

# MIST

Missions Interlink Short-term Training (4 Cross-Cultural Engagement)

## FACILITATOR'S MANUAL

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MISSIONS INTERLINK

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## GUIDING PRINCIPLES FOR FACILITATORS

The MIST program is a time and space for people to come together to intentionally prepare for their short-term mission experience/cross-cultural engagement.

Each of the participants will come with different motivations for the training and their short-term mission experience/cross-cultural engagement. Some may be only travelling for a couple of weeks and are part of the training so that they can make the most of their short time. Others will be discerning a call to long-term cross-cultural mission and the MIST training is a pertinent beginning for them. And for others, they are preparing to serve cross-culturally for a fixed time and this training will help them achieve their goals. Some may be engaging cross-culturally in Australia and looking for training to make them more effective. Gauging the needs and motivation of your group is an important step to effective facilitation.

### Prayer

Our reliance on God for positive outcomes cannot be underestimated. Therefore, please come with an attitude of prayerful dependence and model the fruits of the Spirit in the way you facilitate your sessions and interact with others.

The importance of prayer and prayer support for mission can best be demonstrated if prayer and prayer support are modelled throughout this training course. Suggestions include:

- ask facilitators and participants to pray in preparation for and during the MIST weekend
- ask facilitators and participants to mobilise prayer supporters and/or prayer teams to pray for their training at MIST, as well as for their STM/cross-cultural engagement.

### How to use this Document

What follows are basic session plans. These have been considered to give a strong foundation for each session, providing a mix of content, discussion and activities to engage different learning styles.

You will notice that for each session there are four sections:

- **Session Overview** – a quick checklist that lists the session’s length, objectives and the resources you will need.
- **Session Summary** – a summary of the components of the session. Once you have familiarised yourself with the full session, the summary will be handy to have close when you are facilitating to keep you on track.
- **Session Details** – the full details for facilitating the session. When preparing to facilitate a session, this section will be most helpful to you.

- **Session Notes** – any notes that may be needed to help you develop/present the session. It can be very tempting to put all this on a PowerPoint and use the slides as your notes. **Resist the temptation!** Rather, familiarise yourself with the notes/content, add or adapt anything that you feel necessary and be creative with how you present it (the session plans have done for you).

You will also notice throughout:

- **Italics** – Throughout the Session Details you will see some notes in italics. These are examples of what you could say to help facilitate the session. These are not meant to be prescriptive, but an example and help only.
- **Sticky notes** – a tip or idea to help you in your planning.

### Prescriptive Curriculum

The MIST National Meeting of 2017 decided to make the curriculum set out in this document prescriptive, rather than adaptive. This is to ensure consistency across the states and to preserve a high quality program delivery. However, in order to honour adult education principles, facilitators are given options for delivery throughout this document and there are opportunities to tell personal stories, or to insert other material, to illustrate a point when time allows. You can also substitute alternative material, if you gain permission from your MIST State Coordinator. If this occurs or you want to suggest other edits, your MIST State Coordinator who will feedback the variation or edit suggestions to the annual MIST National Meeting, a gathering of MIST State Coordinators, for consideration as an adjustment to the National curriculum in the future.

For a training weekend to be called MIST, the following are compulsory :

- Purpose and place of short-term mission
- Who am I (self-knowledge as a tool to help identifying & prepare for possible points of culture shock and stress)
- Culturally intelligent communication
- Culture shock & stress
- Being in another culture
- Re-entry
- Spirituality/spiritual realities
- Authority
- Health/practicalities
- Cross-cultural worship session
- Language Learning (this can be completed prior to MIST via a video which is available for participants to view online on the Preparation Activities page on the MI website)
- Good Development

While the course is prescriptive, every group is different and the role of the facilitator is to adapt any material so that it best suits the needs of the learners within the framework given. As you prepare your sessions, using these outlines as a basis, please ensure that you also strongly consider the following:

- **How will you honour and draw on the participants lived experiences?**
- **How will you allow the participants to be part of shaping the learning – is there space for reflection, questioning, discussion and different types of engagement?**
- **How will you link the relevance of the content or activity to the participant's future context – what is the 'why'?**

Remember, people will internalise the learning more if they interact and engage with the content. So, have fun, be creative and intentional with your planning, so that you and the participants might grow deeper in your understanding and practice.

#### **How to use the PowerPoints**

You are encouraged to stick to the PowerPoints provided, so that participants don't experience 'death by PowerPoint'. However, inserting a couple of slides with photos to illustrate a personal story is fine.

## EXAMPLE TIMETABLE - FRIDAY EVENING – SUNDAY AFTERNOON

	Friday	Saturday	Sunday
Theme		Asia	Middle East or Africa
8:15 am		Bible Study and Storytelling	Cross-cultural Service
9:00 - 10:00am		'Being' in Another Culture	Keeping Fresh Spiritually
10:00 – 10:30am		Morning Tea	Morning Tea
10:30- 11:30am		Who Am I?	Spiritual Realities
11:30am - 12:30pm		Culture Shock and Stress	Language Acquisition
12:45pm		Lunch - Indian	Lunch – Middle Eastern Meal
1:45 – 2:30pm		Free Time Exercise/walk/ Sharing	Health and Practicalities
2:30 – 3:30pm		Culturally Intelligent Communication	Authority and Submission
3:30 – 4:00pm		Afternoon Tea	Afternoon Tea
4:00 – 5:00pm		Knowing and Sharing the Gospel	RAFT and Re-Entry
5:00 – 6:00pm		Good Development	Wrap Up
	Dinner Arrive and Settle in	Dinner Presentations	
7:00 – 8:00pm	Introduction	Small Groups	
8:00 – 9:00pm	Video and Discussion	Baffa Baffa Game (or alternative)	
9:00pm	Supper	Supper	



## EXAMPLE TIMETABLE – SATURDAY MORNING – SUNDAY AFTERNOON

	<b>Saturday</b>	<b>Sunday</b>
<b>Theme</b>	Asia or Indigenous Australia	Middle East or Africa
8:15 am		Cross-cultural Service
9:00 - 10:00am	Introduction	Bible Study and Storytelling
10:00 – 10:30am	Morning Tea	Morning Tea
10:30- 11:30am	'Being' in Another Culture	Spiritual Realities
11:30am - 12:30pm	Who Am I?	Keeping Fresh Spirituality
12:30pm	Lunch - Indian	Lunch – Middle Eastern Meal
1:30 – 2:30pm	Culture Shock and Stress	Health and Practicalities
2:30 – 3:30pm	Culturally Intelligent Communication	Authority and Submission
3:30 – 4:00pm	Afternoon Tea	Afternoon Tea
4:00 – 5:00pm	Knowing and Sharing the Gospel	RAFT and Re-Entry
5:00 – 6:00pm	Good Development	Wrap Up
	Dinner Presentations	
7:00 – 8:00pm	Small Groups	
8:00 – 9:00pm	Baffa Baffa Game Or Worlds Apart DVD	
9:00pm	Supper	

### Please Note:

- The *World's Apart* DVD could be sent to participants prior to the MIST weekend.
- If Language Acquisition is not included, give participants access to the Language Acquisition DVD

# MIST LEARNING OUTCOMES

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## MIST AIM

TO EXPLORE LIFE, WORK AND CHRISTIAN FAITH IN A CROSS-CULTURAL SETTING 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 submission and how they are applicable in short term cross-cultural engagement
- 1.3. Identify strategies to maintain spiritual health and vitality while living and working in another culture, including a vital prayer life
- 1.4. Develop insight into spiritual warfare through a biblical framework
- 1.5. Be able to share their personal testimony and explain the basis of their Christian faith
- 1.6. Develop skills to communicate a Bible story clearly and competently

### 2. Knowing Self

- 2.1. Develop insight into their own personality and how culture impacts/shapes this
- 2.2. Develop insight into 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

### 3. Expectations

- 3.1. Identify the purpose of short-term cross-cultural engagement, including its relationship to long-term mission
- 3.2. Examine their expectations of short-term cross-cultural engagement and develop realistic goals and expectations for their time of service

### 4. Cross cultural

- 4.1. Define culture shock and identify its main “symptoms”

- 4.2. Identify potential stressors in cross-cultural situations
- 4.3. Develop strategies for successful cross-cultural adjustment
- 4.4. Develop an awareness of cross-cultural communication pit falls
- 4.5. Develop an awareness of personal and national cultural characteristics that impact a cross-cultural interaction
- 5. **Handling conflict**
  - 5.1. Identify healthy and unhealthy strategies for managing conflict
  - 5.2. Develop insight into their own emotional response when in conflict situations
  - 5.3. Identify the additional complexity that cross-cultural situations bring to conflict management
- 6. **Relating in a team**
  - 6.1. Develop an awareness of issues around working together with people from other cultures, including those from other agencies and church backgrounds
  - 6.2. Demonstrate a service posture to build community
- 7. **Language**
  - 7.1. Identify the importance of learning language to facilitate building good relationships in location
  - 7.2. Identify realistic and effective strategies for language acquisition on location
- 8. **Poverty and development issues**
  - 8.1. Develop strategies for engaging with poverty and/or demand-sharing in the 4<sup>th</sup> world on location
  - 8.2. Describe the basics of development theory and its impact on missions
- 9. **Health and well being**
  - 9.1. Identify basics strategies to maintain a healthy lifestyle
  - 9.2. Raise awareness of immunizations and other health issues
  - 9.3. Explore the impact of differing safety standards within the host culture
- 10. **Packing and other practicalities**
  - 10.1. Raise awareness of need to arrange permits, passports, visa, ticket, immunizations, health insurance, financial arrangements and medical supplies
- 11. **Re-entry**
  - 11.1. Develop an awareness of aspects of re-entry





# SESSION OUTLINES

## INTRODUCTION

<b>Session Number</b>	1	<b>Session Length</b>	60 mins
<b>Session Aim</b>	Introduce participants to the course and the purpose of short-term mission. Gauge the participant's level of experience and understanding of short-term mission.		
<b>Objectives</b>	By the end of this session, participants will: <ul style="list-style-type: none"> <li>– 3.1 identify the purposes of short-term mission</li> <li>– 3.2 examine their expectations of short-term mission and develop realistic goals and expectations for their time of service</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>– Participants' Manual</li> <li>– Sticky Notes</li> <li>– Butcher's paper</li> </ul>		
<b>Participant Pre-Reading</b>	<ul style="list-style-type: none"> <li>– <i>First, Do No Harm: Short-term missions at the dawn of a new millennium</i>, Richard Slimbach</li> </ul>		
<b>Further Reading</b>	<ul style="list-style-type: none"> <li>– <i>The Great Commission</i>, Rose Dawsett</li> <li>– <i>Let the Nations be Glad</i>, John Piper</li> <li>– <i>Short-Term Mission Workbook</i>, Tim Dearhorn</li> <li>– <i>Doing Short-Term Missions Without Doing Long-Term Harm</i>, <a href="http://www.chalmers.org/staging/mandate/april_2008/stm.php">http://www.chalmers.org/staging/mandate/april_2008/stm.php</a></li> </ul>		



## SESSION SUMMARY - INTRODUCTION

	Time	Content/ Activity	Resources
1	10 min	Introduction	
2	10 min	Why Short-Term Mission	
3	20 min	Expectations	Sticky Notes Butcher's paper
4	10 min	Manual	Participants' Manual
5	10 min	Prayer	

## SESSION DETAILS - INTRODUCTION

	Time	Content/Activity	Resources
1	10 min	<b>Introduction</b> <ul style="list-style-type: none"> <li>– Welcome participants to MIST (eg. it's great that you are taking time out of busy lives to come and prepare for short-term ...)</li> <li>– Introduce each of the facilitators and their background (give each facilitator 1 minute to share their 'life highlights').</li> </ul>	
2	10 min	<b>Short-Term Mission</b> <ul style="list-style-type: none"> <li>– Facilitator to explain that they are going to read out a number of statements and participants are to indicate whether they agree or disagree with the statement by either: <ul style="list-style-type: none"> <li>○ moving to the appropriate end of the room (left – strongly agree, right – strongly disagree), or somewhere in between</li> <li>○ OR facilitator draws a continuum on the whiteboard (strongly agree/strongly disagree) and participants write their responses on a sticky note and stick in the appropriate place on the whiteboard continuum.</li> </ul> </li> <li>– Facilitator reads the following statements and participants move to indicate their response: <ul style="list-style-type: none"> <li>○ I am excited by the prospect of taking part in a short-term mission/cross-cultural engagement.</li> <li>○ I feel like I have a strong idea of what to expect for my short-term mission/cross-cultural engagement.</li> <li>○ I have little idea or knowledge about the country/community that I am travelling to or engaging with.</li> <li>○ I feel like my short-term mission/cross-cultural engagement has a clear purpose.</li> <li>○ I believe I will make a positive impact on the people that I am going to serve with.</li> </ul> </li> </ul> <p>[The statements have options for people learning more about cross-cultural mission engagement in both Australia and Overseas.]</p> <p>As the participants indicate their responses, the facilitator is to ask a few participants to share their name, where they are going for their short-term mission/cross-cultural engagement, as well as sharing the motivation for their response to the statement. Across the 5 statements, attempt to give all participants the chance to share and introduce themselves.</p>	
3	20 min	<b>Expectations</b> <ul style="list-style-type: none"> <li>– Facilitator to give each participant three sticky notes. Explain to participants that they are to write: <ul style="list-style-type: none"> <li>○ Sticky note 1 – What is the purpose of short-term mission?</li> <li>○ Sticky note 2 – The big question that they would like answered during this course.</li> <li>○ Sticky note 3 – What are you able to contribute to the group and training course (e.g. encouragement, ST</li> </ul> </li> </ul>	Sticky Notes  Butcher's paper

	Time	Content/Activity	Resources
		<p>experience).</p> <ul style="list-style-type: none"> <li>– Ask participants to stick their notes with responses on the wall or on three pieces of butcher's paper.</li> <li>– Facilitator to elicit a number of the responses. (Keep these notes as these will be used in the wrap-up session).</li> <li>– Also, important to contribute any items missed: <ul style="list-style-type: none"> <li>○ Explore the option of long-term mission work</li> <li>○ encourage local Christians</li> <li>○ see what God is doing in the world</li> <li>○ assist practically, particularly long-term work</li> <li>○ share faith by word and deed</li> <li>○ take greetings from the church in Australia and bring back up-to-date news from God's people in other parts of the world</li> </ul> </li> </ul> <p><b>2 things I hope to get from this weekend:</b> ask participants to fill in this in the Participants Manual.</p> <p><b>Pre-Reading Reflection</b></p> <ul style="list-style-type: none"> <li>– Facilitator to ask participants to reflect on the pre-reading article in small groups, <i>First Do No Harm</i>, in light of the previous discussions. <ul style="list-style-type: none"> <li>○ What surprised them in this article?</li> <li>○ What was new to them?</li> <li>○ How does this impact their expectations of short-term mission?</li> </ul> </li> </ul>	
4	10	<p><b>Manual</b></p> <ul style="list-style-type: none"> <li>– Facilitator handout the participant manuals</li> <li>– Ask participants to turn to the MIST Aims and Learning Outcomes and discuss the purpose of these outcomes.</li> <li>– Facilitator to discuss with participants, the key expectations of the MIST course, which may include: <ul style="list-style-type: none"> <li>○ MIST is a fast-paced, interactive course and will need full engagement.</li> <li>○ The course touches on a range of issues to help build insight and give participants topics and themes to explore further.</li> <li>○ Community learning – ask questions, share experiences</li> <li>○ Links to pre-reading</li> <li>○ No mobile phones</li> <li>○ Books available for further reading</li> <li>○ Duty rosters</li> <li>○ Cultural experiences</li> <li>○ Small group times</li> <li>○ General housekeeping and accommodation/venue</li> </ul> </li> </ul>	Participants' Manual

	Time	Content/Activity	Resources
		<p>instructions.</p> <ul style="list-style-type: none"> <li>○ Remind participants to fill in the Lingenfelter questionnaire during the evening/morning tea break if they haven't done so already so that no time is lost in Who am I session</li> </ul> <p>Ask participants if they have any questions.</p>	
5	10 min	<p><b>Prayer</b></p> <ul style="list-style-type: none"> <li>– Ask participants to break into small groups and share with their group a prayer point for this course and spend time in prayer.</li> </ul>	



## VIDEO DISCUSSION (OPTIONAL)

<b>Session Number</b>	2	<b>Session Length</b>	60 mins
<b>Session Aim</b>	Highlight the transitions that can occur in a short-term mission experience and the importance of setting realistic expectations.		
<b>Objectives</b>	<ul style="list-style-type: none"> <li>– 3.2 examine their expectations of short-term mission and develop realistic goals and expectations for their time of service</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>– DVD - Worlds Apart: Palmers in Kenya at <a href="https://www.youtube.com/watch?v=waSDBhTwA-M">https://www.youtube.com/watch?v=waSDBhTwA-M</a></li> </ul>		
<b>Participant Pre-Reading</b>	<ul style="list-style-type: none"> <li>– <i>First Do No Harm: Short-term missions at the dawn of a new millennium.</i> Richard Slimbach</li> </ul>		
<b>Further Reading</b>			

**Please Note:** If you are running a 2-day program, this video could be sent out prior to the MIST course as part of the Pre-Reading and this session omitted from the program.

## SESSION SUMMARY – VIDEO DISCUSSION

	Time	Content/ Activity	Resources
1	5 min	Introduction	
2	50 min	DVD and discussion	DVD - Worlds Apart: Palmers in Kenya
3	5 min	Wrap-Up	

## SESSION DETAILS – VIDEO DISCUSSION

	Time	Content/Activity	Resources
1	5 min	<b>Introduction</b> <ul style="list-style-type: none"> <li>- It's movie time!</li> <li>- We are going to watch a DVD where we follow a family on their short-term mission experience.</li> <li>- Enjoy.</li> </ul>	
2	50 min	<b>DVD and Discussion</b> <ul style="list-style-type: none"> <li>- Play the DVD until the family have all been introduced and talked about their reflections about the trip ahead (just before departing). Then pause the DVD and ask participants to choose one member of the family whose progress and ability to cope in the new situation they will follow throughout the DVD. The family member names are: <ul style="list-style-type: none"> <li>o Chris Palmer</li> <li>o Susan Palmer</li> <li>o Allie (15 years old)</li> <li>o Michael (12 years old)</li> <li>o Jamie (8 years old).</li> </ul> </li> <li>- Play DVD again.</li> <li>- Facilitator to pause the DVD half way through and ask participants to share how their family member is tracking.</li> <li>- Once the DVD is finished, discuss either in pairs or as a large group what they noticed about their family member's experience and what they can apply to their own experience.</li> </ul>	DVD - Worlds Apart: Palmers in Kenya
3	5 min	<b>Wrap-Up</b> <ul style="list-style-type: none"> <li>- Remind participants about pre-reading and preparation for the following day's session.</li> <li>- Give instructions for the cultural overlay and remind participants to collect cultural outfits for the following day.</li> </ul>	





## THE BIBLE AND MISSION (OPTIONAL)

<b>Session Number</b>	(Optional)	<b>Session Length</b>	60 mins
<b>Session Aim</b>	To reflect on the biblical foundation for mission and the part we might play in this.		
<b>Objectives</b>	By the end of this session, participants will: <ul style="list-style-type: none"> <li>– 1.1 Identify the biblical basis for mission</li> <li>– 1.2 Identify the purposes of short-term mission</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>– Choral reading handout</li> <li>– PowerPoint</li> <li>– Old Testament and New Testament handouts</li> <li>– Butchers paper</li> <li>– Markers</li> </ul>		
<b>Participant Pre-Reading</b>			
<b>Further Reading</b>			

## SESSION SUMMARY - INTRODUCTION

	Time	Content/ Activity	Resources
1	5 min	Introduction	
2	10 min	Choral reading	Choral reading handout
3	5 min	PowerPoint	PowerPoint
4	20 min	Old and New Testament	Old Testament and New Testament handout Butchers paper Markers
5	10 min	The Shifting Centre of Christianity	PowerPoint
6	10 min	Reflection and Prayer	

## SESSION DETAILS - INTRODUCTION

	Time	Content/Activity	Resources
1	5 min	<b>Introduction</b> <ul style="list-style-type: none"> <li>Ask participants to take a few moments to consider and jot down their thoughts in answer to the following question:</li> </ul> <p>Thinking about your understanding of the Bible – What is the foundation of mission? Why mission?</p>	
2	10 min	<b>Choral reading</b> <ul style="list-style-type: none"> <li>We know that the story and foundation of mission is woven throughout the whole Bible. I want to give an overview of this through a Choral reading (not something we do often).</li> <li>Ask for four volunteers to come to the front, give each a number and ask them to perform the Choral reading (if you have time – organise volunteers before the session).</li> <li>After the choral reading, ask the group to share reflections or anything that stood out to them during the reading.</li> </ul>	Choral reading handout
3	5 min	<b>PowerPoint</b> <p>Share and discuss:</p> <ul style="list-style-type: none"> <li>Christopher Wright quote and diagram</li> <li>Michael Goheen quote and diagram</li> </ul>	PowerPoint
4	20 min	<b>Old and New Testament</b> <ul style="list-style-type: none"> <li>Break into two (or more) – one group will focus on Old Testament the other New Testament.</li> <li>Give each group the appropriate handout with Bible verses, Butchers paper and markers.</li> <li>Ask each group to read through the verses and consider the question on the hand out they've been given and create an image/ diagram/ flow chart that expresses the foundation of mission.</li> <li>Have groups share their image or place them around the room and ask the group to walk around and view them.</li> <li>Ask the group to share about a new learning or something that stood out for them.</li> </ul>	Old Testament and New Testament handouts  Butchers paper  Markers
5	10 min	<b>The Shifting Centre of Christianity</b> <ul style="list-style-type: none"> <li>Share with the group that for much of the last 200 years have been about sending people to the mission field – 'from us to them' from the West to everywhere else.</li> <li>Show PowerPoint and share – For some time the West has been seen as the 'centre' of Christianity and yet this is changing:               <ul style="list-style-type: none"> <li>There are more evangelical Christians in China than in the whole of Europe</li> <li>More Presbyterians in Ghana than Scotland</li> <li>The geographical centre of Christianity is Central Africa.</li> </ul> </li> <li>The language of the mission field is changing.</li> <li>God calls us to make disciples of all people groups without geographic distinction.</li> </ul>	PowerPoint

	Time	Content/Activity	Resources
6	10 min	<b>Reflection and Prayer</b> <ul style="list-style-type: none"> <li>– Take a moment to either write down, reflect or chat with someone</li> <li>– How does what we have discussed impact my reason for ‘going’?</li> <li>– Spend time in prayer asking that God might plant his great love his people in each of our hearts.</li> </ul>	

# CHORAL READING

## “God’s Heart for All Nations”

### Purpose:

To demonstrate God's heart for "all nations" throughout scripture, from Genesis to Revelation.

### Instructions:

To do this choral reading, four people usually stand in a slight arc, facing the audience. Feel free to give emphasis to key words and phrases. Keep it moving fairly quickly. It would be good to tape the pages inside some kind of inexpensive folder.

3 (This introductory paragraph should be memorized and spoken while looking at the audience. All the rest, except the last one, are read from the pages or folder.) The Bible begins, ends and revolves around one major theme: God's purpose to redeem unto Himself people from every nation on earth. Listen to how this great theme weaves its way from Genesis to Revelation.

4 In Genesis 12, God said to Abraham,

1–4 (Smile! @) Through you, all the families of the earth shall be blessed.

1 In Exodus, God said to Pharaoh,

2 "I have raised you up for this purpose, that I might show you My power, and that My Name might be proclaimed in all the earth."

1-4 Joshua.

4 "The Lord your God dried up the waters of the River Jordan until you passed over

3,4 that all the peoples of the earth may know that the hand of the Lord is mighty."

2 In First Samuel, David said to Goliath,

3 "Today the Lord will deliver you into my hand, and I'll strike you down,

- 1 3 that all the earth may know that there is a God in Israel."
- 1-4 (with enthusiasm) First Chronicles.
- 2,4 "Sing to the Lord all the earth. Tell of His salvation from day to day."
- 1-4 Psalms. (softly) "Declare His glory among the nations. (louder) His marvelous deeds among all peoples. Say among the nations, (almost shouting) 'The Lord Reigns!!' (long pause)
- 3 That all the ends of the earth may fear His name.
- 1-4 Isaiah.
- 4 "It is too small a thing that you should be my servant to redeem the tribes of Jacob. I will give you as a light to the nations, that my salvation may reach to the ends of the earth."
- 
- 1-4 Ezekiel
- 2 "I will show the holiness of my great name ...the name you have profaned among the nations.
- 1 Then the nations will know that I am the Lord,' declares the sovereign Lord, 'when I show myself holy through you."
- 4 In Daniel 6; God rescued Daniel from the lion's den,
- 1 Then King Darius wrote to all the peoples, nations, and men of every language throughout the land:
- 3 "I issue a decree that in every part of my kingdom people must fear and reverence the God of Daniel!"
- 1-4 (Smile @1 excited, expectant) Habakkuk. "For the earth shall be filled with the knowledge of the glory of the Lord, as the waters cover the sea."
- 1-4 Zechariah.
- 1 (excited) The Lord will be King over the whole earth!
- 1-4 Malachi.
- 2 "From the rising of the sun to its setting, my name shall be great among the nations."

- 1-4 (with conviction) Matthew. "Therefore GO! (fairly loud --then pause) and make disciples of all nations.
- 1-4 Mark.
- 3 "The Gospel must first be preached to all nations."
- 1-4 Luke.
- 4 "Repentance and forgiveness of sins will be preached in His name to all nations, beginning at Jerusalem."
- 1-4 John.
- 1,3 "As the Father has sent me, so I am sending you."
- 1-4 (climax --gain in volume and enthusiasm) Acts.
- 2 "You will receive power when the Holy Spirit comes on you 2, 3 and you will be my witnesses in Jerusalem 1, 2, 3 and in Judea, and Samaria
- 1 -4 and to the ends of the earth! (pause)
- 1-4 Romans.
- 3 "For there is no distinction between Jew and Greek, for the same Lord is 1,3 Lord of all."
- 1 -4 Second Corinthians.
- 2, 4 (softly) "God was reconciling the world to Himself in Christ."
- 1-4 (Smile @) Philippians. "At the name of Jesus, ~ knee shall bow, and every tongue confess, that Jesus Christ is Lord."
- 1-4 First Peter.
- 4 (with passion) "The Lord is not willing that any should perish, but for all to come to repentance."
- 1-4 First John.
- 
- 1 "We have seen and testify that the Father has sent His Son to be the



- 1, 2 Savior of the world."
- 1 -4 (climax) Revelation.
- 3 "And they sang anew song
- 1- 4 You are worthy to take the scroll and to open its seals, because you were slain, and with your blood, you purchased men for God, from every
- 3 tribe,
- 
- 1 tongue,
- 2 people,
- 4 and nation."
- 2 (pause --spoken, not read, to audience) God's heart longs for the salvation of people from all the people groups He created. What is the desire of our hearts?
- 

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## Old Testament

Bible verses to consider:

- Genesis 12:1 - 3
- Exodus 9:15 – 16
- Deuteronomy 4:5 – 6
- Joshua 2: 8 – 10
- Joshua 4: 23 – 24
- 1 Samuel 17: 46
- Psalm 67
- Psalm 49:6

Why did God give the law?

Why did God just not take his people across the shallow part of the river?

Why did David kill Goliath?

Why has God blessed us with what we have?

## New Testament

- Matthew 5:14
- Matthew 28: 18 – 20
- John 9:5
- Acts 1:8
- Acts 13:47
- Revelation 7:9 – 10

What is the role of the disciple?

What impact should geography have on our understanding and practice of mission?



## 'BEING' IN ANOTHER CULTURE

<b>Session Number</b>	3	<b>Session Length</b>	60 mins
<b>Session Aim</b>	To assist participants in considering their responses when in cross-cultural situations and contexts.		
<b>Objectives</b>	By the end of this session, participants will: <ul style="list-style-type: none"> <li>- 5.5 develop an awareness of cross-cultural communication pit falls</li> <li>- 9.1 develop strategies for engaging with poverty on location</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>- Viking Clip <a href="https://vimeo.com/126307760">https://vimeo.com/126307760</a></li> <li>- Session Notes/ PowerPoint</li> <li>- Scenarios and Discussion Questions (printed out before session)</li> <li>- Whiteboard</li> </ul>		
<b>Participant Pre-Reading</b>	<ul style="list-style-type: none"> <li>- <i>Why Cultures are Different</i>, David Burnett</li> </ul>		
<b>Further Reading</b>	<ul style="list-style-type: none"> <li>- <i>Foreign to Familiar</i>, Sarah Lanier</li> </ul>		

## SESSION SUMMARY – ‘BEING’ IN ANOTHER CULTURE

	Time	Content/ Activity	Resources
1	10 min	Introduction	Viking Clip
2	10 min	Role Play 1 – Arriving at the Airport	Session Notes/ PowerPoint
3	10 min	Role Play 2 – Mary	Session Notes/ PowerPoint
4	10 min	Scenarios	Scenarios - printed out
5	10 min	Feedback to group	
6	5 min	Link to Cross-Culture Shock/Stress	Whiteboard
7	5 min	Learning Goals and Evaluation	

Roleplays can be terrifying for some people. These may work best if you give the roleplay situations to volunteers before the session. They will then have time to think about how they will play the character and act out the issues involved.

## SESSION DETAILS – ‘BEING’ IN ANOTHER CULTURE

	Time	Content/Activity	Resources
1	10 min	<p><b>Introduction</b></p> <p>Show Viking clip - <a href="https://vimeo.com/126307760">https://vimeo.com/126307760</a></p> <p>In this session, we will be looking at what it means to “be” in another place, where the ‘normal’ rules don’t seem to apply. You will be divided into groups to discuss some scenarios to explore the issue of ‘Being’ in another culture.</p> <p><b>Option 1</b></p> <ul style="list-style-type: none"> <li>– Explain that culture can think about culture like an iceberg. What we can see of the iceberg is only a small part of the whole. The same is true for culture – the things that we can see (like food and language) are only a small part a person’s culture.</li> <li>– Show the Iceberg diagram (below) and discuss.</li> </ul> <p><b>Option 2</b></p> <ul style="list-style-type: none"> <li>- Explain that culture has several different layers and can be likened to an onion. Draw an onion on board and describe each of the layers (see Session Notes for an example) <ul style="list-style-type: none"> <li>o Behaviour (what is done?)</li> <li>o Values (What is good or best?)</li> <li>o Beliefs (What is true?)</li> <li>o Worldview (What is real? Underlying assumptions?)</li> </ul> </li> </ul> <hr/> <p>A lot of different behaviours we encounter are just that – different, not right or wrong but just different. However, they can feel uncomfortable at first, and sometimes for some time.</p> <p>Obviously, as Christians we believe that some behaviours are simply wrong. However, our premise is that every culture has some redeeming features and some sinful features, reflecting the message of Genesis, that humanity is created in God’s image and that humanity is sinful and rebellious. In this session, we are going to look at a number of situations that you may find yourself in, where the behaviour, values, beliefs and worldview are different to your own.</p> <ul style="list-style-type: none"> <li>- Explain to the participants that: <ul style="list-style-type: none"> <li>o This will be done through role plays and discussion. While it is impossible to simulate the situations in the room, this is an opportunity to consider the different situations participants may find themselves in and think about strategies to manage these situations.</li> <li>o There will be a short debrief after each role play.</li> </ul> </li> </ul>	
2	10 min	<b>Role Play 1 – Arriving at the Airport</b>	Session Notes/ PPT

	Time	Content/Activity	Resources
		<ul style="list-style-type: none"> <li>- Read the scenario to the group (in Session Notes)</li> <li>- Ask the group for a volunteer to play the short-term missionary, set the scene</li> <li>- Explain that all other participants will be the porters and taxi drivers</li> <li>- Ask participants to move to the appropriate place</li> <li>- Begin the role play</li> <li>- End the role play at the appropriate moment and ask everyone to stay in position. Walk around and tap a few people on the shoulders and ask them one of the following questions: <ul style="list-style-type: none"> <li>o Why are you behaving this way? What is your need now? (taxi driver)</li> <li>o How are you feeling? (short-term missionary)</li> <li>o What does this person (short-term missionary) mean or represent to you? (taxi driver)</li> <li>o Are there any issues of security that need to be considered here?</li> </ul> </li> <li>- Ask the whole group: <ul style="list-style-type: none"> <li>o What could be done to navigate through this situation? <ul style="list-style-type: none"> <li>▪ Prior to departure: <ul style="list-style-type: none"> <li>• ensure that you have multiple contact details for people in country</li> <li>• research mobile phone options</li> <li>• public transport options</li> </ul> </li> <li>▪ Basic language</li> <li>▪ Research the airport and taxi restrictions/rules that may apply</li> </ul> </li> </ul> </li> </ul>	
3	10 min	<b>Role Play 2 – Mary</b> <ul style="list-style-type: none"> <li>- Set the scene and read the role play scenario 2</li> <li>- Invite ‘Mary’, the ‘Bishop’ and ‘Joe’ to come up to the front, and explain that we are now going to roleplay a meeting with the three of these characters to discuss the Bishop’s complaints. Mary is still unsure of what the issue is and why these complaints have been made.</li> <li>- Begin the role play</li> <li>- End the role play</li> <li>- Ask the participants/audience: <ul style="list-style-type: none"> <li>o What do you believe is the key issue/s in this scenario?</li> <li>o What could have Mary done to avoid this situation?</li> <li>o What are the potential consequences of this situation?</li> </ul> </li> </ul>	Session Notes/ PPT
4	10 min	<b>Scenarios</b> <ul style="list-style-type: none"> <li>- Explain that you are going to continue to look at some of the situations that might arise when being in another culture in groups through discussion.</li> <li>- Break the participants into groups and give each group a scenario</li> </ul>	Scenarios - Session Notes

	Time	Content/Activity	Resources
		with the discussion questions	
5	10 min	<b>Feedback to group</b> <ul style="list-style-type: none"> <li>- Ask each group to read out their scenario and share their insights with the wider group.</li> <li>- Ask any clarifying questions that may help the entire group better understand the situation and possible actions that could be taken.</li> </ul>	
6	5 min	<b>Link to Culture Shock</b> <ul style="list-style-type: none"> <li>- Ask participants – In the roleplays and scenarios and there have been a lot of potential feelings and emotions raised discussed. Let's list some of these on the whiteboard, call them out.</li> <li>- Write participant responses on the whiteboard</li> </ul> <p>These are all valid and very real emotions that we experience when moving into another culture. These emotions can negatively affect our behaviour and distort the way that we interact with others for a time. This is often called Culture Shock or Stress and we are going to look at this in more detail in the next session.</p>	Whiteboard
7	5 min	<b>Learning Goals and Evaluation</b> <ul style="list-style-type: none"> <li>- Suggest reading <i>Foreign to Familiar</i> by Sarah Lanier</li> <li>- Ask participants to reflect on their learning goals coming out of this session and complete the evaluation.</li> </ul>	



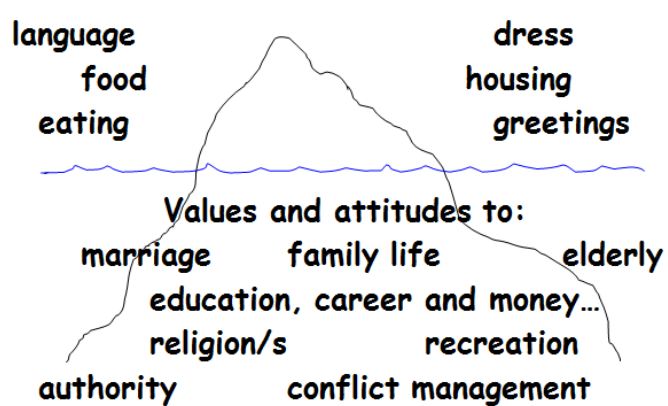
## SESSION NOTES – FOR FACILITATOR

### Worldview Onion



### The 'iceberg model' of culture

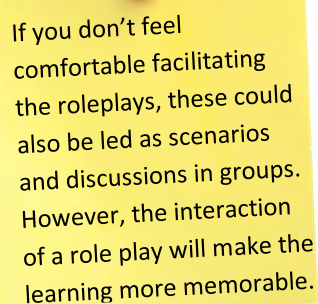
(Robert Kohls, 1996 )



## **Role Plays**

### **Role Play 1 – Arriving at the Airport**

You are travelling alone; do not know the local language and when you arrive at the airport late at night desperately tired, you cannot find the person who is supposed to meet you. You decide to catch a taxi to the address you have been given. As you leave the Customs Hall, a swarm of porters and taxi drivers descend on you all calling for you to go with them.



If you don't feel comfortable facilitating the roleplays, these could also be led as scenarios and discussions in groups. However, the interaction of a role play will make the learning more memorable.

### **Role Play 2 – Mary**

Mary is a doctor at a rural mission hospital in the North West. She enjoys the challenges and keeps very busy. The local Bishop is keen for her to visit the rural health clinics too. The visits are done with a local nurse and evangelist, Joe. Joe is keen to proceed to Bible school and often asks Mary challenging questions about the gospel. One Sunday, the Bishop arrives unexpectedly at a chapel beside the clinic to find Mary and Joe the talk of the village because they were seen late at night chatting on a veranda. He contacts the mission authorities to complain about Mary.

### **Notes for Facilitator during feedback:**

- Cross-gender relationships are conducted very differently in a lot of other contexts. Just talking to a member of the opposite sex can be understood as very flirtatious in some contexts. Direct eye contact which we may understand as showing respect can also be understood as very flirtatious. We need a cultural bridge person or cultural broker to help us understand how to relate cross-gender, so that we are not sending messages which we don't intend.
- Joseph may think that Mary is interested in him. In some contexts, Mary may be expected to be married after such 'compromising' behaviour.
- Joseph may be interested in an affair or marrying Mary.

## **Scenarios**

### **Scenario 1: Loneliness**

Peter joined a long-term mission team as their accountant for a period of 6 months.

Before beginning his time on the field, he completed all the training the mission organisation required and felt well prepared for his time away.

However, despite all the training he was not ready for the depth of loneliness that he experienced in the first few weeks. The team he was a part tried hard to make him feel welcome, but it seemed to make little difference to how he felt.

One night, while Peter was searching for information about the country he was in on the internet, a pornographic ad popped up in the side screen. Peter had watched pornography when he was younger but had stopped when he felt it was affecting his relationships with others. With some hesitation he clicked on the ad, it felt like something that could help with the loneliness. Peter decided he would watch just this once.

However, as the weeks went on, the loneliness continued for Peter and he found himself watching pornography each night for longer periods of time. He began to withdraw from some team events as he felt isolated from the wider group. During the day his work productivity also began to slip as he struggled to concentrate during the day after many late nights.

**Question 1:** What are some strategies Peter could have implemented to assist with managing his loneliness?

**Question 2:** What are some measures Peter could take to help him control the issue of pornography?

**Question 3:** If you were the leader of this team, how might you manage this situation?

#### **Notes for Facilitator during feedback**

- Loneliness is the driver here...
- Covenant Eyes is an online tool that can be used with an accountability partner to assist people to deal with temptation.

### **Scenario 2: Married Woman**

Grace is a married woman who has joined her church's mission trip to a South East Asian country. Her husband was supportive of her being part of the trip and is taking care of their three children while she is away for two weeks.

This is the first time since having children that Grace has travelled without the kids and her first time travelling overseas. Her emotions swing from missing the children and home deeply to thoroughly enjoying the kid-free space.

Grace has struck up a friendship with one of her fellow travellers, David. They had only small interactions at church before joining the trip and had met a couple of times at different training events. David is great at listening and has been a real help as Grace navigates her emotions. David does not seem to judge Grace as she talks and is always encouraging, only showing her kindness.

As the trip moves into its second week, Grace finds herself looking for David all the time so that she can be near to him. They share all their meals together and will often break away from the rest of the mission team so that their conversation won't be interrupted.

While Grace loves her husband very much she feels that she can truly be herself around David.

**Question 1:** What are some of the warning signs of an appropriate (or potentially inappropriate) relationship for Grace?

**Question 2:** In what other relationships could similar issues occur?

**Question 3:** If you were the leader of this team, how might you manage this situation?

### **Scenario 3: Tutoring**

Steve is a single guy in his mid 20s from Australia. He is working for 1 year in a Central Asian (Muslim) country, helping to teach English to high-school aged and university students at an after-school youth centre in the capital city.

Steve is aware that he needs to be careful to set good boundaries in his relationships with women in this Muslim country, especially with his students, most of whom are female.

Normally he wouldn't provide 1:1 tuition to a girl but the daughter of the gardener who works at the centre has asked for extra help with English. She often has to wait around after class for her father to finish work anyway. Steve decides to make an exception and give her some extra time. He makes sure they do their lessons in a room with lots of windows and he also keeps the door open during the lesson.

Steve thinks things are going fine. Andrew, his British team leader, who works as the Director of the Language School has observed otherwise.

Andrew has noticed that there has been some playful joking among the staff about whether Steve might be persuaded to stay on longer than his one-year commitment... ("if things go according to plan" – wink, wink,

nudge, nudge). Lately the girl's father, the gardener, has been quite off-hand and sullen. The innuendo from the other staff isn't helping his mood.

**Question 1:** What relationships have been affected in this situation?

**Question 2:** How might this issue be managed to rebuild relationships and trust?

#### **Scenario 4 – 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?

#### Notes for Facilitator during feedback

- This scenario is obviously written by a westerner!
- Bargaining is a social event in many cultural contexts and it is expected to start with a higher price than expected. It may even be rude to accept the first price.
- In some cultures, some items are bargained over while others are fixed. Ask your cultural broker!

#### **Scenario 5: 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?

### Notes for Facilitator during feedback:

- The need to give respect to the family, and their hospitality and belief
- What does it mean to bow: form vs meaning?

### **Scenario 6: Bazaar**

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 phrase. 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?

### Notes for Facilitator during feedback

- Biblical to give to the poor?
- How can we treat the child as a human being? Looking? Speaking? Giving?
- Need, but there's so much 'need'.
- Ongoing issue
- Begging is another cultural issue that needs a cultural bridge person or cultural broker to help us understand how to respond in a more helpful way in each context
- Sometimes giving food such as bananas or peanuts etc. is appropriate
- Sometimes by giving we are encouraging maiming of children...
- Ask your cultural broker

### **Indigenous Australia Examples (please use at least one of these)**

### **Scenario 7: 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 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 sweats 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 8: 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?

## WHO AM I?

<b>Session Number</b>	4	<b>Session Length</b>	60 mins
<b>Session Aim</b>	To introduce participants the impact of personal temperament in cross-cultural settings.		
<b>Objectives</b>	By the end of this session, participants will: <ul style="list-style-type: none"> <li>- 2.1 develop insight into their own personality and how culture impacts/shapes this</li> <li>- 2.3 reflect on how the personalities and cultures of others impact their own experience</li> <li>- 5.7 develop an awareness of personal and national cultural characteristics that impact a cross-cultural interaction</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>- Participants manual</li> <li>- Drawn graph on White board (small group) or print out of graphs on large pieces of paper (large group)</li> <li>- A copy of Ministering Cross-Culturally, Lingenfelter and Mayers</li> <li>- Session PowerPoint</li> <li>- Session Notes</li> </ul> Remind participants to fill in the profile questions prior to this session otherwise a lot of time is wasted		
<b>Participant Pre-Reading</b>	Important that participants have filled in the profile questions prior to this session		
<b>Further Reading</b>	<ul style="list-style-type: none"> <li>- 'Ministering Cross-Culturally', Lingenfelter and Mayers</li> <li>- 'From Foreign to Familiar', Sarah Lanier</li> </ul>		

To effectively facilitate this session, you will need to read Ministering Cross-Culturally in preparation. An easy read and well worth the effort.



## SESSION SUMMARY – WHO AM I?

	Time	Content/ Activity	Resources
1	5 min	Introduction	
2	10 min	Profiles	Participants Manual
3	5 min	So, what does this all mean?	Session PowerPoint
4	10 min	Orientation 1 – Time/Event	Whiteboard/ Graphs  Session Notes OR Ministering Cross-Culturally  Participants Manual/ Session Notes
5	10 min	Orientation 2 – Crisis/ Non-Crisis	Whiteboard/ Graphs  Session Notes OR Ministering Cross-Culturally  Participants Manual/ Session Notes
6	10 min	Orientation 3 – Task/ Person	Whiteboard/ Graphs  Session Notes OR Ministering Cross-Culturally  Participants Manual/ Session Notes
7	5 min	Wrap-up	Participants Manual

## SESSION DETAILS – WHO AM I?

	Time	Content/Activity	Resources
1	5 min	<b>Introduction</b> <ul style="list-style-type: none"> <li>- Link this session to session/video from the night before:</li> </ul> <p>As we saw in the video last night/this morning, we all react differently in cross-cultural settings, particularly in cultures that are very different to our own. Therefore, it is important before we jump into learning about other cultures that we have a good understanding of ourselves. One way to help us do this is by using the Ministering Cross-Culturally survey.</p>	
2	10 min	<b>Profiles</b> <ul style="list-style-type: none"> <li>- Introduce the Ministering Cross-Cultural profile.</li> <li>- Explain that this is not a personality test, but rather a survey that will give insight into our basic values and how these might help or hinder us in a cross-cultural setting.</li> <li>- <u>If participants have not completed the profile questions before arriving:</u> Give participants 10 minutes to complete the survey as well as the average score for each (there is also space for this in the workbook).</li> <li>- <u>If participants have completed the profile before arriving:</u> Ask participants to take out their results and spend a minute or two refreshing their memories of the questions and their answers. Move onto the next phase and use the extra time that you have to expand further on each of the orientation pairs.</li> </ul>	Participants Manual
3	5 min	<b>So, what does all this mean?</b> <ul style="list-style-type: none"> <li>- Draw participants back together, ask if there were any interesting questions or questions that stood out to them as they completed the survey.</li> <li>- Explain what we might gain from this survey:</li> </ul> <p><i>The authors of this survey and the book Ministering Cross-Culturally, suggest that we each have 6 key orientations that affect the way that we relate to the people and cultures around us.</i></p> <ul style="list-style-type: none"> <li>- Refer to the power point and list each of the orientation pairs.</li> </ul> <p><i>We are going to use the rest of this session to discuss <b>three</b> orientations and see what we can learn about ourselves and our interactions with others. This can assist us to contextualize (this means to consider and share our life and faith in a way that suits the context of those around us)</i></p>	Session PowerPoint
4	10 min	<b>Orientation 1 – Time/ Event</b> <ul style="list-style-type: none"> <li>- If in a small group, draw a graph on the whiteboard as detailed in the Participant's Manual. Ask participants to each come up and mark where their average scores meet for the Time/Event orientation. If in a large group, break into small groups and ask each group to plot their average scores on the graphs you have provided.</li> </ul>	Whiteboard/ Graphs  Session Notes OR Ministering Cross-Culturally

	Time	Content/Activity	Resources
		<ul style="list-style-type: none"> <li>- Ask if the group/s notice any patterns.</li> <li>- Introduce the differences of Time and Event Orientation by reading two paragraphs from Ministering Cross-Culturally Third Edition (See Session Notes or pages 28 and 29 of Ministering Cross-Culturally) OR share your own stories of experience to illustrate these two orientations or use story on page 25.</li> <li>- Using the Participants Manual, look at the summary of the Time/Event Orientation.</li> </ul> <p>Either in small groups or pairs, participants discuss what orientation they lean towards and how this may impact their cross-cultural service. <i>Bear in mind that our personality, our home culture and our host culture may all vary in orientation.</i></p> <p><b>E.g. Indigenous Australian context:</b>  <i>"I teach the information for the project based on the relationship with my indigenous nanna. Relationship is central; therefore, I need to be spontaneous, adaptable, flexible and easygoing rather than on a set time frame."</i></p>	Participants Manual/ Session Notes
5	10 min	<p><b>Orientation 2 – Crisis/ Non-Crisis</b></p> <ul style="list-style-type: none"> <li>- If in a small group, ask participants to each come up and mark where their average scores meet for the Crises/Non-Crises orientation. If in a large group, ask each group to plot their average scores on the graphs you have provided.</li> <li>- Read to the group the story of the Cyclone on Yap (pages 53 – op of 55, Ministering Cross-Culturally). Then read the paragraph on the bottom of page 55-56, to show the benefits of a non-crisis approach.</li> <li>- On the whiteboard, write Crisis and Non-Crisis. Ask participants: After hearing this story what would be the characteristics of a Crisis Orientated person and a Non-Crisis Orientated person. (Add/highlight any others that they may have missed using the summary of Crisis/ Non-Crisis Orientation.</li> </ul>	Whiteboard/ Graphs  Ministering Cross-Culturally  Participants Manual/ Session Notes
6	10 min	<p><b>Orientation 3 – Task/ Person</b></p> <ul style="list-style-type: none"> <li>- If in a small group, ask participants to each come up and mark where their average scores meet for the Task/Person orientation. If in a large group, ask each group to plot their average scores on the graphs you have provided.</li> <li>- Together look at the Task/Person Orientation summary – ask someone to read out the characteristics of each.</li> <li>- Highlight that a place where the tension between the task and the person orientated people is most clear is when setting and achieving goals.</li> <li>- Brainstorm in either group or pairs how this tension may manifest itself in teams.</li> </ul>	Whiteboard/ Graphs  Participants Manual/ Session Notes

	Time	Content/Activity	Resources
		<ul style="list-style-type: none"> <li>- Share with the wider group.</li> </ul>	
7	10 min	<p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>- Briefly share an overview of the 3 other orientations as outlined in <i>Ministering Cross-Culturally</i>: <ul style="list-style-type: none"> <li>o Status vs Achievement</li> <li>o Dichotomistic thinking vs Holistic thinking</li> <li>o Concealment of vulnerability vs Willingness to show Vulnerability</li> </ul> </li> <li>- Share with participants that it can be confronting when we become aware of aspects that may shape the way we behave. We need to use this understanding to empower our interactions rather than restrict. <ul style="list-style-type: none"> <li>o Important to note that there are both cultural influences and personality traits involved in our orientations (eg. Our personality might be more event orientated, even if our cultural background it not which means we might find moving to an event orientated culture easier than expected).</li> <li>o What would Jesus orientation have been?</li> <li>o Recommend reading 'Ministering Cross-culturally', including its analysis of Jesus' orientation.</li> </ul> </li> <li>- Reflect for a couple of minutes about how you might contextualize to where you are going in light of this survey.</li> <li>- Ask participants to complete the evaluation of this session.</li> </ul>	Participants Manual

## SESSION NOTES – FOR FACILITATORS

Lingenfelter, S. Mayers, M. (2003) *Ministering Cross-Culturally* (2<sup>nd</sup> Ed): An incarnational model for personal relationships. Baker Academic, USA.

### **Time-Orientated Persons and Cultures**

Time-orientated persons and cultures exhibit a high concern about schedule and punctuality within that schedule, and this concern is manifested in a variety of ways. American schools, businesses, and homes often have a clock in every room, and nearly everyone wears a watch. Each day is organized into time periods of a specific length, and the use of each period is carefully planned. Meetings, work periods, and breaks are set by the clock, and individuals carry personal calendars to schedule their activities. For some time-orientated persons, anniversaries, dates, and historical chronologies have special importance. p 40

### **Event-Orientated Persons and Cultures**

For event-orientated people, it is more important to complete an activity than to observe arbitrary constraints of time.... Event orientation produces a “let come what may” outlook unbound by schedules. Event-orientated persons will often be late to time-structured meetings because the event in which they were previously engaged was not completed on time.

... Participation and completion are the central goals. For event-orientate people playing the game is indeed more important than winning. They also differ in their style of managing problems or crises. Whereas time-orientated people will quickly grow weary of discussion and call for a vote, event-orientated people will exhaustively consider a problem, hearing all issues and deliberating until they reach unanimous agreement. P41, 42

Note: In Indigenous Australian context task, role and person/relationship are inseparable. Often Indigenous folk ask for something which is part of obligation relationship. This means that if an Indigenous people does not have a relationship with the task, they may not see the task as important. Be careful when generalising and applying this survey to Indigenous people.

### Time / Event Summary

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

### Crisis / Non-Crisis Summary

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

## Task / Person Summary

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

## CROSS-CULTURAL STRESS AND SHOCK

<b>Session Number</b>	5	<b>Session Length</b>	60 mins
<b>Session Aim</b>	To assist participants in understanding culture shock, stress and explore strategies to facilitate a good transition from one culture to the next.		
<b>Objectives</b>	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> <li>- 2.2 develop insight into their stress responses when living in a cross-cultural situation</li> <li>- 5.1 define culture shock and identify main 'symptoms'</li> <li>- 5.2 identify potential stressors in cross-cultural situations</li> <li>- 5.3 reflect on cross-cultural experiences and points of stress</li> <li>- 5.4 develop strategies for successful cross-cultural adjustment</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>- Food/ Nibbles from various cultures</li> <li>- Session Notes</li> <li>- Session PowerPoint</li> <li>- Butchers Paper and Markers</li> </ul>		
<b>Participant Pre-Reading</b>	<ul style="list-style-type: none"> <li>- Why Cultures are Different, David Burnett</li> <li>- Understanding &amp; Managing Culture Shock</li> </ul>		
<b>Further Reading</b>	<ul style="list-style-type: none"> <li>- 'Stress Producing Factors in Cultural Adjustment', T.W. Dye [Missiology. Vol. 2, No.1 (1974): 61-77]</li> <li>- 'Anthropological Insights for Missionaries', P. Hiebert, chs. 3 and 6.</li> <li>- 'BEFORE All Else Fails...Read the Instructions', Kevin Hovey, ch. 2.</li> <li>- 'Culture Shock: Dealing with Stress in Cross-Cultural Living', M. Loss</li> </ul>		



## SESSION SUMMARY – CROSS-CULTURAL STRESS AND SHOCK

	Time	Content/ Activity	Resources
1	10 min	Introduction	Whiteboard
2	5 min	Story	Session Notes
3	5 min	Crossing Cultures	PPT
4	15 min	What is Culture Shock?	PPT Butchers Paper Markers
5	5 min	Process of Transition	Participant's Manual
6	10 min	Stages of Culture Shock	Butchers Paper Markers Blutac
7	5 min	Our Posture	PowerPoint or Coloured Paper
8	5 min	Wrap up	

## SESSION DETAILS – CROSS-CULTURAL STRESS AND SHOCK

	Time	Content/Activity	Resources
1	10 min	<b>Introduction</b> <ul style="list-style-type: none"> <li>- Remind participants of link with 'Being in another culture' session.</li> <li>- Highlight the food on the tables from different cultures – take a few moments to discuss what each is and try.</li> <li>- Ask participants to think of a time when they have moved to a new house (it may have been to a new suburb, city, culture).</li> <li>- Ask participants to discuss this experience with the person beside them. Write some discussion points on the whiteboard to help the conversation: <ul style="list-style-type: none"> <li>o What did you notice about yourself and the people you encountered?</li> <li>o What areas of your life did you need to adjust in this new place?</li> <li>o What emotions did you experience?</li> </ul> </li> </ul>	Whiteboard
2	5 min	<b>Story</b> <ul style="list-style-type: none"> <li>- Link the emotions and experiences to short-term ministry.</li> </ul> <p><b>Optional – Show Idiot Abroad</b>  <a href="https://www.youtube.com/watch?v=nGTIs9fvkUA">https://www.youtube.com/watch?v=nGTIs9fvkUA</a></p> <p>When we move into another culture we can and will experience similar emotions.</p> <ul style="list-style-type: none"> <li>- Share a personal story/or experience of culture stress OR adapt the Short-Term Team in the Session Notes.</li> </ul>	Session Notes
3	5 min	<b>Crossing-Cultures</b> <ul style="list-style-type: none"> <li>- Link to picture in PPT (also see Session Notes). Ask if anyone's experiencing of moving felt a little like this picture.</li> </ul> <p><i>Moving into another culture can at times feel like this image. There are things you know and recognise, but the world has shifted, changed, and does not work in the way that we may have known. This 'shifting' leads to culture shock or stress. Everyone experiences this. It is not something to be afraid of or even try to avoid, but is a normal part of transitioning into another place. In fact, it is critical to the experience of transition. In this session, we are going to explore culture shock so that you can understand what you are experiencing and put in place strategies to help you transition well.</i></p>	PowerPoint

	Time	Content/Activity	Resources
3	15 min	<p><b>What is Culture Shock?</b></p> <ul style="list-style-type: none"> <li>Show definition of culture shock in PowerPoint and read: Culture shock is “a loss of a sense of security when encountering the unfamiliar at every turn”</li> </ul> <p>Philip Boch: “The person subject to extreme culture shock is often unsure whether he has gone mad, or whether all the people around him are crazy – perhaps both!”</p> <p>Oxford Dictionary – Disorientation of Culture Shock: “The feeling of disorientation experienced by someone when they are suddenly subjected to an unfamiliar <b>culture</b>, way of life, or set of attitudes.”</p> <ul style="list-style-type: none"> <li>Ask the participants – what might be the unfamiliar that we encounter?</li> <li>Working in small groups ask participants to talk about the context that they are moving into and develop a list of the unfamiliar or differences that they may encounter in the following areas (either have this list in PowerPoint or write on white board) <ul style="list-style-type: none"> <li>Physical – tastes, smells, noise, sights, rituals etc</li> <li>Social</li> <li>Worldview (values, assumptions, goals)</li> <li>Symbolic System</li> <li>Language</li> </ul> </li> </ul>	PowerPoint
4	5 min	<p><b>Process of Transition</b></p> <ul style="list-style-type: none"> <li>Share with participants that culture shock is a normal part of transition</li> <li>Ask participants to look at the Process of Transition and the Grief Cycle in their manual (see Session Notes also)</li> <li>Ask them to discuss with the person beside them, what they notice or what surprises them as they look at these diagrams</li> </ul>	
5	10 min	<p><b>Stages of Culture Shock</b></p> <ul style="list-style-type: none"> <li>On different pieces of butcher’s paper write one stage of culture on each and place them around the room (Fun, Fight, Flight, Fit, Reverse Culture Shock)</li> <li>Share the different stages of Culture Shock with the group and ask participants, using their own experience and their learning so far, to walk around the room and at each stage write the <u>emotions</u> and <u>actions</u> that they may be experiencing and doing (this can all be done at once) <ul style="list-style-type: none"> <li>Example emotions/actions: <ul style="list-style-type: none"> <li><b>Fun:</b> Excited, try new things, exploring, energetic</li> </ul> </li> </ul> </li> </ul>	Butcher Paper Markers Blutac

	Time	Content/Activity	Resources
		<ul style="list-style-type: none"> <li>▪ <b>Flight:</b> distracted, lonely, withdrawn, homesick, excessive use of social media, fatigue</li> <li>▪ <b>Fight:</b> Criticism, superior, denial, irrational behavior, anger, frustration</li> <li>▪ <b>Fit:</b> Belonging, some language, feeling like usual self</li> <li>▪ <b>Reverse Culture Shock:</b> All of the above</li> </ul> <p>– Once everyone has done this, walk around and highlight several the responses</p>	
6	5 min	<p><b>Our Posture</b></p> <p>We will look at this in more detail, in a later session (Culturally Intelligent Communication), but the posture in which we enter and relate to others will assist us to navigate and adjust to our new culture:</p> <ul style="list-style-type: none"> <li>– Open-minded</li> <li>– Learner</li> <li>– Sense of humour</li> <li>– Able to cope with failure</li> <li>– Communicativeness</li> <li>– Flexible and adaptable</li> <li>– Curious</li> <li>– Positive and realistic expectations</li> <li>– Tolerance for differences and ambiguity</li> <li>– Positive regard for others and self</li> <li>– Positive relationship with God</li> <li>– Thankfulness (e.g. Psalm 136 – Thank God, for He is with us)</li> <li>– Seek social support</li> </ul> <p>Refer to ‘coping and responding to transition’ diagram in the Session Notes during the discussion.</p> <p>(You may want to use the PowerPoint to share these postures or as part of the discussion. Another option is to write them on coloured paper before the session and stick them around the room as you say them, so that they remain as a reminder for the rest of the weekend. The action of sticking them up will also help people to remember them more easily.)</p>	PPT or Coloured Paper
7	5 min	<p><b>Wrap-Up</b></p> <ul style="list-style-type: none"> <li>– Reflect on how you might work on your posture</li> <li>– Prayer</li> <li>– Ask participants to complete the evaluation of this session.</li> </ul>	

## SESSION NOTES – FOR FACILITATOR

### Story – The Short-Term Team

The team couldn't wait to get stuck in. We had met over several nights. Prayed heaps. Knew many people were praying for us. Studied what the Bible taught about mission. Read some pages about India in the Lonely Planet Guide. Watched Slumdog Millionaire. We had even eaten at our local Indian restaurant, ordering the spiciest food on the menu.

The minute we landed everything looked so different from home. But so exciting. It felt like all our senses were being hit at once. There were so many people and animals everywhere. The place just seemed to be buzzing all the time. There were so many sights, smells and sounds that I had never experienced before. The people were so warm and friendly and were glad to have us there. In a couple of days I felt at home.

At the start of the second week I started feeling really tired. I think it was the heat and our busy schedule. Most mornings I struggled to get up. I thought this was weird because I'm never like that. Someone said I had culture stress but I laughed because I was the one who was connecting with the people. I was speaking the most Hindi and feeling the most comfortable. But the tiredness was hard to shake off.

The reason we brought John along was because he is always the life and soul of the party. He is so outgoing and is the one to crack the jokes. John became a bit reclusive at times. I was really surprised and felt irritated that he didn't get more involved with the people. At times, he was downright rude and anti-social.

Gemma has decided that although India is a great country, she's so glad to be living in Australia. She says... 'People seem to be so two-faced. People are nice to your face but then it seems like they are always talking behind your back.'

She continued: 'There is so much disparity between those who have and those who have not. The church doesn't care for the poor. They are happy to sit and sing in their churches but don't see the poor outside. How can they be so insensitive? The missionaries don't seem to be doing very much themselves. We seem to have made more friends than they have and we've only been here for 2 weeks and they have been here for 4 years. The government doesn't seem to care about their own people. The roads are terrible. Houses are not constructed properly. The hospitals are a disgrace. I wish they would get their act together like our government. She finished... I can understand why Jim is feeling so homesick, calling his mum every night.

We only have a few days left and then we will be home. We've only been here for a few weeks and have done so much and got to understand the people so well. I don't know what all the fuss was about before we left. I could easily do this for the rest of my life.

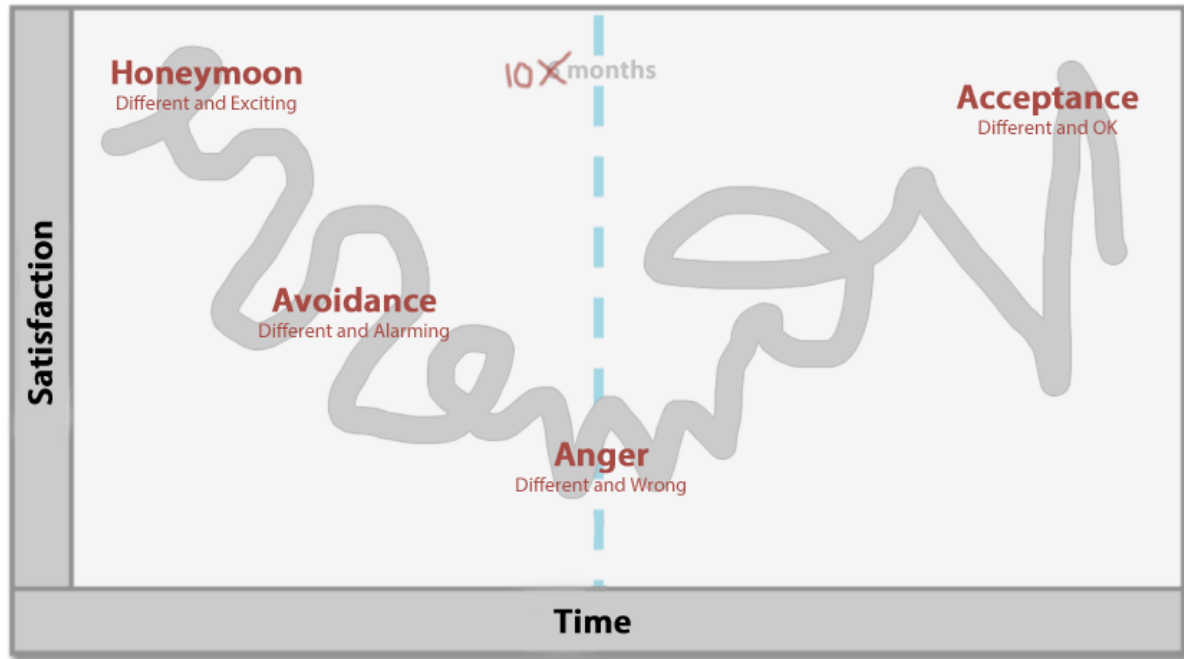
## Crossing-Cultures Image

Moving into another culture can sometimes feel like this:



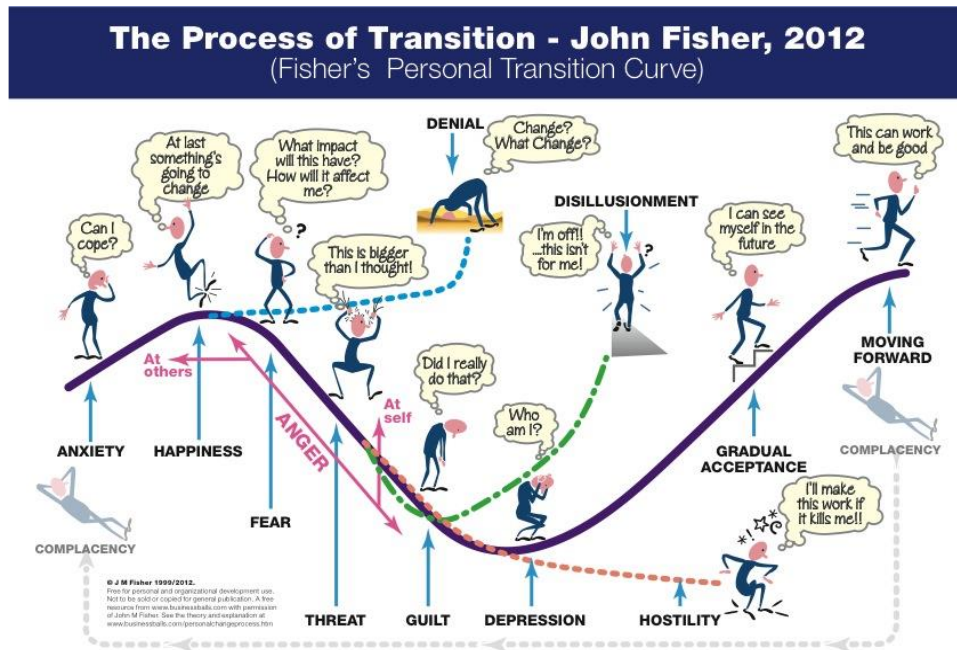
## Process of Transition





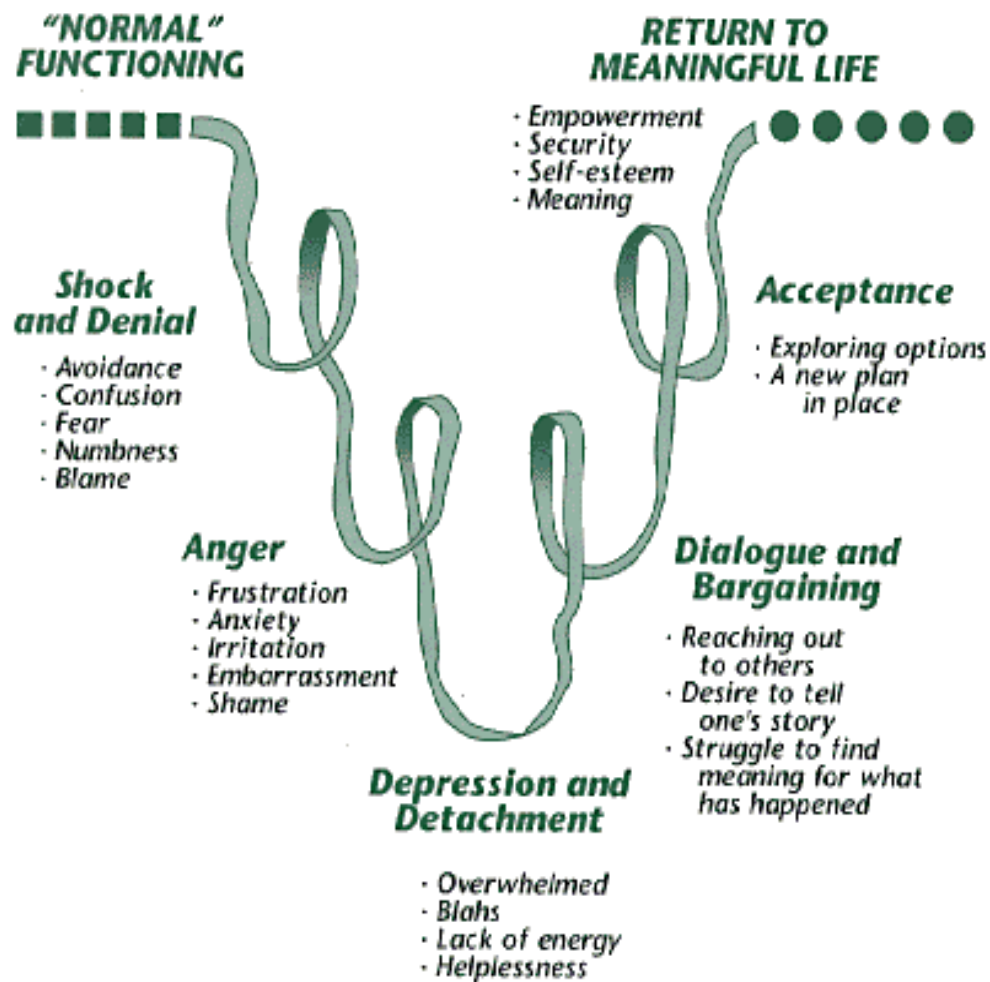
An explanation of the Fisher diagram below can be found at:

[https://www.csu.edu.au/\\_data/assets/pdf\\_file/0006/949533/fisher-transition-curve-2012.pdf](https://www.csu.edu.au/_data/assets/pdf_file/0006/949533/fisher-transition-curve-2012.pdf)

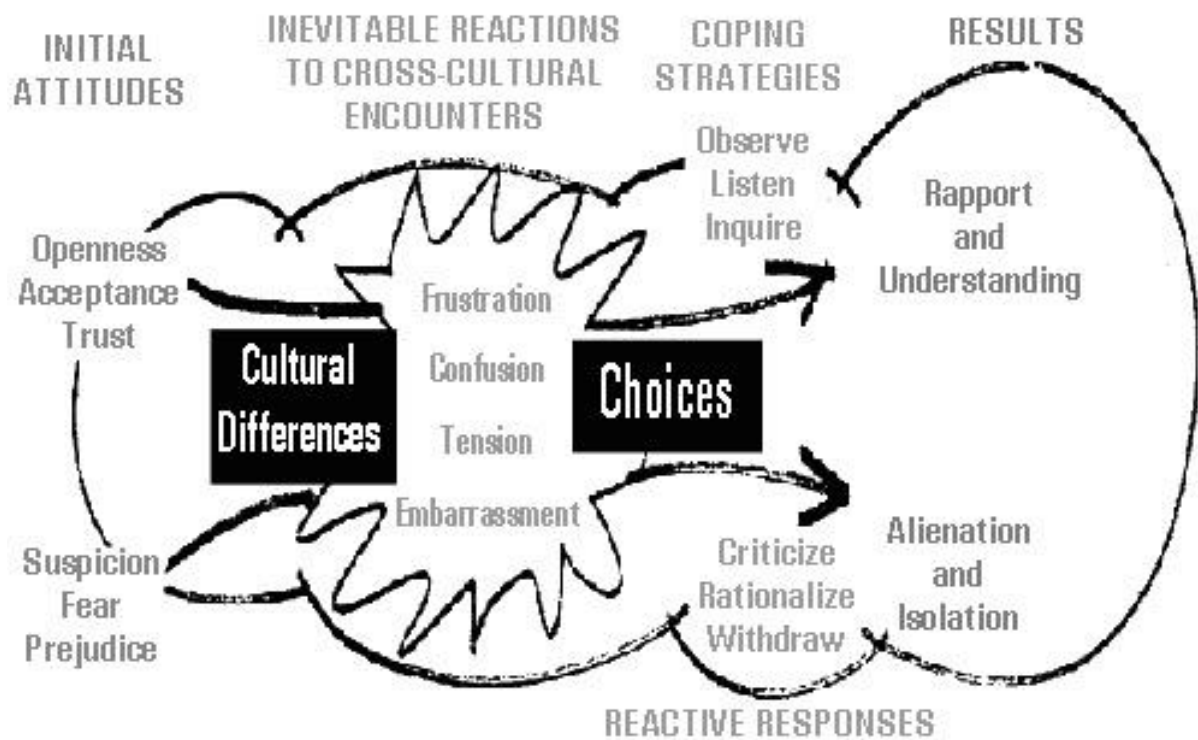




## Grief Cycle



## Coping and Responding to Transition





## SMALL GROUPS

<b>Session Number</b>	6	<b>Session Length</b>	30 mins
<b>Session Aim</b>	To create a space for participants to debrief the day of learning.		
<b>Objectives</b>	By the end of this session, participants will: <ul style="list-style-type: none"> <li>– 7.1 experience and evaluate working together with people from other agencies and church backgrounds</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>– Debrief questions</li> </ul>		
<b>Participant Pre-Reading</b>			
<b>Further Reading</b>			

### Session Details

The purpose of these sessions is to allow participants to debrief their learning from the day, not to evaluate the course (there are a number of opportunities to do this in other parts of the program).

Participants should be divided into small groups of 3 – 5 people. A facilitator should be with each group.

At the start of the Small Group session, the facilitator should explain the aim/ purpose of this time (debrief) and check if people have any questions or concerns.

The facilitator can use the following sentence starters to help guide the discussion:

- What was challenging about today?
- Something from today that struck me as interesting, surprising or meaningful was...
- From my learning today, one change that I will make in my preparation for my short-term mission is...
- From my experience and learning today, I believe that God is trying to teach me more about...
- In preparing for my short-term mission trip, I think I need to learn more about...
- I would like prayer for...

The facilitator could use these questions (and others) in an informal way and see where the conversation flows (while ensuring that the conversation focuses on debrief).

These questions could also be printed and participants could select two questions out of a 'hat' that they will address and respond to with the group.



## CULTURALLY INTELLIGENT COMMUNICATION

<b>Session Number</b>	7	<b>Session Length</b>	60 mins
<b>Session Aim</b>	To investigate the power of effective cross-cultural communication and how Cultural Intelligence can assist in this.		
<b>Objectives</b>	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> <li>– 2.4 recognise their communication strengths and weaknesses</li> <li>– 5.5 develop an awareness of cross-cultural communication pit falls</li> <li>– 6.1 identify healthy and unhealthy strategies for managing conflict</li> <li>– 6.2 develop insight into their emotional responses when in conflict situations</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>– German Coast Guard Clip</li> <li>– PowerPoint</li> <li>– CQ Wheel Clip</li> <li>– Session Notes</li> <li>– Scenarios</li> <li>– Whiteboard</li> <li>– Participants Manual</li> <li>– Optional clips: <ul style="list-style-type: none"> <li>○ Going International Pt1 &amp; Pt2 clips</li> <li>○ Mr Baseball clip– <a href="https://www.youtube.com/watch?v=bdeFdFEbuqk&amp;t=5s">https://www.youtube.com/watch?v=bdeFdFEbuqk&amp;t=5s</a></li> </ul> </li> </ul>		
<b>Participant Pre-Reading</b>			
<b>Further Reading</b>	<ul style="list-style-type: none"> <li>– Cultural Intelligence: Improving your CQ to engage our multicultural world, D. Livermore</li> <li>– Communicating Christ Cross-Culturally, D. Hesselgrave, ch. 9.</li> <li>– Cross-cultural conflict, by Duane Elmer</li> <li>– The Gospel: Its Content and Communication - A Theological Perspective, J.J. Packer, in Down to Earth edited by J. Stott and R. Coote, ch. 7.</li> <li>– Eternity in their Hearts, D. Richardson</li> <li>– Peace Child, D. Richardson</li> <li>– Indigenous Australians - Welcome to Cross Cultural Ministry in the Top end. R. Borneman and Chris Gerner</li> <li>– Indigenous Australians - Whitefella Culture booklet (2nd edition) by Susanne Hagan is found at <a href="https://www.sil.org/resources/archives/719">https://www.sil.org/resources/archives/719</a></li> </ul>		

## SESSION SUMMARY – CULTURALLY INTELLIGENT COMMUNICATION

	Time	Content/ Activity	Resources
1	5 min	Introduction	German Coat Guard Clip PowerPoint
2	10 min	The Goals of Communication	CQ Wheel Clip
3	20 min	Conflict	Whiteboard Session Notes
4	10 min	Scenarios	Scenarios Session Notes
5	5 min	Bridge Person	
6	5 min	Wrap-up	1 Corinthians 13 (Participants Manual)

## SESSION DETAILS – CULTURALLY INTELLIGENT COMMUNICATION

	Time	Content/Activity	Resources
1	5 min	<b>Introduction</b> I want to show you two different interactions, and afterwards I want you to tell me what you think the main obstacle in both interactions is. <ul style="list-style-type: none"> <li>– Interaction 1: Play German Coast Guard clip</li> <li>– Interaction 2: Show Cartoon (see a copy in the Session Notes)</li> <li>– Ask participants to respond</li> <li>– Highlight to the group that in both there is a communication breakdown, either in words or in actions. In this session, we will be drawing attention to how we might discover ways to communicate appropriately in cross-cultural settings</li> </ul>	German Coast Guard Clip  PowerPoint
2	10 mins	<b>The Goals of Communication</b> <ul style="list-style-type: none"> <li>– Ask participants to quickly jot down in their note book what they believe are the goals of communication.</li> <li>– Ask each person to call out one of their thoughts.</li> <li>– Share with participants that communication is all about the other party understanding what we are trying to communicate. However, to do this we need to think more broadly than just what we are saying, but rather we need to develop our Cultural Intelligence.</li> </ul> <p>We are going to watch a quick clip which explains cultural intelligence. It moves quickly, so take notes as you go, don't worry if you miss some points we will flesh it out a little afterwards. We can watch it twice if the group thinks that will be helpful.</p> <ul style="list-style-type: none"> <li>– Play CQ Wheel clip                [Facilitators who are not familiar with this concept, please read David Livermore's book, 'Cultural Intelligence: Improving your CQ to engage our multicultural world'.</li> <li>– Facilitator to share (or brainstorm with the group) how participants might develop their CQ.                   <ul style="list-style-type: none"> <li>• Participate in a short-term mission trip</li> <li>• Read books on cross-cultural communication</li> <li>• Watch cultural movies</li> <li>• Meet with people of other cultures</li> <li>• Eat cross-cultural food.</li> </ul> </li> </ul>	CQ Wheel Clip
3	20 min	<b>Conflict</b> <ul style="list-style-type: none"> <li>– Share with the participants that no matter how well you prepare and develop your cultural intelligence, there will be times of conflict. When conflict occurs, each of us have a particular conflict mode that we fall into. This is called the Thomas Kilmann Conflict Mode Instrument:                   <ul style="list-style-type: none"> <li>○ Shark/Rhino/Bull – Competing</li> <li>○ Owl – Collaborating</li> <li>○ Fox – Compromising</li> <li>○ Turtle – Avoiding</li> <li>○ Teddy Bear – Accommodating</li> </ul> </li> </ul>	PowerPoint



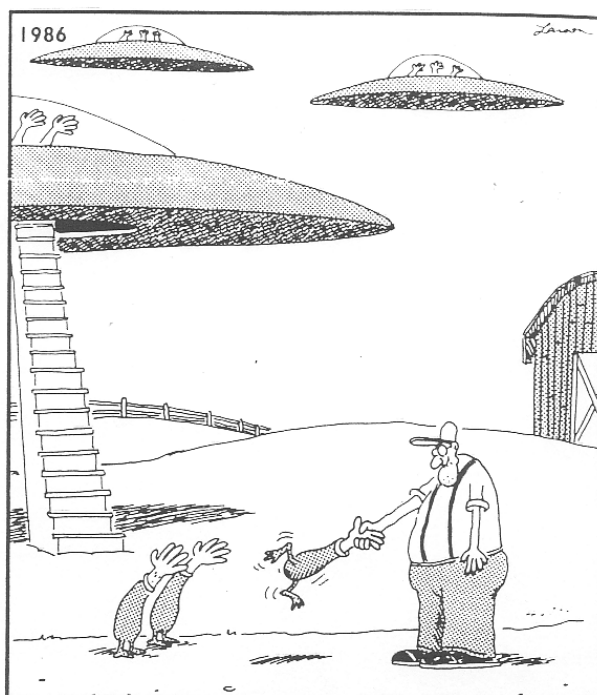
	Time	Content/Activity	Resources
		<p><b>See session notes for more details on each Conflict Mode.</b></p> <p>Whenever we face conflict the big question to keep at the forefront of your mind is: Is the problem solved and is the relationship improved?</p> <ul style="list-style-type: none"> <li>– In small groups, ask the participants to reflect on what animal they might be in their conflict mode.</li> <li>– Write at least three questions that we need to ask when in conflict with someone to help you navigate through? (see Session Notes for examples).</li> <li>– Ask each group to share one with the wider group.</li> </ul>	
4	10 min	<p><b>Scenarios</b></p> <p>Let's take a moment to consider some of the situations where we may need to dig deep into our cultural intelligence to ensure that true communication occurs.</p> <p>Option 1:</p> <ul style="list-style-type: none"> <li>– Show video clip – Going International Pt1 &amp; ask what is happening?</li> <li>– Then show video clip – Going International Pt2...</li> </ul> <p>Option 2:</p> <ul style="list-style-type: none"> <li>– Use the scenarios provided in the Session Notes to examine where there is unhealthy communication. These could be done as role plays, small group discussion scenarios, or as a large group discussing each scenario.</li> <li>– At the end of each scenario, discuss where the communication broke down and what actions could have been taken to improve the communication.</li> </ul>	Scenarios (Session Notes)
5	10 min	<p><b>Bridge Person</b></p> <ul style="list-style-type: none"> <li>– If this hasn't been suggested in one of the group strategies, discuss the importance of finding a bridge person (or cross-cultural broker)</li> </ul> <p>A bridge person is someone who can act as a bridge between your culture and the new culture. This is a person you feel safe to ask cultural questions and help you in your transition. They will also have some understanding of your cultural perspective and world view. It can take time to find a bridge person, as you need to be sure that this person has a strong understanding of their own culture and is not on the fringe. It is good to check any learning in several different contexts.</p>	Whiteboard  Session Notes

	Time	Content/Activity	Resources
6	5 min	<b>Wrap-Up</b> <ul style="list-style-type: none"> <li>– Share with participants that all we have spoken about today is summarized by 1 Corinthians 13. Ask someone to read the passage.</li> <li>– Pray about how might be develop our CQ</li> <li>– <b>Suggest reading</b> Cultural Intelligence: Improving your CQ to engage our multicultural world by D. Livermore</li> <li>– Ask participants to complete the evaluation of this session.</li> </ul>	1 Corinthians 13 (Participants Manual)

## SESSION NOTES – FOR FACILITATOR

### Interaction 2: Cartoon

*the ultimate cultural misdemeanour*



Inadvertently, Roy dooms the entire earth to annihilation when, in an attempt to be friendly, he seizes their leader by the head and shakes vigorously

### Scenarios

#### Scenario 1.

Middle Eastern Context. The missionary is working – busy at computer, or desk. The two local colleagues arrive. The missionary greets them, but does not switch off the computer, or move away from the desk. The two local colleagues say, “How nice it is to see colleague from another part of the work”. The missionary asks why they have come – “What can I do for you?”.

There is uncomfortable silence.

Finally, one of the local colleague says they just dropped by. After some brief polite talk, they leave and the missionary gets back to work. A short time later his well-known colleague comes back and, obviously put out, awkwardly explains that the other colleague had wanted some help but they’ll come another day.

Note for the Facilitator: Many cultures are very hospitable, so this task focused behaviour of the missionary may be very rude. Also, many cultures are indirect in communication and may be uncomfortable with answering a direct question such as ‘What can I do for you?’. A third person may be required to facilitate a conversation when discussing problems or conflict (hence the other colleague came back separately to communicate that they had wanted help and were put out).

## Scenario 2.

There are four team members from different cultures and backgrounds trying to organise a prayer meeting.

**Team Member 1:** This person is the oldest person in the group and is unwilling to share their opinion, as they think that the leadership should find out what they think before discussing it openly. Also, this person is not in favour of a democratic decision. It is very hard for this person to be willing to say anything.

**Team Member 2:** This person gets frustrated by lack of progress. They keep talking and trying to move things along so a decision can be made. They are committed to making a quick decision with the people in the room, because when the prayer meeting happens is not a big deal. There are more important things to talk about.

**Team Member 3:** This person wants to see the oldest member of the group make this decision because it is the honourable thing to do. However, they cannot confront those who are seeking to decide as this would be shameful.

**Team Member 4:** This person speaks slowly and persistently, stumbling over words because English is their native tongue. Whenever they don’t understand something, they ask aggressively what people mean.

Note for the facilitator: Since Team Member 1 thinks that they should have been consulted by the leader prior to the meeting, as the oldest person in the room (very important in a hierarchical/collectivist societies), the aim of a consensus decision by the group during the meeting is doomed from the start.

Team Member 2 is from a much more individualistic society and is clearly more task-focused than people-focused, in contrast to the other cultural groups represented. Therefore, they are likely to offend most of the others.

Team Member 3 is from an honour/shame culture which is focused on preserving people's honour and avoiding shame more than on achieving tasks. They are probably from a collectivist/hierarchical society where it is important that the oldest makes the decisions (like Team Member 1).

### Scenario 3

Indigenous Australia Context. You are visiting an indigenous community and have been asked to lead some games and a bible study with the children. There is one boy who has caught your attention as he seems to be less focused than the other children. You single out the boy and ask him to stand. You ask him why he is behaving the way he is. He does not answer you and looks at the ground.

This frustrates you even more and you ask the boy to stop staring at the ground and look at you when you speak to him. The boy lifts his head but still does not give you eye-contact. You tell the boy that he better 'pull his socks up' (the well-known phrase) and start behaving. You summon the boy by opening your hand (palm facing upwards) and pulling your fingers towards you.

The boy bends down to touch his feet and you assume that he is mocking you. You call over the local missionary to deal with the boy.

Note: When summoning people, the palm needs to face down when fingers pulling towards you (palm upwards is rude).

For more cultural insights see:

[http://missionsinterlink.org.au/wp-content/uploads/Indigenous\\_Ministry\\_in\\_the\\_Top\\_End-Cross\\_Cultural\\_Insights.pdf](http://missionsinterlink.org.au/wp-content/uploads/Indigenous_Ministry_in_the_Top_End-Cross_Cultural_Insights.pdf)

Whitefella Culture booklet (2nd edition) by Susanne Hagan is found at <https://www.sil.org/resources/archives/719> (4th edition is available from AuSIL).

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#### 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)
- 

### **Conflict - animals:**

Draw or write the following animals: bull, turtle, fox, owl and teddy bear. Arrange them in a grid as shown at the website below. Then explain that each animal represents a different conflict style. [eg. Explain the style and ask the participants to stand on the one that most often represents how they react when they find themselves in a conflict.]

- Turtle - turtles seek to avoid conflict, they prefer to ignore it or withdraw from it rather than offer their viewpoint or try to work through it.
- Bull/Shark/Rhino - faces conflict head on, forces through their opinion at the expense of others if need be.
- Owl - tries to find a mutually agreeable solution, willing to spend as much time as needed working through the conflict, highly values resolving the issue and the relationship.
- Fox - seeks compromise, sees resolving conflict as a matter of give and take.
- Teddy bear – values the relationship more than resolving the issue, seeks to smooth things over.

[More details at [http://together.woodbrooke.org.uk/quaker.org.uk\\_mirror/Additional-Resource-Reflection-Points-Two-More-Conflict-Activities.pdf](http://together.woodbrooke.org.uk/quaker.org.uk_mirror/Additional-Resource-Reflection-Points-Two-More-Conflict-Activities.pdf)]

## KNOWING AND SHARING THE GOSPEL

<b>Session Number</b>	8	<b>Session Length</b>	60 mins
<b>Session Aim</b>	Participants practice sharing their own faith story in a manner that is easy to understand and consider cross-cultural issues.		
<b>Objectives</b>	By the end of this session, participants will be able to: <ul style="list-style-type: none"> <li>– 1.6 share their testimony and explain the basis for their Christian faith</li> <li>– 5.5 develop an awareness of cross-cultural communication pit falls</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>– Whiteboard</li> <li>– Whiteboard Markers</li> <li>– Roleplay (Session Notes)</li> <li>– '3D Gospel - guilt innocence, honor shame, and fear power worldviews' - <a href="https://www.youtube.com/watch?v=n2XNoAFtqOw">https://www.youtube.com/watch?v=n2XNoAFtqOw</a></li> <li>– Optional clip – How to prepare a 15 sec testimony - <a href="https://www.youtube.com/watch?v=hkprfINySS8">https://www.youtube.com/watch?v=hkprfINySS8</a> (4min) or <a href="https://www.youtube.com/watch?v=FwUuv9n3O1E">https://www.youtube.com/watch?v=FwUuv9n3O1E</a> (7:30 min)</li> </ul>		
<b>Participant Pre-Reading</b>			
<b>Further Reading</b>	<ul style="list-style-type: none"> <li>– <i>Connecting Across Cultures: Sharing the gospel across cultural and religious boundaries</i>, David Claydon</li> <li>– <i>Honour and Shame</i>, Roland Muller (Ebook)</li> <li>– <i>Ceremonies in the Bible</i> - By Greg Anderson</li> </ul>		

This session and the following session (Bible Study and Storytelling) are closely linked. You may want to approach these sessions as a single session and adjust times accordingly.

## SESSION SUMMARY – KNOWING AND SHARING THE GOSPEL

	Time	Content/ Activity	Resources
1	15 min	Introduction	
2	15 min	The Essentials	Whiteboard Makers
3	15 min	3D Gospel	3D Gospel Clip Role Play (Session Notes)
4	10 min	Debrief	
5	5 min	Conclusion	

## SESSION DETAILS – KNOWING AND SHARING THE GOSPEL

	Time	Content/Activity	Resources
1	15 min	<b>Introduction</b> <ul style="list-style-type: none"> <li>- Open the session with prayer</li> <li>- Give participants, as individuals, 5 minutes to reflect on how they share the Gospel with a person in their community. Participants may write down notes, draw a diagram or image.</li> <li>- Optional clip – How to prepare a 15 sec testimony - <a href="https://www.youtube.com/watch?v=hkprfINySS8">https://www.youtube.com/watch?v=hkprfINySS8</a> (4min) or <a href="https://www.youtube.com/watch?v=FwUuv9n3O1E">https://www.youtube.com/watch?v=FwUuv9n3O1E</a> (7:30 min)</li> <li>- Ask participants to find a partner (preferably not husband or wife) and each then share their testimony (which shares the gospel or points to the gospel as requested in the Preparation Activities).</li> <li>- Ask each pair to share one thing with the wider group that they found interesting about their partner's response.</li> </ul>	
2	15 min	<b>The Essentials</b> <ul style="list-style-type: none"> <li>- Facilitator to ask the group – “What are the essentials of sharing the Gospel”</li> <li>- Have participants to call out responses and record these on the whiteboard or get the group out the front and ask them to record the responses on the whiteboard.</li> <li>- Once all responses are recorded, share with participants now is the opportunity to respectfully challenge any of the responses on the whiteboard.</li> <li>- Ask anyone who would like to challenge a response to raise their hand and share their challenge.</li> <li>- Facilitator to guide a discussion, allowing others to respond.</li> </ul> <p>Depending on the group – there may be a need to define some ground rules about how people can respectfully challenge and how the discussion will occur.</p>	
3	15 min	<b>3D Gospel</b> <ul style="list-style-type: none"> <li>- Watch '3D Gospel - guilt innocence, honor shame, and fear power worldviews' clip - <a href="https://www.youtube.com/watch?v=n2XNoAFtqOw">https://www.youtube.com/watch?v=n2XNoAFtqOw</a></li> <li>- Facilitator to share that whether we have a 'system' for sharing the gospel, are focused on relationship building or a particular style, there will always be issues when we attempt to transfer these into another culture.</li> <li>- Pairs from previous activity, join with another pair and brainstorm some of things or areas that may need to be considered when sharing the Gospel in an Honour and Shame or Fear and Power culture. Encourage participants to write down their responses.</li> <li>- At the end of the discussion, have one group write their responses on the whiteboard.</li> <li>- Have each group add any of their own responses that are not already on the board</li> </ul> <p>Facilitator to highlight and expand on a few key issues that have been identified. They should also make sure topics have been shared like:</p> <ol style="list-style-type: none"> <li>1. Different elements of the Good News are more or less helpful for different cultures</li> </ol>	Whiteboard  Makers



	Time	Content/Activity	Resources
		2. How people can have different views on Culture and Christianity (promote Greg Anderson's Book Ceremonies in the Bible)	
4	10 min	<b>Scenario</b> <ul style="list-style-type: none"> <li>- Ask for two volunteers to act out the Scenario (Gospel Presentation with a Tibetan Buddhist) or give a copy to participants to read. Either as one large group or in smaller groups discuss the following questions: <ul style="list-style-type: none"> <li>o What were some of the feelings that arose in this roleplay?</li> <li>o How do we see the Honour/Shame and Fear/Power culture in this roleplay?</li> <li>o What is something that surprises you in the way that the Gospel was shared.</li> </ul> </li> </ul>	Roleplay
5	5 min	<b>Conclusion</b> <ul style="list-style-type: none"> <li>- Draw the groups back together and ask for any reflections on this session that participants might have.</li> <li>- Close with reading the following: <i>'Be wise in the way you act towards outsiders; make the most of every opportunity. Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone.'</i> (Colossians 4:5-6)</li> <li>- Reflect about any takeaways.</li> <li>- Recommend reading <i>Honour and Shame</i> by Roland Muller (Ebook)</li> <li>- Ask participants to complete the evaluation of this session.</li> </ul>	

## SESSION NOTES – FOR FACILITATORS

### Roleplay

#### Gospel Presentation with a Tibetan Buddhist

*Jane:* “Good to have you home from your pilgrimage, Aunty. How was it?”

*Aunty:* “Okay, but oh, my knees are so sore after all those prostrations.”

*Jane:* “Would you let me pray for you?”

*Aunty:* “That’d be lovely – thank you.”

*Jane:* “Great Creator, please heal Aunty’s sore knees. I ask this in Jesus’ name. Amen..... Aunty, I admire how devout you are. Can you help me understand why you do these long, arduous pilgrimages?”

*Aunty:* “It’s earning merit, girl. I’ve done so much wrong. Just today I think I trod on an ant – I took its life. We all want to escape this endless cycle of suffering. That’s not going to happen for aeons if at all. But at least I can move up a bit next life and perhaps eventually reach nirvana. You are devout – I see how much time you spend studying your very small Scripture and praying and singing, but I really don’t understand your religion. It’s a foreign Buddhist sect, right?”

*Jane:* “I’m not Buddhist, Aunty. I follow the God who created life. He made everything, including all that is in the spirit world, good and bad. He is the one I asked to heal your knees, and he has power over everything that he made.”

*Aunty:* “Then why do we see so much suffering in the world?”

*Jane:* “God made everything perfect, but what he had made rebelled against him. God is perfect and anything that is less than perfect must be destroyed. That is how suffering entered his creation. However, God loved his creation and wanted to restore it.”

*Aunty:* “Love? But love is not good – we should not be attached to anything or anyone! Compassion – now that is acceptable.”

*Jane:* “But see what God did. He chose one man with whom to make an agreement that would affect the whole world, including Tibetans. He gave them the Law to show them how to live perfectly. Abraham and his family were nomads for several generations, then settlers. They were oppressed at times and their people were scattered around the world but still kept a strong sense of being Abraham’s descendants.”

*Aunty:* “Are you sure Abraham wasn’t a Tibetan from a far distant place? His people sound like us.”

*Jane:* “They’re Jewish, and they couldn’t live perfectly according to God’s laws. Breaking the law in even one small way meant eternal suffering. My Scriptures say that we only live once then after that we will be judged based on how we lived. Nobody lives perfectly.”

*Aunty:* “I thought you said that your God is a God of love. Your god sounds powerful and frightening.”

*Jane:* “He is powerful. God sent His own son into this world, born as a descendant of Abraham, born to a virgin. Jesus was perfect as only God is perfect. Jesus took on himself the suffering of us all, including a terrible death. Because he is God, however, he defeated death and came back to life again. He is with God right now. He says that we can be restored to relationship with God through accepting what He took on Himself as being for us.”

*Aunty:* “That’s all you have to do? Accept? Your religion is too easy. And besides, I see you doing a lot more than just believing.”

*Jane:* “Well, Aunty, that’s because if I believe in Him to save me from eternal suffering, of course I must live according to his laws. Living well doesn’t save me though. I am still in this world of suffering but after this life, I shall be with God. My spirit won’t endure an eternity of suffering. And one day all that He created will be restored to perfection.”

*Aunty:* “That’s lovely, Jane. I wish we could escape suffering too. But we’re Tibetan. We’re Buddhist.”

*Jane:* “Do you know that there are whole Tibetan villages which are Christian. Listen to their music and look at these pictures – they’re all on my phone.”

*Aunty:* “Look - they are Tibetans like us. This is very interesting. We must talk with the lamas about your God, Jane. We don’t want foreign gods, but if there is one God for all people and he provides a way to escape samsara, that would be incredible.

## BIBLE STORYTELLING

<b>Session Number</b>	9	<b>Session Length</b>	45 mins
<b>Session Aim</b>	Participants explore the power of sharing biblical stories.		
<b>Objectives</b>	By the end of this session, participants will be able to: <ul style="list-style-type: none"> <li>– 1.7 develop skills to communicate a Bible story clearly and competently in a cc context</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>– YouTube clip – Christine Dillon, Telling the Gospel Through Story <a href="https://www.youtube.com/watch?v=K3baWhPLsPM">https://www.youtube.com/watch?v=K3baWhPLsPM</a></li> <li>– 12 Tips for Crafting a Bible Story (Session Notes)</li> </ul>		
<b>Participant Pre-Reading</b>			
<b>Further Reading</b>	<ul style="list-style-type: none"> <li>– <i>Telling the Gospel through Story</i>, Dillion, C.</li> <li>– <i>The Story of Jesus in Every Language</i> – <a href="http://www.5fish.mobi">www.5fish.mobi</a></li> </ul>		

## SESSION SUMMARY – BIBLE STORYTELLING

	Time	Content/ Activity	Resources
1	5 min	Introduction	YouTube clip – Christine Dillon, Telling the Gospel Through Story <a href="https://www.youtube.com/watch?v=K3baWhPLsPM">https://www.youtube.com/watch?v=K3baWhPLsPM</a>
2	15 min	Story Share and Practice	
3	10 min	Crafting a Story	12 Tips for Crafting a Bible Story
4	5 min	How to prepare	
5	5 min	Conclusion	

Note: In preparation for this session, one facilitator will need to prepare a story from the bible which they will memorise and share with the group. The story should be short and simple and use the 12 Tips for Crafting a Bible Story (Session Notes).

## SESSION DETAILS – BIBLE STUDY AND STORYTELLING

	Time	Content/Activity	Resources															
1	5 min	<b>Introduction</b> <ul style="list-style-type: none"><li>- Facilitator makes link to previous session – power of story in sharing the Gospel.</li><li>- Play YouTube clip – Christine Dillon, Telling the Gospel Through Story <a href="https://www.youtube.com/watch?v=K3baWhPLsPM">https://www.youtube.com/watch?v=K3baWhPLsPM</a></li><li>- Facilitator to explain that we are going to explore story telling in this session. A facilitator is going to tell you a story, you are then going to break into pairs and practice telling the same story, along with answering a few questions.</li></ul>	YouTube clip															
2	15 min	<b>Story Share &amp; Practice</b> <ul style="list-style-type: none"><li>- Facilitator to share the prepared bible story twice.</li><li>- Participants break into pairs and each tell the story they have just heard to each other (first one and then the other).</li><li>- Then ask the group to discuss in pairs each of the questions below in turn and then feedback to the group:<ul style="list-style-type: none"><li>o What do you learn about Jesus/God from this story?</li><li>o What do you learn about people from this story?</li><li>o What will you take away from this story for this week?</li><li>o Optional: who will you share this story with this week?</li></ul></li></ul>																
3	15 min	<b>Crafting a story</b> <ul style="list-style-type: none"><li>- What do the participants notice about this experience?</li><li>- What did participants notice about the way the story was told?</li><li>- Give the participants a copy of 12 Tips for Crafting a Bible Story (this could be included in their manual).</li><li>- Ask participants to consider the telling of the story in light of the 12 Tips (Facilitator could share the story again).</li><li>- There are different ways to learning stories:<ul style="list-style-type: none"><li>o using storyboarding<table><tr><td>o</td><td>o</td><td>o</td><td>o</td><td>o</td></tr><tr><td>o</td><td>o</td><td>o</td><td>o</td><td>o</td></tr><tr><td>o</td><td>o</td><td>o</td><td>o</td><td>o</td></tr></table></li><li>o Reading the bible story, then speaking and acting out without Bible in front of you, then repeating process until learnt.</li></ul></li></ul>	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	12 Tips for Crafting a Bible Story
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4	5 min	<b>Story and Context</b> <ul style="list-style-type: none"><li>- Facilitator reminds the participants that in the YouTube clip, we heard the importance of the relevance of the story to the listener.</li><li>- Ask participants to brainstorm in what context this story may be of relevance to the listener.</li><li>- Mention the benefits of referring people to resources such as The Story of Jesus in Every Language – <a href="http://www.5fish.mobi">www.5fish.mobi</a> (Global Recordings Network) so that people can hear stories in their heart language.</li><li>- If time, ask participants to brainstorm when to use which stories?</li></ul>																

	Time	Content/Activity	Resources
5	5 min	<b>Conclusion</b> <ul style="list-style-type: none"> <li>- Draw participants back together, ask for pairs to share their feedback with the group.</li> <li>- Recommend reading <i>Telling the Gospel through Story</i> by C. Dillon</li> <li>- Ask participants to complete the evaluation of this session.</li> </ul>	

## SESSION NOTES – FOR FACILITATORS

### **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) – matching educational level of audience
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."



## Example Bible stories that may be used for Story Share and Practice

### MARK 2:1-12 (NIRV)

#### JESUS FORGIVES AND HEALS A MAN WHO COULD NOT WALK

<sup>2</sup> A few days later, Jesus entered Capernaum again. The people heard that he had come home. <sup>2</sup> So many people gathered that there was no room left. There was not even room outside the door. And Jesus preached the word to them. <sup>3</sup> Four of those who came were carrying a man who could not walk. <sup>4</sup> But they could not get him close to Jesus because of the crowd. So, they made a hole by digging through the roof above Jesus. Then they lowered the man through it on a mat. <sup>5</sup> Jesus saw their faith. So he said to the man, “Son, your sins are forgiven.”

<sup>6</sup> Some teachers of the law were sitting there. They were thinking, <sup>7</sup> “Why is this fellow talking like that? He’s saying a very evil thing! Only God can forgive sins!”

<sup>8</sup> Right away Jesus knew what they were thinking. So he said to them, “Why are you thinking these things? <sup>9</sup> Is it easier to say to this man, ‘Your sins are forgiven’? Or to say, ‘Get up, take your mat and walk’? <sup>10</sup> But I want you to know that the Son of Man has authority on earth to forgive sins.” So Jesus spoke to the man who could not walk. <sup>11</sup> “I tell you,” he said, “get up. Take your mat and go home.” <sup>12</sup> The man got up and took his mat. Then he walked away while everyone watched. All the people were amazed. They praised God and said, “We have never seen anything like this!”

### MARK 4:35 – 41 (NIRV)

#### JESUS CALMS THE STORM

<sup>35</sup> When evening came, Jesus said to his disciples, “Let’s go over to the other side of the lake.” <sup>36</sup> They left the crowd behind. And they took him along in a boat, just as he was. There were also other boats with him. <sup>37</sup> A wild storm came up. Waves crashed over the boat. It was about to sink. <sup>38</sup> Jesus was in the back, sleeping on a cushion. The disciples woke him up. They said, “Teacher! Don’t you care if we drown?”

<sup>39</sup> He got up and ordered the wind to stop. He said to the waves, “Quiet! Be still!” Then the wind died down. And it was completely calm.

<sup>40</sup> He said to his disciples, “Why are you so afraid? Don’t you have any faith at all yet?”

<sup>41</sup> They were terrified. They asked each other, “Who is this? Even the wind and the waves obey him!”

## LUKE 19:1 – 10 (NIRV)

### ZACCHAEUS THE TAX COLLECTOR

19 Jesus entered Jericho and was passing through. <sup>2</sup> A man named Zacchaeus lived there. He was a chief tax collector and was very rich. <sup>3</sup> Zacchaeus wanted to see who Jesus was. But he was a short man. He could not see Jesus because of the crowd. <sup>4</sup> So he ran ahead and climbed a sycamore-fig tree. He wanted to see Jesus, who was coming that way.

<sup>5</sup> Jesus reached the spot where Zacchaeus was. He looked up and said, “Zacchaeus, come down at once. I must stay at your house today.” <sup>6</sup> So Zacchaeus came down at once and welcomed him gladly.

<sup>7</sup> All the people saw this. They began to whisper among themselves. They said, “Jesus has gone to be the guest of a sinner.”

<sup>8</sup> But Zacchaeus stood up. He said, “Look, Lord! Here and now I give half of what I own to those who are poor. And if I have cheated anybody out of anything, I will pay it back. I will pay back four times the amount I took.”

<sup>9</sup> Jesus said to Zacchaeus, “Today salvation has come to your house. You are a member of Abraham’s family line. <sup>10</sup> The Son of Man came to look for the lost and save them.”



## AUTHORITY AND SUBMISSION

<b>Session Number</b>	10	<b>Session Length</b>	60 mins
<b>Session Aim</b>	Participants will identify and reflect on the biblical basis for authority relationship and how that applies to short-term mission.		
<b>Objectives</b>	By the end of this session, participant will be able to: <ul style="list-style-type: none"> <li>- 1.2 identify the biblical basis of authority and how it is applicable in short-term mission</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>- Session PowerPoint</li> <li>- Case Studies (Session Notes) – print out beforehand</li> <li>- Hofstede website for the country they are going to and compare it to Australia [<a href="https://www.hofstede-insights.com/country-comparison/">https://www.hofstede-insights.com/country-comparison/</a>]</li> </ul>		
<b>Participant Pre-Reading</b>	<ul style="list-style-type: none"> <li>– Hofstede website for the country they are going to and compare it to Australia.</li> </ul>		
<b>Further Reading</b>			

## SESSION SUMMARY – AUTHORITY AND SUBMISSION

	Time	Content/ Activity	Resources
1	5 min	Introduction	
2	15 min	Biblical Authority Examples	Session PowerPoint Internet – Hofstede Cultural Dimensions
3	5 min	Accountability	
4	30 min	Case Studies	Case Studies (Session Notes)
5	5 min	Conclusion	

## SESSION DETAILS – AUTHORITY AND SUBMISSION

	Time	Content/Activity	Resources
1	5 min	<p><b>Introduction</b></p> <p>In context of preparing for short term mission, why do you think that it is important to think about authority? Accept answers that come.</p> <ul style="list-style-type: none"> <li>- Consider for example this quote from British Journalist Paul Johnston ... “Hostility towards all its forms of authority is a living, if latent, Australian tradition liable to spring into rampant action if the temperature and alcohol mix is right”</li> <li>- Consider this comment sociologist research statement .... “Australia tends to have a different attitude to authority than many other countries I've had the pleasure to explore. I'm taking a wild guess that this is rooted in the Convict Mentality but also relates to the Pioneer Mentality - ie we struggled hard to get where we are now, and no two-bit office-holder is going to dis on us just because he has a fancy title. In Australia, someone with authority has to prove themselves to be worthy of that authority before he gains the respect of his peers. This is just not so in many other places, where a fancy title can hold power in and of itself. Aussies are more likely to laugh in your face if you expect respect for just that. The attitude I see most often is "Who cares what you're called, can you get the job done?" eg. When an American says I went to Harvard, so therefore deserves respect, we will likely say, “so what!”</li> <li>- Explain that for Australians, who are highly individualistic, authority is a big issue that effects ministry, teams and organisation.</li> <li>- Facilitator to explain the parameters of the session. This is not a place to air grievances etc, but rather to look at biblical examples of authority and then some case studies.</li> </ul>	
2	15 min	<p><b>Biblical Authority Examples</b></p> <ul style="list-style-type: none"> <li>- In pairs, ask participants to read the verses listed on the PowerPoint.</li> <li>- Discuss how each of these may inform the way that they relate to authority as individuals, as part of a team and as part of an organisation.</li> <li>- After discussion, Facilitator to draw participants back together. Ask participants to share with the wider group if there was something new or interesting that they learnt from their conversation.</li> <li>- If time, Facilitator may also ask if there are other biblical passages that people discussed that may broaden the conversation.</li> <li>- Facilitator to summarise the learning with the three points: <ul style="list-style-type: none"> <li>o God is the ultimate authority</li> <li>o We each will be under a leadership structure (positive – as we will receive support, guidance, accountability and correction)</li> <li>o We are given authority by Jesus</li> </ul> </li> </ul>	<p>PPT Slides</p> <p>Internet – Hofstede Cultural Dimensions</p>

	Time	Content/Activity	Resources
		<ul style="list-style-type: none"> <li>– Culture effects the way that we view authority. Ask participants to reflect on the way that Australians view power and authority using Hofstede Cultural Dimensions in comparison to the country that they are going to visit (pick a couple of countries participants are going to as examples). [Found at: <a href="https://www.hofstede-insights.com/country-comparison/">https://www.hofstede-insights.com/country-comparison/</a>]</li> <li>– <ul style="list-style-type: none"> <li>○ What do they find surprising?</li> <li>○ How will these differences or similarities effect the way that we interact with authority in our host culture?</li> </ul> </li> </ul>	
3	10 min	<b>Accountability</b> <ul style="list-style-type: none"> <li>- Facilitator to share that it is important for each of the participants to understand who they are accountable to in their sending organisation and/or on the ground.</li> <li>- Ask participants to write TEAM, SENDING ORG and LOCAL CHURCH on a large piece of paper. Ask participants to work in pairs or small groups to quickly brainstorm some of the accountabilities that they may have to these.</li> <li>- Facilitator to explain that participants should have a strong understanding of the following questions (encourage them to speak to their agency or church): <ul style="list-style-type: none"> <li>○ Who do I directly report to regarding the focus and work of the ministry?</li> <li>○ Who do I report to for health and general living matters?</li> <li>○ What impact does the team have on my decision making?</li> <li>○ What are my responsibilities and accountabilities to the local church?</li> <li>○ What are the gaps in my understanding? Who do I need to ask, to help me understand the authorities in my organisation?</li> </ul> </li> </ul>	
4	25 min	<b>Case Studies</b> <ul style="list-style-type: none"> <li>- Break participants into three groups, give each group a case study.</li> <li>- Facilitator asks each group to discuss their case studies and respond to the following questions: <ul style="list-style-type: none"> <li>○ What is the issue this situation?</li> <li>○ What might be possible outcomes if the missionary submits to authority?</li> <li>○ What are possible outcomes if the missionary refuses to submit to authority?</li> </ul> </li> <li>- After discussion is complete, each group shares their case study and responses with the wider group.</li> </ul>	Case Studies (Session Notes)

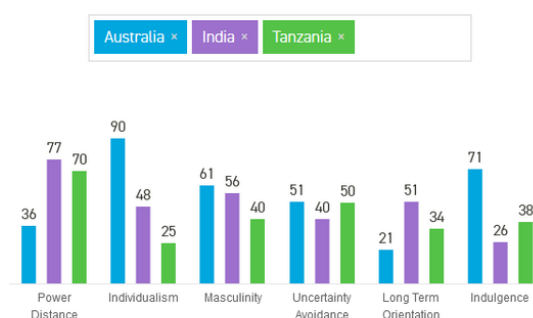
	Time	Content/Activity	Resources
5	5 min	<b>Conclusion</b> <ul style="list-style-type: none"> <li>- Facilitator to ask participants to spend time in prayer for each other and the authorities that they will serve under.</li> </ul>	



## SESSION NOTES – FOR FACILITATORS

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 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.

## GOOD DEVELOPMENT AND THE GOSPEL

<b>Session Number</b>	11	<b>Session Length</b>	60 mins
<b>Session Aim</b>	Explore issues of poverty and development theory and their impact on mission.		
<b>Objectives</b>	By the end of this session, participants will: <ul style="list-style-type: none"> <li>– 9.1 develop strategies for engaging with poverty on location</li> <li>– 9.2 describe the basics of development theory and its impact on missions</li> </ul>		
<b>Resources</b>	– DVD – Good Development, presentation by Lyn Jackson		
<b>Participant Pre-Reading</b>	– <i>Doing Short-Term Mission Without Doing Long-Term Harm</i> , The Chalmers Center Newsletter		
<b>Further Reading</b>	<ul style="list-style-type: none"> <li>- <i>When Helping Hurts: How to Alleviate Poverty without Hurting the Poor... and Yourself</i> by Steve Corbette</li> <li>- <i>We are not the hero: A Missionary's Guide to Sharing Christ, not a Culture</i> by Jean Johnson</li> <li>- Indigenous Australians - <i>4th World</i> - <a href="https://youtu.be/RI1obKrzNM8">https://youtu.be/RI1obKrzNM8</a></li> </ul>		

### Session Details

This session may be facilitated in one of two ways.

1. Invite a guest facilitator to lead this session. Contact TEAR Australia or the MIST Coordinator for suggestions of potential facilitators. Ensure that the guest facilitator is made aware that their session is to be facilitated in the form of a workshop and not as a lecture, which may include discussion, activities and case studies.
2. Play the DVD of Lyn Jackson's presentation of *Good Development*. It is highly recommended that the facilitator of this session watch the DVD in preparation and choose moments within the DVD to pause and ask for group reflection or discussion.
3. 'For. Currently this is relevant if the speaker is aware of Indigenous Australian issues.'



## BAFFA BAFFA GAME (OPTIONAL)

<b>Session Number</b>	13	<b>Session Length</b>	60 mins
<b>Session Aim</b>	To investigate the power of effective cross-cultural communication and the obstacles that may hinder this.		
<b>Objectives</b>	By the end of this session, participants will: <ul style="list-style-type: none"> <li>- 2.4 recognise their communication strengths and weaknesses</li> <li>- 5.5 develop an awareness of cross-cultural communication pit falls</li> <li>- 6.1 identify healthy and unhealthy strategies for managing conflict</li> <li>- 6.2 develop insight into their emotional responses when in conflict situations</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>- Cultural Description Sheets (printed before session)</li> <li>- Session Notes</li> <li>- Cross-cultural food</li> </ul>		
<b>Participant's Pre-Reading</b>			
<b>Further Reading</b>			


## SESSION SUMMARY – BAFFA BAFFA GAME

	Time	Content/ Activity	Resources
1	5 min	Introduction	Cultural Description Sheets found in Session Notes
2	20 min	Group Time	Cross-Cultural Food
3	15 min	Simulation	
4	15 min	Debrief	
5	5 min	Wrap-Up	

## SESSION DETAILS – BAFFA BAFFA GAME

	Time	Content/Activity	Resources
1	5 min	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>- Explain to participants that tonight they will be further exploring cross-cultural communication through a simulation game.</li> </ul> <p>Shortly, I will split you into groups for a simulation. (Can be 2 – 4 groups depending on the number of participants).</p> <p>This simulation gives you the opportunity to design and act out a certain cultural role. Each group will receive an Instruction Sheet. Then I will send you off to different rooms and give you 20 minutes to develop your culture as a group according to the description and instructions that you have received. After that I will call you back to the room and each group will visit and host the other cultural groups as directed.</p> <ul style="list-style-type: none"> <li>- Break participants into groups, repeat instructions and then give each group the appropriate Cultural Description sheets. <ul style="list-style-type: none"> <li>o If you have two groups – use the Alpha and Delta instructions</li> <li>o If you have three groups – use the Alpha, Gamma and Delta instructions</li> </ul> </li> </ul>	Cultural Description Sheets in Session Notes
2	20 min	<p><b>Group Time</b></p> <ul style="list-style-type: none"> <li>- Visit cultural groups and ask them to exaggerate their culture</li> <li>- Remind them that they have 20 minutes to develop and practise their cultural traits</li> <li>- Provide cross-cultural food for each group</li> <li>- Give them 10 and 5 minutes warning</li> </ul>	Cross-Cultural Food
3	15 min	<p><b>Simulation</b></p> <ul style="list-style-type: none"> <li>- Call the groups back together</li> <li>- Explain that we are going to begin the simulation now, by each culture taking turns to visit or host another.</li> <li>- Tell them the order in which groups will be hosting and be visiting each other. <ul style="list-style-type: none"> <li>o If 3 cultures: <ul style="list-style-type: none"> <li>▪ Alpha hosts Delta</li> <li>▪ Delta hosts Gamma</li> <li>▪ Gamma hosts Alpha</li> </ul> </li> <li>o If 2 cultures: <ul style="list-style-type: none"> <li>▪ Alpha hosts Delta</li> <li>▪ Delta hosts Alpha</li> </ul> </li> </ul> </li> <li>- If there are 3 groups, the third group observe the other groups visiting and hosting each other.</li> </ul>	
4	15 min	<p><b>Debrief</b></p> <ul style="list-style-type: none"> <li>- Once the simulation has finished, bring the groups back together but ask them to remain sitting in their cultural groups.</li> <li>- Ask participants how they are feeling after being part of the simulation?</li> </ul>	

	Time	Content/Activity	Resources
		<p>You built a frame of reference from which to communicate, and then you attempted to interact with others based on this frame of reference. You found that others were different. They did not conduct themselves the way you did and it created dissonance/stress. Cultural differences will indeed result in dissonance. In fact, you may have felt offended by the way they acted.</p> <p>Give each group a good opportunity to talk about how they felt as either host or visitor.</p> <ul style="list-style-type: none"> <li>- Ask participants:                             <ul style="list-style-type: none"> <li>o What were your initial feelings or impressions the first time you crossed the cultural boundary and began interacting with people who were different?</li> <li>o How did you go as a group developing your culture?</li> <li>o Ask a volunteer from each group to describe the group they visited. What was different about their behaviour and way of communicating?</li> <li>o Were you uncomfortable playing the role you were assigned? Would you have preferred being in another group? Why?</li> <li>o What learning can we take from this experience?</li> <li>o Anything else that needs to be shared with the group?</li> </ul> </li> </ul> <p>To end the simulation ask everyone to stand up and turn around 48 degrees after which you are out of role (may assist participants to get out of character).</p>	
5	5 min	<p><b>Wrap-Up and Evaluation</b></p> <ul style="list-style-type: none"> <li>- Give them a couple of minutes to reflect on any takeaways</li> <li>- Ask participants to complete the evaluation of the session</li> <li>- Give any announcements in preparation for tomorrow</li> </ul>	


 The Baffa Baffa game can be played in several ways. Check out the Session Notes for another option.



## SESSION NOTES – FOR FACILITATOR

### ALPHA CULTURE

You are a people who live under a dictatorship. You have a great respect for your leader and obey him at all times. People know their position in your society. You are a lordly, martial, highly regimented people with a sense of superiority that shows in your gestures and speech. You like organization and things are always in their place. You talk about business matters, religion, and world affairs. You enjoy offering hospitality to others.

When guests arrive, those at home take charge and though you treat others well, you insist that they do things in your way.

### INSTRUCTION SHEET

Culture is a human creation that expresses the values and ‘worldview’ of the people in it. Give your culture an appropriate name, but do not tell this to the other cultures.

Knowing the sort of people, you are, as a group work out appropriate behaviour for visiting each other’s homes.

You most probably will need the following sequence of interacting with people visiting. Be as verbal as you want to be and create appropriate gestures and routines that are used by the members of your group. Be careful that the way you express yourself reflects your cultural characteristics.

You will need the equivalent to

1. Greeting someone as they approach from a distance
2. Appropriate greeting close-up
3. An invitation to guests to come in or to come with you
4. An invitation to your guests to sit down and make themselves welcome
5. An invitation to your guests to partake of a ‘gift’ or food
6. A means of indicating that the visit is over
7. A method of reacting to behaviour and indicating that it is not according to your understanding
8. A way of farewelling guests

Assign appropriate roles to members of the culture and practice visiting each other within your group until all are confident in their behaviour and can happily interact with people who understand their culture.

## BETA CULTURE

You as a people love formality. The elders in your society are shown great respect, and the younger serve the elders. You are a gentle, meek, submissive people with a lot of grace and movement in your gestures and speech. You enjoy talking about family matters and work but are indirect in the way you speak about these things.

When guests approach, you put them in the superior position and are apologetic in the way you treat them.

### INSTRUCTION SHEET

Culture is a human creation that expresses the values and 'worldview' of the people in it. Give your culture an appropriate name, but do not tell this to the other cultures.

Knowing the sort of people you are, as a group work out appropriate behaviour for visiting each other's homes.

You must probably will need the following sequence of interacting with people visiting. Be as verbal as you want to be and create appropriate gestures and routines that are used by the members of your group. Be careful that the way you express yourself reflects your cultural characteristics.

You will need the equivalent to

1. Greeting someone as they approach from a distance
2. Appropriate greeting close-up
3. An invitation to guests to come in or to come with you
4. An invitation to your guests to sit down and make themselves welcome
5. An invitation to your guests to partake of a 'gift' or food
6. A means of indicating that the visit is over
7. A method of reacting to behaviour and indicating that it is not according to your understanding
8. A way of farewelling guests

Assign appropriate roles to members of the culture and practice visiting each other within your group until all are confident in their behaviour and can happily interact with people who understand their culture.

## **GAMMA CULTURE**

You have a very calm, relaxed outlook on life, which borders on being lackadaisical. You are unhurried in what you do. You are individualistic, materialistic yet easy-going people. Men and women, old and young mix freely and your lifestyle is casual. You like to talk about money and possessions, holiday, and work. People are admired for what they have and do.

When guests arrived, you acknowledge their presence and you may at some time get around to serving them, but hurry is abhorrent to you and you expect others to look after themselves.

### **INSTRUCTION SHEET**

Culture is a human creation that expresses the values and 'worldview' of the people in it. Give your culture an appropriate name, but do not tell this to the other cultures.

Knowing the sort of people you are, as a group work out appropriate behaviour for visiting each other's homes.

You must probably will need the following sequence of interacting with people visiting. Be as verbal as you want to be and create appropriate gestures and routines that are used by the members of your group. Be careful that the way you express yourself reflects your cultural characteristics.

You will need the equivalent to

1. Greeting someone as they approach from a distance
2. Appropriate greeting close-up
3. An invitation to guests to come in or to come with you
4. An invitation to your guests to sit down and make themselves welcome
5. An invitation to your guests to partake of a 'gift' or food
6. A means of indicating that the visit is over
7. A method of reacting to behaviour and indicating that it is not according to your understanding
8. A way of farewelling guests

Assign appropriate roles to members of the culture and practice visiting each other within your group until all are confident in their behaviour and can happily interact with people who understand their culture.

## DELTA CULTURE

You are a warm, friendly, fun loving, expressive people. You express affection by touch and stand close to people while talking. You often talk about personal matters and willing to give away your possessions if others admire them. You use gestures that go along with warmth and friendliness. You enjoy hugging.

When guests arrive, you are open and free in the way you treat them, trying hard to please.

### INSTRUCTION SHEET

Culture is a human creation that expresses the values and 'worldview' of the people in it. Give your culture an appropriate name, but do not tell this to the other cultures.

Knowing the sort of people you are, as a group work out appropriate behaviour for visiting each other's homes.

You must probably will need the following sequence of interacting with people visiting. Be as verbal as you want to be and create appropriate gestures and routines that are used by the members of your group. Be careful that the way you express yourself reflects your cultural characteristics.

You will need the equivalent to

1. Greeting someone as they approach from a distance
2. Appropriate greeting close-up
3. An invitation to guests to come in or to come with you
4. An invitation to your guests to sit down and make themselves welcome
5. An invitation to your guests to partake of a 'gift' or food
6. A means of indicating that the visit is over
7. A method of reacting to behaviour and indicating that it is not according to your understanding
8. A way of farewelling guests

Assign appropriate roles to members of the culture and practice visiting each other within your group until all are confident in their behaviour and can happily interact with people who understand their culture.

## ANOTHER OPTION - THE BAFFA-BAFFA GAME NSW

This game involves dividing the group into two different cultures of equal size, with a facilitator in each group, and an overall coordinator.

When the groups have had sufficient time to establish their own culture, guided by their facilitator, migrants will go from one group to the other in groups of three or more.

When migrants return they may brief the next set of migrants to try and help them understand the other culture.

Equipment needed:

- For Alpha Culture: A large number of multi-coloured beads.
- For Beta Culture: A large number of packs of cards (about five)

### Alpha culture

(This information is to be concealed when memorised, so that migrants have to observe and attempt to understand the other culture)

Your culture is a warm and friendly society, characterised by hugs and smiles. You continually talk of trivia. Females may not be approached by strangers and show extreme offence if this happens.

You swap digits by placing your digits on the ground and extending your open palm on the ground. The person with the longest fingers has the right to pick up all the digits, but may distribute them generously between him and his partner in the transaction as he wishes.

The culture is characterised by non-competitiveness.

- Warm and friendly, lots of hugs and smiles
- Always talk trivia
- Alpha culture is very non-competitive
- Females may not be approached by strangers ... they show extreme offence if this happens.
- Counters are swapped by placing them on the ground and extending your open palm on the ground. The person with longest fingers has the right to pick up all the counters, but may distribute them generously with the other person.

### Beta culture

(This information is to be concealed when memorised, so that migrants have to observe and attempt to understand the others culture)

Beta culture is aggressive and extremely competitive. Your aim is to get a set of three to four cards of the one suit. Cards are initially dealt out by the bank, four per person, and are then swapped between players, but can be stolen from migrants.

The means of communicating which suit you want:

Woof (**dog**) = **d**iamonds.

Moo (**cow**) = **c**lubs.

Baa (**sheep**) = **s**pades.

Neigh (**horse**) = **h**earts.

These are the only sounds to be made in communication.

A banker is appointed who lists all of Beta culture participants on a piece of paper, and records how many sets they get of each suit. This is done officiously and impersonally.

- Aim – to get 3 to 4 cards of one suit
- Bank starts by dealing four cards per person
- Cards may be swapped between beta-nese but ...
- Cards may be stolen from migrants

## KEEPING FRESH SPIRITUALLY

<b>Session Number</b>	14	<b>Session Length</b>	30-45 mins
<b>Session Aim</b>	Give insight into both the stresses and opportunities for blessing which cross-cultural ministry may present.		
<b>Objectives</b>	By the end of this session, participants will: <ul style="list-style-type: none"> <li>- 1.3 identify strategies to maintain spiritual health and vitality while living and working in another culture</li> <li>- 1.4 develop a spiritual growth plan for their time of service in another culture</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>– Whiteboard</li> <li>– Whiteboard Markers</li> <li>– Butcher's Paper</li> <li>– Pens</li> </ul>		
<b>Participant Pre-Reading</b>	<ul style="list-style-type: none"> <li>– <i>Being Effective in Spiritual Warfare</i>, Ken Williams</li> </ul>		
<b>Further Reading</b>	<ul style="list-style-type: none"> <li>– <i>A Praying Life</i>, Paul Miller</li> </ul>		

## SESSION SUMMARY – KEEPING FRESH SPIRITUALLY

	Time	Content/ Activity	Resources
1	5-10 min	Introduction	Whiteboard Markers
2	10 min	The Impact of Crossing Cultures	Session PowerPoint
3	10-15 min	Developing a Plan	
4	5 min	Conclusion – Thanksgiving	



## SESSION DETAILS – KEEPING FRESH SPIRITUALLY

	Time	Content/Activity	Resources
1	5-10 min	<b>Introduction</b> <ul style="list-style-type: none"> <li>- Before the session begins, Facilitator writes on the white board: <i>You're wonderful, I don't know how you do it.</i></li> <li>- Once participants have entered the room, Facilitator explains that something happens when we announce that we are going to be part of a mission, people begin to see us differently. Often mission workers are elevated to the status of spiritual giants, and we can often hear some version of the statement on the whiteboard.</li> <li>- Ask participants to reflect on some of the comments that they have heard from others as they have shared they are planning to go on mission.</li> <li>- Have a number of whiteboard markers available for participants to write their comments.</li> <li>- Facilitator to highlight a few of these and make links to the session. Facilitator to share that each of us experience the highs and lows of a spiritual journey and the cross-cultural experience can draw these into sharp focus.</li> </ul>	Whiteboard  Markers
2	10 min	<b>The Impact of Crossing Cultures</b> <ul style="list-style-type: none"> <li>- Facilitator to share that often when we move into another culture our rhythms and habits are disrupted. It can be difficult to connect with God in our normal ways.</li> <li>- Using the Session PowerPoint, share with participants' obstacles or issues in cross-cultural settings.</li> </ul>	Session PowerPoint
3	10-15 min	<b>Developing a plan</b> Using the Session PowerPoint, Facilitator to share the many different ways that we may connect with God. <ul style="list-style-type: none"> <li>- Ask participants to consider:               <ul style="list-style-type: none"> <li>o What they might need to add or take away from the way they connect with God in preparation for mission?</li> <li>o Using the little knowledge they have of what to expect during the mission experience, how might they aim to connect with God during this experience (remembering to hold all plans loosely)?</li> <li>o What might they do in order to strengthen their personal prayer life and bible reading?</li> </ul> </li> </ul>	
4	5 min	<b>Conclusion – Thanksgiving</b>  Facilitator to share:  Thanksgiving eradicates the negative emotions such as jealousy, anger, disappointment, bitterness, and a quarrelsome spirit which drag us down spiritually.  Incorporating thanksgiving into routines of life – at meals with grace and nightly prayer time is a powerful antidote to negative emotions	

	Time	Content/Activity	Resources
		<p>Even so, in the long run, sometimes one experiences dryness. The only thing to do is work through it, remaining faithful in approaching the Holy Place where God is</p> <ul style="list-style-type: none"> <li>- Give a moment for participants to offer short prayers of thanksgiving.</li> <li>- Recommend 'A Praying Life' by Paul Miller to participants</li> </ul>	

## SPIRITUAL REALITIES

<b>Session Number</b>	15	<b>Session Length</b>	30-60 mins
<b>Session Aim</b>	<ul style="list-style-type: none"> <li>– To highlight the power of the spirit world in the lives of the host culture and its impact on missionaries and ministry.</li> </ul>		
<b>Objectives</b>	By the end of this session, participants will: <ul style="list-style-type: none"> <li>– 1.5 develop insight into spiritual warfare through a biblical framework</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>– Session PowerPoint</li> <li>– Printed copies of <i>Being Effective in Spiritual Warfare</i>, Ken Williams</li> <li>– Taliabo Story Part 1 <a href="https://www.youtube.com/watch?v=AKXiBFysvF4">https://www.youtube.com/watch?v=AKXiBFysvF4</a></li> </ul>		
<b>Participant Pre-Reading</b>	<ul style="list-style-type: none"> <li>– <i>Being Effective in Spiritual Warfare</i>, Ken Williams</li> </ul>		
<b>Further Reading</b>	<ul style="list-style-type: none"> <li>– <i>Understanding Spiritual Warfare: 4 Views</i>, Eds. James Beilby &amp; Paul Rhodes Eddy</li> </ul>		

## SESSION SUMMARY – SPIRITUAL REALITIES

	Time	Content/ Activity	Resources
1	5 min	Introduction	
2	5-10 min	Reflection on Pre-Reading	<i>Being Effective in Spiritual Warfare</i> by Ken Williams.  Session PowerPoint
3	10-20 min	Delivered from the Power of Darkness – The Taliabo Story YouTube Clip Part 1	Taliabo Story Part 1 <a href="https://www.youtube.com/watch?v=AKXiBFysvF4">https://www.youtube.com/watch?v=AKXiBFysvF4</a>  Session PowerPoint
4	5-15 min	Case Study	Participant's Manual  Bible
5	5 min	Conclusion	

## SESSION DETAILS – SPIRITUAL REALITIES

	Time	Content/Activity	Resources
1	5 min	<b>Introduction</b> <ul style="list-style-type: none"> <li>- Facilitator to share the topic of this session and recognise that this can be a divisive issue, depending on your background experience.</li> <li>- Explain that when moving into other cultures, we may experience overt demonstrations of the spirit world and spiritual warfare that we need to prepare for. However, we must also recognise that spiritual warfare is a very real thing in our own culture, we just may be blind to it as it has become normalized.</li> <li>- While this session looks at another culture, what we learn can be utilized in our everyday life.</li> <li>- Pray.</li> </ul>	
2	5-10 min	<b>Reflection on Pre-Reading</b> <ul style="list-style-type: none"> <li>- Facilitator to ask participants to reflect on the pre-reading for this session, <i>Being Effective in Spiritual Warfare</i> by Ken Williams. <ul style="list-style-type: none"> <li>o Spiritual Warfare is....</li> <li>o God's provisions for spiritual warfare are...</li> <li>o Our strategies to combat spiritual warfare are...</li> </ul> </li> </ul> <p>Have each pair share one of their sentences.</p>	<i>Being Effective in Spiritual Warfare</i> by Ken Williams.  Session PowerPoint
3	10-20 min	<b>Delivered from the Power of Darkness – The Taliabo Story DVD</b> <ul style="list-style-type: none"> <li>- Play Taliabo Story Part 1 (or a later section from it for the 30 minute version)</li> <li>- <i>Discuss</i></li> </ul>	Taliabo Story Part 1
4	5-15 min	<b>Case Study and Bible Reading</b> <ul style="list-style-type: none"> <li>- Ask participants to read the Case Study in their manual (under this session heading) and Ephesians 6:10 – 20 and discuss the following: <ul style="list-style-type: none"> <li>o How does the authority of Christ impact my understanding of spiritual warfare?</li> <li>o Considering all the learning and discussion from this session – what do I need to consider or learn more about OR what will I take away?</li> <li>o What place does prayer play in spiritual warfare and how do I improve my prayer/bible reading patterns and or build a prayer team?</li> </ul> </li> </ul>	Participant's Manual  Bible
4	5 min	<b>Conclusion</b>	

	Time	Content/Activity	Resources
		<ul style="list-style-type: none"> <li>- Facilitator to ask for any final reflections.</li> <li>- Highlight the different books available covering the 3 main options (from Further Reading list above)</li> <li>- Pray.</li> </ul>	

## CROSS-CULTURAL WORSHIP SERVICE

<b>Session Number</b>	20	<b>Session Length</b>	45 - 60 mins
<b>Session Aim</b>	Participants will participate in a cross-cultural worship experience.		
<b>Resources</b>	<ul style="list-style-type: none"> <li>Optional - Communion elements appropriate for the style of Communion chosen.</li> </ul>		
<b>Participant Pre-Reading</b>			
<b>Further Reading</b>			

### Session Details

This session can be conducted in one of three ways.

1. Invite a guest from a different cultural background to lead participants in worship and/or Communion in a manner that they would in their home church or country. This may include using different elements for Communion, music, actions, dress and words.
2. Invite a priest from an Anglican or Catholic background to lead a liturgical service. Request that they conduct communion in their Robes.
3. Ask one of the facilitators or a missionary to lead worship and/or communion in a style that they experienced in location.





## LANGUAGE LEARNING AND CULTURE

<b>Session Number</b>	16	<b>Session Length</b>	60 mins
<b>Session Aim</b>	Participants will explore the importance of appropriate language learning during short-term mission.		
<b>Objectives</b>	By the end of this session, participants will: <ul style="list-style-type: none"> <li>– 8.1 identify the importance of learning language to facilitate building good relationships in location</li> <li>– 8.2 identify realistic and effective strategies for language acquisition in location</li> </ul>		
<b>Resources</b>	– DVD – <i>Language Learning</i> presented by Cathy Bow		
<b>Participant Pre-Reading</b>	– <i>Language Learning is Communication - is Ministry'</i> by E. Thomas Brewster & Elisabeth S. Brewster		
<b>Further Reading</b>	– <i>Doing Short-Term Missions Without Doing Long-Term Harm</i> <a href="https://www.chalmers.org/news/entry/short-terms-missions-without-long-term-harm">https://www.chalmers.org/news/entry/short-terms-missions-without-long-term-harm</a> - Indigenous Australians - <i>4th World</i> - <a href="https://youtu.be/RI1obKrzNM8">https://youtu.be/RI1obKrzNM8</a>		

### Session Details

This session can be conducted in one of three ways.

1. Play the recorded session of Cathy Bow's presentation of *Language Learning*. Pause the DVD at relevant moments to discuss key points.  
Facilitator should watch this DVD before the MIST begins and develop discussion questions that can be used to assist participants in reflecting on the content of the DVD.
2. Contact the MIST Coordinator or Missions Interlink for the contact details of a guest facilitator who can lead an interactive session on language learning.

It is important to highlight with the guest speaker that they are to prepare and present their content as an interactive workshop and draw on the experiences of MIST participants as much as possible.

If there are people in your group who are preparing for indigenous work watch *4th World Definition of Learning Language* <https://youtu.be/RI1obKrzNM8>

**Advertise MI Language Awareness day, SILA**

LAST EDITED AUGUST 2021



## HEALTH AND PRACTICALITIES

<b>Session Number</b>	17	<b>Session Length</b>	30-60 min
<b>Session Aim</b>	To highlight important health and packing considerations in preparation for the participant's short-term mission.		
<b>Objectives</b>	By the end of this session, participants will: <ul style="list-style-type: none"> <li>- 10.1 identify basic strategies to maintain a healthy lifestyle</li> <li>- 10.2 identify immunizations (not as relevant for Indigenous Australians) and other health issues that occur before leaving for service</li> <li>- 10.3 explore the impact of differing safety standards within the host culture</li> <li>- 11.1 arrange permits, passports, visa, ticket, immunizations and health insurance</li> <li>- 11.2 make financial arrangements</li> <li>- 11.3 arrange personal needs such as medical supplies</li> <li>- 11.4 develop realistic expectations for communication to friends and family</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>- Session PowerPoint</li> <li>- Notes for Guest Facilitator</li> <li>- Packing and Other Practicalities – Participant's Manual</li> </ul>		
<b>Participant's Pre-Reading</b>			
<b>Further Reading</b>			

**This session could be facilitated in one of two ways:**

- It is recommended that you arrange for a guest facilitator to lead this session (e.g. a Doctor or Nurse who has experience in travel medicine – providing the guest facilitator with the **Notes for Guest Facilitator**).
- If a guest facilitator cannot be found than an In-house facilitation of this session is possible – see the Session Outline and Details included.

## NOTES FOR GUEST FACILITATOR – HEALTH AND PRACTICALITIES

Thank you for agreeing to be a part of MIST. The aim of this course is to learn more about the challenges of living and working in a cross-cultural situation as they prepare for short-term placements. Developing participants understanding of good health practices is an important part of this.

As you prepare for your session, we would ask that you include information and activities about the following issues:

- Important to emphasise the importance of a travel doctor
- Consideration before you go – including vaccinations, malaria and where participants can access information on their specific destination.
- What to put in your traveller's medical kit.
- Basic prevention tips
- Drugs and alcohol
- Animal bites and safety
- Head lice (see story Nits in an Australian Indigenous Context)
- Mental Health
- Case studies (see examples below)
- Common complaints when returning home, e.g. worms, dehydration, back and neck pain, and possible treatment or assistance needed.

In all MIST sessions, we aim for an interactive approach to learning, where participants engage with the session content and facilitator through questions, discussions and activities. **Please prepare your session in the manner of a workshop, rather than in the style of a lecture.**

### Example Case Studies

#### Scenario 1 Part A

You eat with a local family and forgot to take your hand sanitiser with you and couldn't wash your hands. They serve you a warm chicken salad and you wake up in that night with your stomach churning. Soon follows vomiting and diarrhea. You remember you have your trusty medical kit with you what can you do to help you in this situation. What do you do?

#### Scenario 1 Part B

It's now the next morning and you're feeling worse. There's now blood in your diarrhea and you think you have a fever ... what should you do now?

## **Scenario 2**

You develop high fevers and a headache and are not feeling well. You recently got back from a trip to an area where there may have been dengue or malaria. What should you do?

## **Scenario 3 Part A**

For the girls - you've been on antibiotics and this country is so hot and sweaty ... you unfortunately have developed an embarrassing itch and discomfort 'down below'. What can you do?

## **Scenario 3 Part B**

For the boys - you've also got an embarrassing itch in the groin area. What can you do?

## **Scenario 4**

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?

## **Nits in an Australian Indigenous Context**

You are likely to get Nits while working with Indigenous folk. Your attitude towards having them is important. Non-indigenous people can stress out when they find Nits in their hair, wanting to take them out straight away. However, when Indigenous folk find out you have Nits, it's a chance for them to sit with you and look for them. They may pull out a pen, and ask you to lie down in their lap as they look for the Nits. This can be a restful experience with no judgement.

Here are some practical tips you could use to prevent nits:

- Conditioner
- Baby oil
- Wear a hat
- Use a hair straightener to kill the eggs.

## SESSION SUMMARY – HEALTH AND PRACTICALITIES

	Time	Content/ Activity	Resources
1	5 min	Introduction	
2	30 min	PowerPoint and Case Studies	Session PowerPoint
3	20 min	Packing and other Practicalities	Packing and Other Practicalities – Participant’s Manual
4	5 min	Wrap-Up	

## SESSION DETAILS – HEALTH AND PRACTICALITIES

	Time	Content/Activity	Resources
1	5 min	<b>Introduction</b> <ul style="list-style-type: none"> <li>- Ask participants to share with the person beside them, what they have done in preparation for their short-term mission so far. <ul style="list-style-type: none"> <li>o What are some of the stress points?</li> </ul> </li> </ul>	
2	30 min	<b>PowerPoint and Case Studies</b> <ul style="list-style-type: none"> <li>- Using the Session PowerPoint, lead participants through the key information for this session.</li> <li>- Once you reach the scenarios (included in the PowerPoint) break the participants into small groups to discuss each and feedback to the group OR,</li> <li>- Before the session, print out the answers/actions that are listed for each scenario (enough for one set per group) and give a set to each group.</li> <li>- During the session, read out each of the case studies and ask the participants to decide which answers/actions they would use or implement in each and then discuss.</li> </ul>	Session PowerPoint
3	20 min	<b>Packing and Other Practicalities</b> <ul style="list-style-type: none"> <li>- Recommend the online BSAFE UN Security course (<a href="https://training.dss.un.org/course">https://training.dss.un.org/course</a>), and the Missions Interlink MAST course (<a href="https://missionsinterlink.org.au/mast/?doing_wp_cron=1601521470.3238110542297363281250">https://missionsinterlink.org.au/mast/?doing_wp_cron=1601521470.3238110542297363281250</a>) as appropriate.</li> <li>- Using the Packing and Other Practicalities Handout – in the Participant's Manual. Ask participants to read through the suggestions listed individually. As they do, they are to: <ul style="list-style-type: none"> <li>o Put a tick beside the actions that they have already done.</li> <li>o Cross out the actions that don't apply to their situation.</li> <li>o Highlight the actions that they are still to do or must remember.</li> <li>o Put a question mark beside anything they don't understand or unsure of.</li> </ul> </li> <li>- Once all the participants have finished working through their list, ask them to share any items that put a question mark beside and discuss.</li> </ul>	Packing and Other Practicalities page in Participant's Manual
4	5 min	<b>Conclusion</b> <ul style="list-style-type: none"> <li>- Ask participants to complete the evaluation of this session.</li> </ul>	





## MAINTAINING HEALTHY RELATIONSHIPS IN A CROSS-CULTURAL CONTEXT (OPTIONAL)

\*Please note that if you include this session, don't use the relationship scenarios in the On Being session

<b>Session Number</b>	(Optional)	<b>Session Length</b>	45 - 60 mins
<b>Session Aim</b>	Identify and reflect on how to maintain healthy relationships in cross-cultural contexts.		
<b>Objectives</b>	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> <li>– 5.3 reflect on cross-cultural experiences and points of stress</li> <li>– 5.5 develop an awareness of cross-cultural communication pit falls</li> </ul> <p>Learning Outcomes to be added?</p> <ul style="list-style-type: none"> <li>– Reflect on how to maintain healthy and appropriate relationships in cross-cultural settings.</li> <li>– Develop an awareness of potential relationship problems and temptations (with the opposite-sex and same-sex) in cross-cultural settings</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>– Case study 1 and 2</li> <li>– Personal Support Network handout</li> <li>– PowerPoint</li> <li>– Whiteboard/ markers</li> <li>– Butchers paper</li> <li>– Pens/ Markers</li> </ul>		
<b>Participant Pre-Reading</b>			
<b>Further Reading</b>			

## SESSION SUMMARY - INTRODUCTION

	Time	Content/ Activity	Resources
1	10 min	Introduction	
2	10-15 min	Case Studies	Case study 1, 2 and 3
4	10-15 min	Group discussion	
5	5-10 min	Self-reflection	Personal Support Network handout
6	5 min	Conclusion	

## SESSION DETAILS - INTRODUCTION

	Time	Content/Activity	Resources
1	10 min	<b>Introduction</b> <ul style="list-style-type: none"> <li>– In this session we want to identify and reflect on how to maintain healthy relationships on location.</li> <li>– Ask the group: who has spent time in another culture, whether on a holiday, or short-term experience?</li> <li>– Reflect on the impact this had on your relationships with the people you travelled with (either in a whole group or with the person beside them). e.g. I argued more with my husband. I became really close friends with people I'd only just met. I just felt so lonely, even though I was with a group of people. I was surprised about the different way men and women interact in the culture.</li> <li>– As we've discussed, short-term experiences will often highlight or elevate things that are going on in our lives. This can cause us to connect with people in ways that they would never do at home and in inappropriate ways.</li> </ul>	
2	15 min	<b>Case studies</b> <ul style="list-style-type: none"> <li>– Let's look at three case studies and potential issues.</li> <li>– Break the group into 3 (or 6) groups and give each group a case study.</li> <li>– Encourage groups to read their case study and discuss the questions at the end.</li> <li>– Draw the groups back together and ask each group to share their discussion around one of the questions they discussed.</li> </ul> <p>Notes: Make sure that at some point the following points are covered:</p> <ul style="list-style-type: none"> <li>○ Be aware of what is locally appropriate</li> <li>○ Look for wise and godly input</li> <li>○ Be aware of your agency policies</li> <li>○ Cross-cultural relationships are exciting but they will be more complicated in the long run – be aware of this</li> <li>○ It may be wise to wait a while to pursue a relationship (eg. With someone on your ST team), probably until after your placement has been completed.</li> </ul> <p>Note: For the scenario that addresses pornography: Pornography is easily accessed, secret and can be an escape. However, it can be very damaging to relationships and dehumanises people rather than valuing people – devaluing and distracting you from God and the work he has called you to do. It is important to seek help so that you can</p>	Case study 1, 2 and 3

	Time	Content/Activity	Resources
		examine, deal with and manage underlying issues. Suggest setting up accountability structures – eg. Covenant eyes... (Phil 4:8)	
4	15 min	<p><b>Group discussion/ Reflection</b></p> <ul style="list-style-type: none"> <li>– As we have mentioned, many of the things we struggle with in our relationships here, whether in work relationships, friendships, family, marriage, singleness - these will be amplified when on the field.</li> </ul> <p>Choose one of the next two activities:</p> <ul style="list-style-type: none"> <li>– Break into groups of single men, women and couples (or people married but travelling as individuals), have a general discussion and brainstorm what we might experience when our ordinary support structures are no longer accessible or under strain. Write responses on the whiteboard.</li> </ul> <p>Below are some examples that may be discussed or reflected on:</p> <ul style="list-style-type: none"> <li>– Loneliness</li> <li>– loss of identity</li> <li>– unhealthy relationships</li> <li>– temptations of various kinds including intense/inappropriate attractions to expat or locals (falling in love very rapidly)</li> <li>– forming an unhealthily close/intense relationship with a same-sex colleague or local</li> <li>– the use of pornography, unwillingness to accept accountability.</li> <li>- Ensure accountability structures are in place for all temptations.</li> </ul>	
5	10 min	<p><b>Self-reflection</b></p> <ul style="list-style-type: none"> <li>– Much of what we enjoy and struggle with at home, are what we enjoy and struggle with on the mission field, only amplified. It's important that we reflect on our current relationships so that we might identify areas that may cause issues on the field.</li> <li>– Give participants the Personal Support Network handout and explain the task.</li> <li>– Ask participants to complete.</li> <li>– Ask if anyone would like to share their answers to the final two questions on the handout.</li> </ul>	Personal Support Network handout
6	5 min	<p><b>Conclusion</b></p> <p>Notes: Issues that you have here could have the potential for magnification overseas when under greater stress – normal networks are not there - we can have cultural miscues in the relationship area...</p>	PowerPoint

	Time	Content/Activity	Resources
		When you are not sure how to behave in relationships with locals, it may be helpful to model your behaviour after someone at the same life-stage as you who is generally considered 'godly' or 'upright' within the host culture.	

## Scenario 1

Steve is a single guy in his mid-20s from Australia. He is working for 1 year in a Central Asian (Muslim) country, helping to teach English to high-school aged and university students at an after-school youth centre in the capital city.

Steve is aware that he needs to be careful to set good boundaries in his relationships with women in this Muslim country, especially with his students, most of whom are female.

Normally he wouldn't provide 1:1 tuition to a girl but the daughter of the gardener who works at the centre has asked for extra help with English. She often has to wait around after class for her father to finish work anyway. Steve decides to make an exception and give her some extra time. He makes sure they do their lessons in a room with lots of windows and he also keeps the door open during the lesson.

Steve thinks things are going fine. Andrew, his British team leader, who works as the Director of the Language School has observed otherwise.

Andrew has noticed that there has been some playful joking among the staff about whether Steve might be persuaded to stay on longer than his one-year commitment... ("if things go according to plan" – wink, wink, nudge, nudge). Lately the girl's father, the gardener, has been quite off-hand and sullen. The innuendo from the other staff isn't helping his mood.

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**Question 1:** What relationships have been affected in this situation?

**Question 2:** How might this issue be managed to rebuild relationships and trust?

## Scenario 2

Grace is a married woman who has joined her church's mission trip to a South East Asian country. Her husband was supportive of her being part of the trip and is taking care of their three children while she is away for two weeks.

This is the first time since having children that Grace has travelled without the kids and her first time travelling overseas. Her emotions swing from missing the children and home deeply to thoroughly enjoying the kid-free space.

Grace has struck up a friendship with one of her fellow travellers, David. They had only small interactions at church before joining the trip and had met a couple of times at different training events. David is great at listening and has been a real help as Grace navigates her emotions. David does not seem to judge Grace as she talks and is always encouraging, only showing her kindness.

As the trip moves into its second week, Grace finds herself looking for David all the time so that she can be near to him. They share all their meals together and will often break away from the rest of the mission team so that their conversation won't be interrupted.

While Grace loves her husband very much she feels that she can truly be herself around David.

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**Question 1:** What are some of the warning signs of an appropriate (or potentially inappropriate) relationship for Grace?

**Question 2:** In what other relationships could similar issues occur?

**Question 3:** If you were the leader of this team, how might you manage this situation?

## Scenario 3

Peter joined a long-term mission team as their accountant for a period of 6 months.

Before beginning his time on the field, he completed all the training the mission organisation required and felt well prepared for his time away.

However, despite all the training he was not ready for the depth of loneliness that he experienced in the first few weeks. The team he was a part tried hard to make him feel welcome, but it seemed to make little difference to how he felt.

One night, while Peter was searching for information about the country he was in on the internet, a pornographic ad popped up in the side screen. Peter had watched pornography when he was younger but had stopped when he felt it was affecting his relationships with others. With some hesitation he clicked on the ad, it felt like something that could help with the loneliness. Peter decided he would watch just this once.

However, as the weeks went on, the loneliness continued for Peter and he found himself watching pornography each night for longer periods of time. He began to withdraw from some team events as he felt isolated from the wider group. During the day his work productivity also began to slip as he struggled to concentrate during the day after many late nights.

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**Question 1:** What are some strategies Peter could have implemented to assist with managing his loneliness?

**Question 2:** What are some measures Peter could take to help him control the issue of pornography?

**Question 3:** If you were the leader of this team, how might you manage this situation?



## Personal Support Networks

In boxes 1- 5 write down the person(s) who fulfill that role in your life.

In box 6 record those area(s) in your life where you lack a support base, identifying where you need to seek God for wisdom and provision of support people.

<p><b>1. Approval / Affirming</b> Who affirms me and encourages my efforts and abilities?</p>	<p><b>2. Acceptance</b> Who accepts me with all my faults? With whom can I be completely honest?</p>
<p><b>3. Affection / sympathy</b> With whom can I laugh and cry? Who is sensitive to my thoughts, fears and feelings?</p>	<p><b>4. Accountability</b> To whom am I accountable? Where do I go to get help with a problem?</p>
<p><b>5. Availability</b> Who can I go to in a physical, emotional or spiritual crisis?</p>	<p><b>6. Areas of need while on the short-term mission trip</b></p>

What significant patterns stand out for you?

How might these patterns affect your relationships on the mission field?



## RE-ENTRY

<b>Session Number</b>	18	<b>Session Length</b>	30-45 min
<b>Session Title</b>	This session assists participants to understand re-entry and provide strategies to facilitate the process of transition back 'home'		
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- 12.1 develop an awareness of aspects of re-entry</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>- Roleplay Script</li> <li>- Butchers Paper and Markers</li> <li>- Option 2 PowerPoint</li> </ul>		
<b>Participant Pre-Reading</b>	<ul style="list-style-type: none"> <li>- Re-entry booklet – <a href="http://www.globalconnections.org.uk/mission-issues/short-term-mission">http://www.globalconnections.org.uk/mission-issues/short-term-mission</a></li> </ul>		
<b>Further Reading</b>	<ul style="list-style-type: none"> <li>- <i>Honorably Wounded: Stress among Christian Workers</i>, Marjorie Foyle, ch.7.</li> <li>- <i>Burn-Up or Splash Down: Surviving the Culture Shock of Re-entry</i>, Marion Knell – available from Missions Interlink.</li> <li>- <i>Re-entry</i>, Peter Jorda</li> <li>- <i>Re-entry: Can a Sending Church be a Successful Receiving One?</i> Helen Macnaughtan</li> </ul>		

## SESSION SUMMARY – RE-ENTRY

	Time	Content/ Activity	Resources
1	5 min	Introduction	Role Play Script Re-Entry by Peter Jordan read pp. 71-73 of Jordan
2	5 min	Back home	Powerpoint
2	10 min	RAFT	Powerpoint
4	5 min	Strategies	Powerpoint
5	15 - 20 min	Group Work (Optional)	
6	5 min	Wrap-up	

## SESSION DETAILS – RE-ENTRY

	Time	Content/Activity	Resources
1	5 min	<p>Introduction</p> <ul style="list-style-type: none"> <li>- Begin with the role-play (see Session Notes for script). Give the script to either two facilitators or volunteers before this session so that they have time to read through it at least once. Let them know that they can use the script during the role play.</li> <li>- Once the role play has finished, ask the participants: <ul style="list-style-type: none"> <li>o What do you think is going on here?</li> <li>o What are some of the complicating factors that we see in this conversation?</li> <li>o What is going on for Ann? (Link to worldview)</li> <li>o What is going on for Barry? (Link to worldview)</li> </ul> </li> </ul> <p>AND/OR Read pp. 71-73 from Jordan's book Re-entry: very good description of the re-entry experience...</p>	<p>Powerpoint Role-play script</p> <p>Jordan's book</p>
2	5 min	<p>Back home – feeling different?</p> <ul style="list-style-type: none"> <li>- Explain that we may feel discomfort when going into another culture. Use the square heads-round heads diagram to illustrate why we have culture shock.</li> </ul> <p>“One of the square heads goes to live with the round heads. A square head in a round headed culture has corners which bump into people causing stress all round....Remember we are aiming to change into an octagonal head... So that we don't bump up against people as much and are more effective cross-culturally...Some people in power positions overseas may not change head shape, riding roughshod over others, but this will limit their effectiveness...”</p> <ul style="list-style-type: none"> <li>- Also when we return 'home' we may feel discomfort. We may have changed head shape a little, so that when we return 'home' we may be a bit different...</li> <li>- Note this difference can be used to advantage (eg. Sometimes ex-missionaries get involved in cross-cultural ministry in Australia since they can fit better there and use the skills they have learned overseas to minister effectively here).</li> </ul>	Powerpoint
3	10 min	<p>As we leave</p> <ul style="list-style-type: none"> <li>- Introduce David Pollock's RAFT concept/ tool; explain that this is useful for any major transition experience. <ul style="list-style-type: none"> <li>o <b>Reconciliation:</b> Have you any bridges to build before you leave? It is important to resolve any conflicts you have been involved with before leaving. We want to be at peace with friends, classmates, colleagues and our wider communities as we leave. Avoid carrying this burden...</li> <li>o <b>Affirmation:</b> It is important to affirm your local friends and those who are staying. Not only is it affirming to the one who receives the note or word of thanks, but it reminds us of what we have gained in that place, so that we can thank God for</li> </ul> </li> </ul>	Powerpoint

	Time	Content/Activity	Resources
		<p>the blessings that the relationships brought, appreciating them and mourning their passing.</p> <ul style="list-style-type: none"> <li>○ <b>Farewell:</b> Farewell is not only saying goodbye to people, but also places and things.</li> <li>○ <b>Think destination:</b> As you leave, plan appropriately for the future and think about your expectations. If possible, it is good to do this with the help of others. Questions that are good to ask are: Are our expectations realistic? Are they too high? Or are they too low? It can be very helpful to stop en-route home to spend some time reflecting on the time away and thinking about the next phase.</li> </ul>	

	Time	Content/Activity	Resources
4	10 min	<p>Strategies</p> <ul style="list-style-type: none"> <li>– Show Donovan's diagram of Transition Stress: This is a very good discussion starter after the role play. Ask: <ul style="list-style-type: none"> <li>○ Why is the person calling for help?</li> <li>○ What can be done to help him/ her drowning in the pond? [look for 2 key answers: TIME and LIFELINES!].</li> <li>○ What lifelines from each bank would be helpful?</li> <li>○ Have you ever been in this situation? If so, share your feelings and insights as to how you got across the transition river.</li> <li>○ For a critical time we need lifelines @ both ends (eg. Skype)</li> </ul> </li> <li>– We need time.... &amp; support: <ul style="list-style-type: none"> <li>○ Emotional – understood feelings</li> <li>○ Practical support – who to go to for help</li> <li>○ Spiritual support – certainty of call important</li> <li>○ Moral support – friends, teachers, &amp; family</li> </ul> </li> <li>– Debriefing is important</li> </ul> <p>Some common reactions slide</p> <ul style="list-style-type: none"> <li>○ If we don't implement strategies... Our reactions can be more severe.</li> <li>○ Note: nearly 50% of re-entrants experience psychological distress</li> <li>○ If these reactions persist (ie. you get stuck there) – please seek professional help whether that be to deal with spiritual or psychological issues</li> <li>○ A Psychologist says, “6-8 weeks is a normal adjustment reaction &amp; can be quite intense. However after this period, you will sometimes feel these things but should seek help if the intense period continues.”</li> <li>○ We're back slide <ul style="list-style-type: none"> <li>▪ Above is a quote from someone who had returned. This is a more severe reaction but happens, so don't feel like you are abnormal. Just please seek help.</li> </ul> </li> <li>○ Quote from Burn Up for Splash Down <ul style="list-style-type: none"> <li>▪ This explains some of why some people experience more re-entry stress than others ...</li> </ul> </li> </ul>	Powerpoint
5	15 – 20 min	<p><b>Group work (Optional)</b></p> <ul style="list-style-type: none"> <li>– Facilitator to arrange the participants in groups according to where they are going (e.g. NT/ Cambodia/ India/ CMS or church office etc.) and asked them to prepare some guidelines to help them as they go through the process of closure&gt;transition&gt;re-entry.</li> </ul>	Powerpoint

	Time	Content/Activity	Resources
		<ul style="list-style-type: none"> <li>– Ask participants to use the prompts from above:               <ul style="list-style-type: none"> <li>○ Leaving well</li> <li>○ Coming home</li> <li>○ Sharing my story</li> <li>○ Identifying and navigating the obstacles</li> <li>○ What next?</li> </ul> </li> </ul>	
6	5 min	<b>Wrap-Up</b> <ul style="list-style-type: none"> <li>– Highlight any final points that need to be emphasized.</li> <li>– Give the participants time to reflect on possible actions in response.</li> <li>– Ask participants to complete evaluation.</li> </ul>	



## SESSION NOTES – FOR FACILITATOR

### Re-Entry Role Play

#### Setting the Scene

Ann has not long been back from a Short-Term Mission trip to a developing country. Barry is from her home church and meets Ann for the first time since she has arrived back in Australia.

Barry: Hi Ann. Hey, it's great to see you.

Ann: Hi Barry. Good to see you too.

Barry: So the trip, the trip. How did it go? I want to hear **all** about the trip to Thailand.

Ann: Well it was quite something; er it was so different. I, er, don't know where to start really, it was...

Barry: Well did you like the food, the Thai curry's and all that exotic stuff?

Ann: Well, yeah, I did, actually. Once I got used to the new tastes I...

Barry: New tastes, hey tell me about it. You won't believe the fantastic taste of the new Super Knock You Over Nuts, Cherries and Chocolate Plus Magnum ice-cream that's just come out.

Fantastic!! Hey, it costs a bit more but it's worth paying \$6 for a superb ice cream treat. What's \$5 these days anyway. I can tell you I can't go back to the ordinary Magnums now. (-pause)

Hey, I can see that just the thought of them has made you go all quiet and misty eyed.

Ann: Well, I, I guess I was just thinking of some of the poor people I saw. The \$6.00 for that treat would pay for 3 basic meals for a poor family, a big poor family, for a whole day. I can't get some of those undernourished kids out of my mind and....

Barry: Oh, hey - I can empathise with you on that Ann. I know just how you feel - I must admit that I also feel sad when I think that they can't get to try the Super Knock You Over Magnums.

Ok well you've covered the food so tell me all about what they drink over there.

Anne: What they drink? Well a lot of people drink green tea.

Barry: Green tea. Hey, I know all about green tea. Since you have been away green tea has become THE rage in tea and coffee shops. Yes, I can really relate with you about green tea. Hey, those guys over there are on a roll eh. Just think they've probably been drinking it for ages.

Barry: I heard that you got sick for a bit but that you were able to get checked out at a Western Standard Hospital in the capital city.

Ann: Yes, I did get knocked over with a tummy bug for a while. I was lucky though because I could afford to go to a Western Standard City Hospital to get checked out. Some of the struggling people over there just don't have access to good medical care which we just take for granted.

Some might have to travel miles and miles to get to a pretty dodgy village hospital and then they might have to wait all day and...

Barry: Tell me about it. I understand completely. While you were away my uncle had a bit of a fall and he had to wait 2 ½ hours in the emergency at Flinders Hospital. 2 ½ hours!! It's bizarre. Good thing he is on the highest medical cover otherwise it might have been longer.

What was it like to go to church there? I want to hear all about it. Like going to church slap bang in the middle of a Buddhist country. How good is that?

Ann: Well it was a pretty worn out building and the roof leaked with the afternoon downpours. The little congregation is saving up for a new roof but its taking a long time and...

Barry: Yeah, we've been saving up to replace our new roof sound system with the latest hi-tech stuff at our church. Should be great but its taking so long, like 5 months have dragged by and we're still only up to 90%. But once we get the updated sound in place its then on to the upgrade to a triple lens data projector.

Ann: Well, er, I just... I was just thinking of that little group of Christians and their leaky roof and all the hi-tech stuff we have hanging from the roof of our church back here and...

Barry: Yeah, you've got it in one. We definitely need this sort of equipment in Adelaide - to reach out to our high-tech community. Yeah – now that's a problem they would be spared of at the church where you've been eh I'll bet they are thankful about that.

And - Hey living amongst all those Buddhists – I'll bet all the Christians are sure about their faith- not like back here. It must have been a bit different living in that crowded place.

Ann: Well I did feel like I didn't have much personal space there just seemed to be lots of people wherever I went...

Barry: I've seen it perfectly covered on a TV doco. They had a section on it for about 2 minutes. I reckon it must be just about as bad as Rundle Mall on a Saturday morning – its stifling – no elbow room at all. Personal space, hey forget it.

Well it's good to hear everything about your trip Ann.

Hey, I'll bet your glad to be back home in good old Oz again. It must feel **great** to be back home.

Ann: Mmmm, well, I must admit that somehow, I feel like all of me didn't get on the plane. As if part of me stayed back there. I'm teaching back here and I was teaching over there but somehow it seems like it counted for much more back there.

Barry: Hey come on, you sound like you don't appreciate living in Australia. How lucky are you to have a home like Oz! Everybody wants to live here. Don't forget it's just the same True Blue place that you left behind when you got on your plane to head over there.

Ann: Well somehow although it's the same. Its seems, er, different, somehow different.

Barry: Nah, it's not different at all. How much could change in a few weeks?

Ann: Well, maybe it hasn't changed. Maybe it's just that, just that, maybe, maybe I've changed.

### Surviving Re-Entry

When approaching re-entry or any transition (including going) it is helpful to:

- Consider the **RAFT** process to help us leave our place of service well:
  - **Reconciliation:** Have you any bridges to build before you leave? It is important to resolve any conflicts you have been involved with before leaving. We want to be at peace with friends, classmates, colleagues and our wider communities as we leave.
  - **Affirmation:** It is important to affirm your local friends and those who are staying. Not only is it affirming to the one who receives the note or word of thanks, but it reminds us of what we have gained in that place, so that we can thank God for the blessings that the relationships brought, appreciating them and mourning their passing.
  - **Farewell:** Farewell is not only saying goodbye to people, but also places.
  - **Think destination:** As you leave, plan appropriately for the future and think about your expectations. If possible, it is good to do this with the help of others. Questions that are good to ask are: Are our expectations realistic? Are they too high? Or are they too low? It can be very helpful to stop en-route home to spend some time reflecting on the time away and thinking about the next phase.

When moving through re-entry stress, there are some things that you can do to help:

- Sharing our stories is important. Find people who are interested and can listen well. A professional debrief may also be helpful.
- Consider how much you have changed because of this experience. What have you gained and what have you lost?

**Debriefing tips:**

- Why? Who? When? What?
- Cover:
  - What were the good things that happened?
  - What were some of the difficult things that happened?
  - What did you miss most?
  - What don't you miss?
  - How you have grown through the experience?
  - How do you see this experience impacting your future?

## WRAP-UP

<b>Session Number</b>	19	<b>Session Length</b>	30-45 min
<b>Session Aim</b>	Participants reflect on their MIST experience.		
<b>Objectives</b>	<ul style="list-style-type: none"> <li>– 7.1 experience and evaluate working together with people from other agencies and church backgrounds</li> <li>– 7.2 demonstrate a service posture to build community</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>– Sticky note responses from Session 1</li> <li>– Beach ball with questions marked</li> </ul>		
<b>Participant Pre-Reading</b>			
<b>Further Reading</b>			

## SESSION SUMMARY – WRAP-UP

	Time	Content/ Activity	Resources
1	20 min	Reflection	Sticky note responses from Session 1 Beach ball with questions marked.
2	10 min	Thanks and Evaluation	
3	15 min	Prayer/Goodbye	

## SESSION DETAILS

	Time	Content/Activity	Resources
1	20 min	<b>Reflection</b> <ul style="list-style-type: none"> <li>– Before the session, place the sticky notes created by the participants in the first session back around the wall.</li> <li>– As participants enter the room, ask them to find their sticky notes and pull them off the wall. Explain to participants that they are to take a few moments to consider the questions and their responses again, how would they answer these questions now?</li> <li>– Ask the participants to find a partner and share their reflections.</li> <li>– If time – before the session purchase a beach ball (inflatable ball). With a permanent marker, divide the ball into 6 sections and write the following questions on the ball, 1 in each section: <ul style="list-style-type: none"> <li>○ What do you like best about the MIST?</li> <li>○ What did you like least about MIST?</li> <li>○ What is your big takeaway learning from MIST?</li> <li>○ What is your next step in preparation when you get home?</li> <li>○ What 3 words would you use to describe the MIST course?</li> <li>○ If you could start the MIST course over again, what would you do differently?</li> </ul> </li> <li>– Ask the group to stand in a circle and throw the ball across the circle 3 times. The person who catches the ball on the third throw must answer the question that their right-hand thumb is resting on.</li> <li>– Repeat until either all the questions have been answered at least once, or until everyone has had a go at answering a question.</li> </ul>	Sticky note responses from Session 1  Beach ball with questions marked.
2	10 min	<b>Thanks and Evaluation</b> <ul style="list-style-type: none"> <li>– Thank all those involved in the organisation and facilitation of the course, including those who catered.</li> <li>– Thanks the participants for their participation and sharing throughout the course.</li> <li>– Give participants time to complete the evaluation forms.</li> </ul>	
3	15 min	<b>Prayer</b> <ul style="list-style-type: none"> <li>– Ask participants to move back into the same group that they prayed with in the first session.</li> <li>– Ask participants to share prayer points for their preparation and have the group prayer for each other.</li> <li>– Facilitator to close in prayer.</li> </ul>	





## INTERVIEW WITH RETURNED SHORT-TERMERS (OPTIONAL)

This session is not listed in the example timetable; however, it may be added as a session or occur during a lunch or dinner. It could be done alongside a 'Debrief Event' which is run in a nearby room before or after this panel/dinner session.

<b>Session Length</b>	45 mins
<b>Session Aim</b>	Participants interact with former MIST participants who have returned from a short-term mission trip, discussing key issues, topics and experiences.
<b>Objectives</b>	By the end of this session, participants will: <ul style="list-style-type: none"> <li>- 3.2 examine their expectations of short-term mission and develop realistic goals and expectations for their time of service</li> <li>- 12.1 develop an awareness of aspects of re-entry</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>- Between 2 and 4 former MIST participants who have returned from a short-term mission experience.</li> </ul>

### Session Details

## BEFORE MIST

Gather names and contact details of former MIST participant who have returned from their short-term mission experience. These names could be sourced from the MIST participants contact list, or through contacts of other MIST facilitators. It is recommended that you give each of these people a call to ensure that they were adequately debriefed after returning from their short-term mission experience, before formally inviting any person to take part in the panel discussion.

During this phone call, it is recommended that the facilitator ask each one of the potential interviewees about how their short-term experience has been and if there are any areas of their experience that they don't want to talk about in public. This enables the facilitator to ensure that the public interview is pastorally sensitive and will not provide additional trauma in an area that is not adequately debriefed or recovered from.

A number of people may need to be contacted, in order to gather a few who are available and willing to participate.

Once you have 2 – 4 people who are willing and able to take part in the panel discussion, send an email or call to confirm the date, venue and time, as well as give the panelist a list of potential questions. Also, ask if the panelist is willing to answer questions from the participant group.

## DURING THE SESSION

Facilitator briefly introduces each of the panelists to the group.

Ask each panelist to give a brief synopsis of where they went, mission organisation and their role or motivation for participating in a short-term mission.

Facilitator to ask the following questions:

- What were some positives/highs? - Things you really enjoyed, that you miss now...
- What were some negatives/lows? – Things you found hard, that stick with you...
- Were there things covered during your time at MIST that were helpful when you were overseas?
- How has re-entry been?

If pre-arranged with the panelists, have MIST participants ask questions.

# ACTIVITY INSTRUCTIONS

## CROSS-CULTURAL EXPERIENCES

<b>Session Number</b>		<b>Session Length</b>	60 min
<b>Session Aim</b>	To expose participants to simulated cross-cultural experiences, providing a safe space to reflect and learn in preparation for their short-term mission.		
<b>Objectives</b>	By the end of this session, participants will: <ul style="list-style-type: none"> <li>- 5.3 reflect on cross-cultural experiences and points of stress</li> <li>- 5.6 develop an awareness of personal and national cultural characteristics that impact a cross-cultural interaction</li> <li>- 7.1 experience and evaluate working together with people from other agencies and church backgrounds</li> <li>- 7.2 demonstrate a service posture to build community</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>- Between 2 and 4 former MIST participants who have returned from a short-term mission experience.</li> </ul>		

## BEFORE MIST

On each day of MIST it is encouraged that a specific cultural theme or region is adopted in order to give participants a simulated cross cultural experience. This involves participants dressing as the cultural region would, eating culturally appropriate meals and adhering to cultural customs.

The three regions suggested are:

- Asia
- The Middle East
- Africa

In preparation for the MIST course, you will need to arrange appropriate meals with the catering team and familiarize yourself with the cultural customs listed below. You will also need to gather the necessary cultural dress for each day. The Victorian MIST team have clothes for each region, available to be borrowed and sent to anywhere in Australia.



## DAY 1 ASIA

### Dress

Have outfits for males and females of various sizes available for pick up after the last evening session, for participants to wear the next day

### Asian Cultural Traits

- No touching of the opposite sex, even if married (we find that quite hard), however holding hands with friends of the same sex both male and female is encouraged
- Females should not look a male straight in the eye, because it is considered to be flirting.
- Females and males may not be alone together unless married or chaperoned by a female or male member of the family
- When going to the toilet use the left hand only
- Younger women to meet a few minutes before lunch
- Everyone else to receive lunch instructions for 5 minutes before eating
- Hand out clothes for women and men – lungis for men and Punjabis for women (even some saris for the brave)
- Married women wear beads to indicate their married status
- Women must cover heads with scarves during Bible study and prayers
- Age is respected
- Lastly, be aware of emotions that occur as you go through this experience

### Lunch - Nepali Meal

#### Resources

- Newspaper for tablecloth on floor
- Water bowl and handtowel for hand washing
- Dahl Bhat meal (Rice and lentil curry)
- Nepali music CD or A.R.Rahman's song - <https://www.youtube.com/watch?v=Y3xdmMmPip8>

#### Instructions

Place newspaper or tablecloths on the floor to make eating place obvious, and if available play Nepali music throughout the meal.

All participants need to wash hands before meal, since eating with hands

- Take shoes off at entrance, before sitting down on the floor to eat.
- All the single women to serve all the rest of the participants simulating the inequality of many cultures
- At meal men will be served first and then older women and lastly younger women.
- Therefore, the single girls eat the left-overs
- Single women must not look guys in the eye or talk to them and must keep serving food and drink until nothing more is required, even if food is running short

- Those being served:
- Use only your right hand to eat (below second knuckle)
- Do not talk to the girls serving and place their hand palm down over the food to indicate that they do not want any more food
- You are expected to wade through what's served to you & also polite to eat seconds.
- Don't point feet towards anyone because it is considered rude
- You don't chat for long after a meal, but leave when finished

### Meal Ingredients

- |                    |                              |
|--------------------|------------------------------|
| - Consists of Rice | - Chutney                    |
| - Dhal             | - Vegetable curry (any type) |
| - Yogurt           |                              |

### Dhal Recipe

- |                              |                        |
|------------------------------|------------------------|
| - 3 onions                   | - 8 bay leaves         |
| - 2 tbsp oil                 | - 500gm red lentil     |
| - 2 tsp fresh chopped ginger | - 1 large tin tomatoes |
| - 1 tsp chilli               | - 6 cups water         |
| - 1 tsp turmeric             | - 2 tsp salt           |
| - 2 tsp cumin                |                        |

Fry onions in oil and add everything else. Cook slowly.

### Dinner – Hong Kong Meal

#### Resources

- Hong Kong Pop Music or Karaoke  
<https://www.youtube.com/watch?v=4uBkWv8L0eg&list=PL60DEB239629A8CCA>  
<https://www.youtube.com/watch?v=Akn6i38cnNk>
- Chinese take-away

#### Suggestions

- Can order Chinese food from the local Chinese takeaway to cut down workload
- Put tables close together
- Play Hong Kong Pop music loud to simulate restaurant atmosphere
- Wash chop sticks in Chinese tea
- Talk loudly and make a lot of mess to show your enjoyment of the meal

## DAY 2 MIDDLE EAST

### Dress

Have outfits for males and females of various sizes available for pick up after the last evening session, for participants to wear the next day.

Arrange to meet the women first thing in the morning to collect their burkas to wear in public places (except in the classroom).

If needed, participants may do a half-day simulation rather than a full day.

### Middle Eastern Cultural Traits

- Men must not speak to women outside the classroom and vice versa
- Breakfast and lunch are eaten separately (men first and women second)
- Women must wear a burka outside the classroom

### Lunch – Middle Eastern Roast

#### Resources

- Table cloth on the floor
- Middle Eastern Roast meal

#### Instructions

- Areas separated for men and women
- Men enter and are seated first and cannot see women
- Provide cushions on the floor to recline while eating
- Matriarch to hand food to patriarch in partitioned area, without being seen (around corner of partition)
- Sit on the floor
- Eat with right hand
- Have a knife to carve the meat





## DAY 3 INDIGENOUS AUSTRALIAN

### Dress

**Women** - Wear looser clothing and cover up. This includes wearing colourful skirts with two pockets - and wear double skirts (if enough). If you would like to order colourful skirts please ask Rachel at [nt@missionsinterlink.org.au](mailto:nt@missionsinterlink.org.au) and she could order you some. Each skirt is about \$20 (see page 20 Cross-Cultural booklet).

**Men** wear long pants even when hot.

**Young adults** can wear basketball shorts with loose top.

### Indigenous Australian Cultural Traits

- Do not say Thankyou
- Do not look into the eyes
- Men do the hunting of bullocky
- Boy and girl friend not to hold hands.
- Sit on the ground to eat dinner

### Indigenous Australian Worship/Communion Service

- Indigenous Australians like to do actions with Christian songs
- Play an action song - Baba Jisas - <https://5fish.mobi/A62631/A62631-01.mp3>
  - o <https://www.youtube.com/watch?v=jIB3VTw1ddM&t=110s>
  - o <https://www.youtube.com/watch?v=1ThqVJcjsA> (this also shows the fascination with angels).

### Indigenous Australian Meal

If you would like an Indigenous Australian person, or someone that has been in long term mission or even several short term mission trips to attend your Indigenous Australian meal - then let me know and I will see who I can contact in your state. Write to me, Rachel at [nt@missionsinterlink.org.au](mailto:nt@missionsinterlink.org.au)

Note: Page references in this section relate to [https://www.missionsinterlink.org.au/wp-content/uploads/Indigenous\\_Ministry\\_in\\_the\\_Top\\_End-Cross\\_Cultural\\_Insights.pdf](https://www.missionsinterlink.org.au/wp-content/uploads/Indigenous_Ministry_in_the_Top_End-Cross_Cultural_Insights.pdf)

### Resources

Tarp  
Fire drums (if you can have a fire)

## Instructions

Put a tarp out so that participants can sit on the ground to eat dinner, or they could wander outside on the veranda and find a spot to sit and eat.

This is not a social dinner time, so don't sit in a circle to purposefully chat while eating.

Don't look at each other in the eyes.

Just use a fork with a bowl.

You collect your food as you are hungry or as it has been cooked - not necessarily at a designated time. An older person can tell a younger person to get it for them.

The cook waves and places fingers bunched together, and pushing towards mouth (hand sign for eating food) or the cook sings out 'Daga redi' (ie food ready) and walks into the kitchen and serves herself food and comes out with a bowl of food and sit down to eat. Others observe and go and get their food.

If you want to say Grace then you could play this song.

<https://www.youtube.com/watch?v=g6zgFTL34HM&list=PLicxb85NPyHA0Sfr6qp9eh6XDAE7dvU5N&index=4>

Here are two English versions

<https://www.youtube.com/watch?v=4Q4fXKxSk9Q> (Could add some actions to the song).

<https://www.youtube.com/watch?v=Hixf7WZjC08>

## Meal Ingredients/Recipe

Stew - made with a lot of meat, not a lot of vegetables (especially potatoes) and with salt. You could cook white rice to go with it.

Beef  
Onion  
Carrot  
Potato  
Broccoli  
Cauliflower (optional)  
Tomatoes  
Beef stock  
Garlic  
Corn flour  
Vegetable Flour  
Kangaroo Tail

## Damper

<https://www.taste.com.au/recipes/damper/80391c40-8eab-4e67-9cfc-0c802f9fb7a1>

Golden syrup or something sweet

Butter

Self-rising Flour

Salt  
Water  
Plain flour  
AL Foil

**Drinks** could be Coke and Coke Zero

### **Indigenous Meal Shopping list**

2 self raising  
2 plain flour  
2 powder milk  
Kangaroo tail  
Sweet potatoes  
Potato  
Pumpkin  
Golden Syrup  
Honey  
Teabags  
Sugar  
Milk  
AL foil  
Salt  
Tomato sauce  
Beef

Coke/Coke Zero

Rice  
Corn beef  
Billy can (Asian store) petal road store

Fish - barramundi wings



## DAY 4 AFRICA

### **Dress**

African outfits in various sizes available for pick up after the last evening session, for participants to wear the next day.

### **African Communion Service**

- Have drums, music and alternative form of service.



## CQ ASSESSMENT

A potential option for participants to learn more about their cultural intelligence is to complete a CQ assessment.

These assessments could be completed before attending MIST, during the MIST course or information be given to participants to access after the course.

**The Cultural Intelligence Center** offers two assessments that would be suitable for people participating in a short-term mission experience, the Short-Term Mission Assessment or the Faith Based Assessment.

Both assessments are similar, but the language at the end of the survey varies slightly. The short-term mission assessment includes languages specifically for travelling on a short-term mission trip. The faith based survey has ministry specific questions, but do not specify travelling abroad on a short-term mission trip. There are costs associated with each of these assessments.

For further information go to:

<https://culturalq.com/purchase/purchase-for-yourself/personal-development-products/>

Whether to include a CQ assessment as part of the MIST course is at the discretion of the Facilitator, however, it is highly encouraged.