calculator
- Padlock
- Alarm clock
- Photos from home
- Fan
- pens
- scissors / tweezers
- muesli bars
- small Bible
- drinking bottle
- impregnated mossie net
- Travel Smart book
- first aid for clothes: needle, safety pins, buttons, thread.

HAND LUGGAGE - IN YOUR CARRY-ON BAG, INCLUDE THE FOLLOWING:

- a change of clothes (luggage does get lost!)
- toiletries
- 1 roll of toilet tissue or small pocket tissues
- Antiseptic wipes
- Toothbrush & small toothpaste
- Money
- **ALL valuables**, including your passport.

BIBLICAL AUTHORITY

“Let every soul be subject to the governing authorities. For there is no authority except from God, and the authorities that exist are appointed by God” (Romans 13:1)

“Obey those who rule over you, and be submissive, for they watch out for your souls, as those who must give account. Let them do so with joy and not with grief, for that would be unprofitable for you” (Hebrews 13:17)

Accountability

Who do I directly report to regarding the focus and work of the ministry?

Who do I report to for health and general living matters?

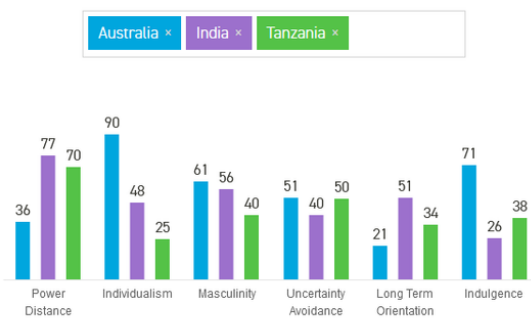
What impact does the team have on my decision making?

What are my responsibilities and accountabilities to the local church?

What are the gaps in my understanding? Who do I need to ask to help me understand the authorities in my organization?

Hofstede’s country comparison between Australia, India and Tanzania with accompanying explanation can be found at:

<https://www.hofstede-insights.com/country-comparison/australia,india,tanzania/>



CASE STUDIES

Case Study 1

Your ministry is in an orphanage in the Philippines. You arrived three months ago, not long after a typhoon in the region. Since landing you have worked 7 days a week, assisting new children to settle into the orphanage and cope with the deep loss of their parents. There is so much to be done. However, you receive a phone call from your mission agency. They tell you that you need to take some time away from the orphanage for a well-deserved break. You are told that you must take at least one week away, and you are to leave within the next three days. You can't understand how they could recommend such a thing, as many of the children are just beginning to trust you and rely on your presence. If the mission agency only knew how busy you were, they would realise a break right now is not a good thing.

Case Study 2

During a year overseas, you have enjoyed working independently on a street ministry in Bangkok. You have formed good relationships with the local people and feel that they are beginning to trust you. They are starting to ask questions about your faith, and you feel that you are making a real difference. However, there have been several security scares in Bangkok recently and the situation seems to be worsening. Your mission agency has requested that you move into a team environment for your safety. Your sending church, on the other hand, knows little about the security issues and is excited about the work you are doing. They would love to see you continue independently. Finally, your mother (a widow) phones daily to tell you how concerned she is for you and wants you to come home.

Case Study 3

The Lord has laid it on your heart to help a local family. They have 6 children, and the father has recently lost his job. They have no money to feed or support the family. You want help this family in a sustainable way, so you offer the father the opportunity to do some building work on the mission building which is dilapidated and in great need of repairs. Your supervisors, however, don't seem very happy with your plan and are not willing to put in any unbudgeted funds to pay for the father's work.

Questions for case studies

What is the issue in this situation?

What might be possible outcomes if the missionary submits to authority?

What are the possible outcomes if the missionary refuses to submit to authority?

WHY LEARN A LANGUAGE?

"Don't learn a new language! Rather discover the host world, as the host people know it and share it with one another."

(Greg Thomson)

- Language learning is about relationships
- Language is a tool for entering into another culture
- We express our identity and culture through language

CAN I LEARN A LANGUAGE?

"Millions of people have studied a language without learning it, yet billions have learned languages without studying them ...

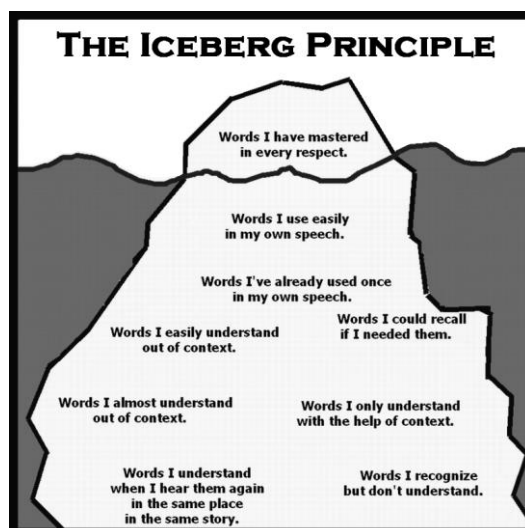
Normal language acquisition is a social activity, not an academic activity"

(Brewster & Brewster 1984)

HOW DO I LEARN A NEW LANGUAGE?

"There are hard ways to learn language and then there are harder ways to learn language. There are humane ways and inhumane ways. Anything we can do to lessen the difficulty while increasing the incentive should be employed"

(Dwight Gradin)



When working with a bilingual person to help you learn language,

Put the idea in their head, not the words in their mouth.

TOTAL PHYSICAL RESPONSE (TPR) TECHNIQUE

- **Stage 1: Comprehension**
 - Stage 1a: Elicit (Learner in control)
 - Stage 1b: Check comprehension
- **Stage 2: Mimicry**
 - Stage 2a: Learner in control
 - Stage 2b: Combine mimicry with comprehension check
- **Stage 3: Production**
 - Stage 3a: Learner in control
 - Stage 3b: Uncontrolled

RESOURCES FOR LANGUAGE LEARNING

"The world is our classroom!"

- People
 - Language helpers
 - Any/everyone in the community
 - Children
- Books & other materials
 - Self-teaching materials (books, audio CDs, CD-Roms, etc.)
 - Dictionaries
 - Children's books, toys and games
 - Props such as pens, book, fruit and veggies
- Computers
 - CD-Roms
 - Internet - useful links include....
 - Peace Corps Ongoing Language Learning manual at www.au.af.mil/au/awc/awcgate/peacecorps/m0064_ongoinglanguage.pdf
 - Manchester University Language Centre at <http://www.ulc.manchester.ac.uk/resources/online/support-advice/>
 - SIL International at www.sil.org/llearning/links.htm
 - Programs for audio editing, creating flashcards, etc.
 - Phone apps.
- Other resources
 - Digital recording devices
 - Digital camera/video
 - Phones
 - Songs
 - Local resources (newspapers, magazines, TV, radio, etc)
- Pre-field and ongoing language learning support
 - see www.mill.org.au for details

RE-ENTRY

LEAVE WELL

R

A

F

T

DEBRIEFING

Why?

Who?

When?

What?

Cover:

- ~ good things that happened
- ~ difficult things that happened
- ~ what you miss most
- ~ what you don't miss
- ~ how you have grown through the experience
- ~ how do you see this experience impacting your future

ABOUT ME

Please complete this section and retain it for future reference

What have I learned over this weekend that I think will be particularly useful?

What new things have I learnt about myself?

What areas do I think I still think I need to develop or do extra learning in?

MIST FEEDBACK

Name	Agency	Date
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PLEASE COMPLETE THE FOLLOWING QUESTIONNAIRE OVER THE WEEKEND AS HONESTLY AS POSSIBLE. AT THE END OF MIST, PLEASE TEAR PAGES 31-34 FROM THE BOOK AND GIVE THEM TO THE MIST TEAM BEFORE YOU LEAVE.

Your input is valuable to us and will help planning future programs

After each presentation please rate the session and add comments.

The rating: 1 = missed the mark 6 = hit the spot

INTRO TO MIST & VIDEO:1-----2-----3-----4-----5-----6

Comments:

BIBLE STORYTELLING1-----2-----3-----4-----5-----6

Comments:

“BEING” IN ANOTHER CULTURE:1-----2-----3-----4-----5-----6

Comments:

WHO AM I? (LINGENFELTER AND MAYERS):1-----2-----3-----4-----5-----6

Comments:

CULTURE SHOCK & STRESS:1-----2-----3-----4-----5-----6

Comments:

CROSS CULTURAL COMMUNICATION:1-----2-----3-----4-----5-----6

Comments:

AUTHORITY AND SUBMISSION:1-----2-----3-----4-----5-----6

Comments:

LANGUAGE LEARNING AND CULTURE:1-----2-----3-----4-----5-----6

Comments:

HEALTH AND PRACTICALITIES:1-----2-----3-----4-----5-----6

Comments:

GOOD DEVELOPMENT:1-----2-----3-----4-----5-----6

Comments:

BAFFA BAFFA GAME:1-----2-----3-----4-----5-----6

Comments:

STAYING FRESH SPIRITUALLY:1-----2-----3-----4-----5-----6

Comments:

SPIRITUAL WARFARE:1-----2-----3-----4-----5-----6

Comments:

KNOWING AND SHARING THE GOSPEL:1-----2-----3-----4-----5-----6

Comments:

RE-ENTRY: 1-----2-----3-----4-----5-----6

Comments:

THE FOOD: 1-----2-----3-----4-----5-----6

Comments:

GENERAL FEEDBACK

1. What was your overall impression of the MIST Weekend Program?
(please use more than a 6 word sentence to answer these questions :)
2. Did the program meet/exceed/fall short of your expectations? *Please Explain...*
3. What do you think about having this type of Preparation across a weekend? Was it:
 - a. Too long
 - b. Too short
 - c. Goldilocks...*mmm, just right!*If it wasn't Goldilocks, was that because:
 - a. We tried to included stuff which we didn't need to so the program was too full or too long
 - b. There was too much information for just one weekend
4. Would you have liked more information on anything in particular that we didn't cover in the program and if so what sorts of things?
5. Any further comments?

FURTHER READING

Introduction	<ul style="list-style-type: none"> – <i>The Great Commission</i>, Rose Dawsett – <i>Let the Nations be Glad</i>, John Piper – <i>Short-Term Mission Workbook</i>, Tim Dearhorn – <i>Doing Short-Term Missions Without Doing Long-Term Harm</i>, http://www.chalmers.org/staging/mandate/april_2008/stm.php
Being in Another Culture	<ul style="list-style-type: none"> - <i>Foreign to Familiar</i>, Sarah Lanier -
Who Am I?	<ul style="list-style-type: none"> - 'Ministering Cross-Culturally', Lingenfelter and Mayers
Cross-Cultural Stress and Shock	<ul style="list-style-type: none"> - 'Stress Producing Factors in Cultural Adjustment', T.W. Dye [Missiology. Vol. 2, No.1 (1974): 61-77] - 'Anthropological Insights for Missionaries', P. Hiebert, chs. 3 and 6. - 'BEFORE All Else Fails...Read the Instructions', Kevin Hovey, ch. 2. - 'Culture Shock: Dealing with Stress in Cross-Cultural Living', M. Loss
Cross-Cultural Communication	<ul style="list-style-type: none"> – Cultural Intelligence: Improving your CQ to engage our multicultural world, D. Livermore – Communicating Christ Cross-Culturally, D. Hesselgrave, ch. 9. – Cross-cultural conflict, by Duane Elmer – The Gospel: Its Content and Communication - A Theological Perspective, J.J. Packer, in <i>Down to Earth</i> edited by J. Stott and R. Coote, ch. 7. – Eternity in their Hearts, D. Richardson – Peace Child, D. Richardson – Indigenous Australians - Welcome to Cross Cultural Ministry in the Top end. R. Borneman and Chris Garner
Knowing and Sharing the Gospel	<ul style="list-style-type: none"> – <i>Connecting Across Cultures: Sharing the gospel across cultural and religious boundaries</i>, David Claydon – <i>Honour and Shame</i>, Roland Muller (Ebook) – Ceremonies in the Bible - By Greg Anderson
Bible Study and Storytelling	<ul style="list-style-type: none"> – Dillion, C. <i>Telling the Gospel through Story</i>. InterVarsity Press – The Story of Jesus in Every Language – www.5fish.mobi
Good Development and the Gospel	<ul style="list-style-type: none"> – <i>When Helping Hurts: How to Alleviate Poverty without Hurting the Poor... and Yourself</i> by Steve Corbette – <i>We are not the hero: A Missionary's Guide to Sharing Christ, not a Culture</i> by Jean Johnson – Indigenous Australians - <i>4th World</i> - https://youtu.be/RI1obKrzNM8
Keeping Fresh Spiritually	<ul style="list-style-type: none"> – <i>A Praying Life</i>, Paul Miller
Spiritual Warfare	<ul style="list-style-type: none"> – <i>Understanding Spiritual Warfare: 4 Views</i>, Eds. James Beilby & Paul Rhodes Eddy
Language Learning and Culture	<ul style="list-style-type: none"> – <i>Doing Short-Term Missions Without Doing Long-Term Harm</i> https://www.chalmers.org/news/entry/short-terms-missions-without-long-term-harm - Indigenous Australians - <i>4th World</i> - https://youtu.be/RI1obKrzNM8

RAFT and Re-Entry	<ul style="list-style-type: none"> – <i>Honorably Wounded: Stress among Christian Workers</i>, Marjorie Foyle, ch.7. – <i>Burn-Up or Splash Down: Surviving the Culture Shock of Re-entry</i>, Marion Knell – available from Missions Interlink. – <i>Re-entry</i>, Peter Jordan – <i>Re-entry: Can a Sending Church be a Successful Receiving One?</i> Helen Macnaughtan
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