



The Next Chapter



(2010 Revision of Going “Home”; a Re-entry Guide for Elementary/Primary Children by Carole Steedman)

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Dear _____,

We would like to take this opportunity to thank you for being such an integral part of our school and mission community during your time here. It is our prayer that you will know God's peace in your hearts as you begin preparations for re-entry into your home country. We present this re-entry guide as a gift. It is our hope that you will find it a useful tool, one that will make the process of re-entry a truly family affair. The journey that you are about to embark on is not an easy experience for anyone: child, adolescent, or adult for that matter. The focus of this guide is your primary aged children, although most of the material can be adapted for older children.

For many children and young people, going "home" is one of the biggest issues they will have to face in their lifetime. For so many of them the passport country doesn't feel like home at all, it seems more like leaving home to go to a foreign country they know well. How they cope with the re-entry experience can and does shape their lives for many years to come. The experience is further complicated by the fact that no two children react in exactly the same way. There are so many variables: age, personality, number of years spent overseas, attitude, expectations, and a myriad of equally complex factors. Added to this are the findings from cross-cultural research, which generally indicate that children who adapt best to a new culture, have the greatest difficulty coping with re-entry to their passport country. In many cases this period of adjustment can, in fact, be more difficult and take longer than initial entry into a foreign setting. For some of your children, re-entry occurs at a more difficult point in life than initial entry to the host country, often during the upper primary or adolescent years. This is a challenging period at the best of times and a time of major change for any young person, but combined with the huge adjustment of re-entry it can be potentially hazardous.

As parents, you obviously play the most crucial role in the successful re-entry of your children and are in a position to significantly reduce the amount and level of stress that they experience during transition. While there are no foolproof ways to ensure a pain free re-entry, much preparation can be done to lessen the pain for those involved. Planning ahead, encouraging openness and honesty, expressing your feelings about leaving, and working through some of the other suggestions contained in this guide, will hopefully help you as a family to better face the challenges that face you as you go on to the next chapter.

It is our prayer that the materials will give you a springboard to work from – a starting point for your journey to allow you to think through some of the main issues involved in the re-entry process. While it is by no means exhaustive in its content, we trust that the package, in its entirety, will stimulate your thinking and enable your family to make it safely "home".

In His Service,

(On behalf of the teachers and staff members)

PART I

**THIRD
CULTURE
KIDS**



**Characteristics
Of a
Unique Lifestyle**

Third Culture Kids - Who are they?



As parents of children in an international school setting, most of you are already familiar with the term “Third Culture Kids”, but what exactly does it mean? What is the third culture that is referred to? Coined by sociologist Dr Ruth Hill Useem in the 1960’s, the term is used to describe children from overseas missionary families, the overseas business community, the diplomatic corps, overseas military families, travelling academics and any other group living and working internationally. David Pollock, the late director of Interaction International created a working definition of third culture kids that has been widely accepted. This definition will help you as parents to better understand the distinctiveness of your children’s lifestyle and the impact that it has on them.

A third culture kid (TCK) is an individual who has spent a significant part of their developmental years in a culture other than the parents’ culture. The TCK develops a set of relationships to all of the cultures while not having full ownership of any one. Elements from each culture are incorporated into the life experience, but the sense of belonging is to others who share a similar experience.

What makes your children’s experience distinct from your own, (unless you are an adult third culture kid – ATCK), is the fact that they have spent a significant part of their developmental years in a neither/nor world. It is neither the world of your culture, nor fully the world of the host culture in which you are now living. There is a unique third culture.



The TCK Lifestyle

What makes it Unique?

There are two very specific influences that work together to shape the life of your TCK. These are being raised in a *highly mobile* and a *fully cross-cultural world*. Your children very possibly have the sense of belonging everywhere and nowhere at the same time. These influences are largely beneficial but can create challenges for your children, challenges that if overlooked, can create problems and anxieties for years to come.

A Highly Mobile Lifestyle

Your experience shows you that TCKs and their families are constantly moving, and are involved in continually fluctuating relationships. Even if you have the opportunity to remain in the same place for an extended period of time, the people around are constantly coming and going. This naturally has a profound effect on how your children perceive relationships, both now and in the future.



Genuine Cross-Cultural Experiences

Unlike their mobile mono-cultural peers, a move to a new location involves your children in the re-learning of basic cultural rules and practices. They are exposed to values, traditions, and experiences from a number of different cultures and must find a way to integrate these experiences into their young lives. Your children are not only influenced by the culture of the home and/or passport country, but are also significantly affected by the community in which they live, the school they attend, and the culture of their international peers. Caregivers (usually from the host culture), the expatriate community, as well as the sponsoring mission or business agencies with whom you identify further add to this complexity of cultures.

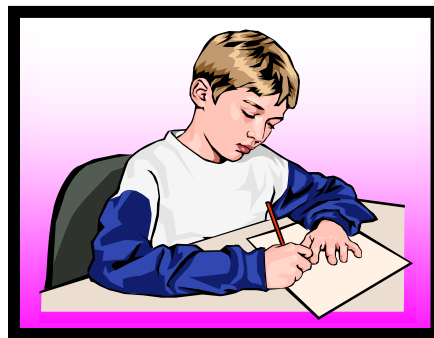
What is amazing, when all this is taken into consideration, is the fact that the majority of TCKs learn to live relatively comfortably in what appears to us to be a very bewildering blend of cultures.

PART II

THEMES

OF

REENTRY



COMMON REACTIONS

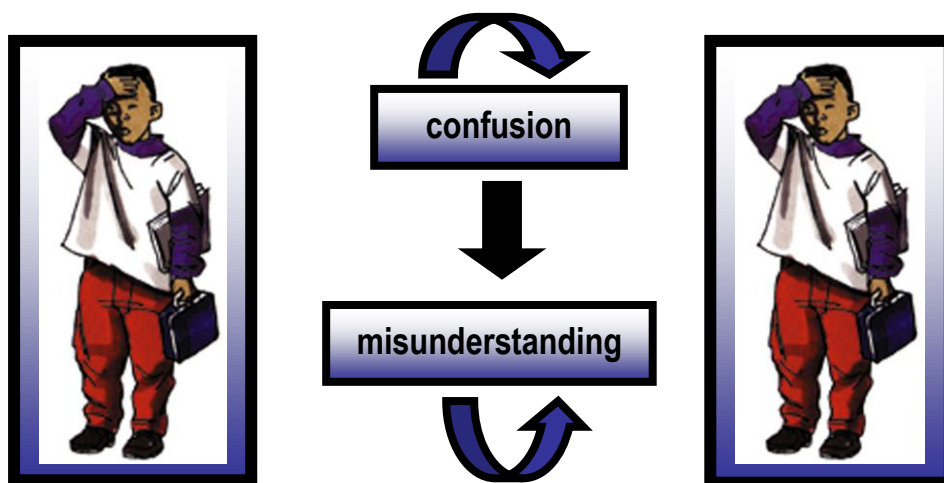
Themes of Re-entry

As already mentioned in the introductory letter, your children's reactions to re-entry will obviously vary and are dependent on a number of factors: age, number of years spent overseas, personality, ties to the home and host country, attitudes to the move, expectations, and a host of other factors. However, researchers in this field have identified several key themes commonly occurring during the re-entry experience that are worth serious consideration.



- ◆ **GRIEF:** As a direct result of re-entry, children are inevitably faced with many losses: friends, teachers and other adult figures, possessions, pets, special places, and much more. This can have a profound effect on them and may be exacerbated by the fact that they barely know the “home” country. What is home to you may well be foreign to your children. It is important that children are given permission to grieve – unresolved grief can cause serious psychological problems.
- ◆ **GUILT:** Your children may feel guilty about a number of things including going home, living in a wealthy country, and experiencing feelings of sadness and loss. They need to understand that it is perfectly normal to react in this way. It is also normal to feel some excitement about the next step, making them sometimes feel disloyal to the host country and their current friends. Encourage your children to enjoy elements from both the host and “home” cultures.
- ◆ **LOSS OF STRUCTURE:** Family routine is disrupted as a result of re-entry and family life, as the child knows it, ceases to exist. Children may feel very vulnerable and insecure as a result.
- ◆ **SENSE OF CHAOS:** As a family you will go through the transition process at the same time but each member will react differently to the challenge, based on their level of maturity. You may be involved in several moves in a short period of time, and experience the frustration of living out of a suitcase during the first few months. Everything around you will seem chaotic. Each family member will have to adjust to new schedules, new people, and new responsibilities, while at the same time learning how everything is supposed to work. Problems may also appear exaggerated during this time and there may be a resulting loss of self-esteem for children and adults alike. In the midst of this chaos, a strong family unit is the most essential ingredient leading to a successful re-entry.

- ◆ **EMOTIONAL INSTABILITY:** Children will find their emotions fluctuating from excitement at being home and the newness of the experience, to a deep sense of loss as they consider what they have left behind.
- ◆ **FEAR AND ANXIETY:** Your children will undoubtedly experience fear and anxiety about a number of things: going to a new school, meeting new people, making friends, etc. They may find the simplest of tasks difficult. They may also feel that settling in and adjusting to the home culture equals disloyalty to the host culture.
- ◆ **LOSS OF IDENTITY:** Children are cut off from everything that is familiar to them: school, friends, teachers, third culture values and norms, etc. They have little sense of identity outside of the family.
- ◆ **FALSE EXPECTATIONS:** Almost all TCKs return home as hidden immigrants. Physically, they resemble their home country peers but owing to their distinct life experiences they think differently. This may result in feelings of hostility on both sides. The boys in the illustration below look alike but there the similarity ends. There is much confusion and misunderstanding as they try to understand each other. This is because of their different life experiences outlined in the boxes below.



Eric (Age 8)

- ◆ *Monocultural*
- ◆ *No moves in last 5 years*
- ◆ *Attended one school since starting in reception*
- ◆ *Life experiences focused on immediate environment*

Ben (Age 8)

- ◆ *Third-culture kid*
- ◆ *3 moves in last 5 years*
- ◆ *Attended 3 different schools since starting in reception*
- ◆ *Many different life experiences to draw on*

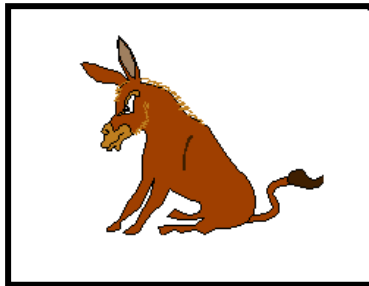
REACTIONS TO RE-ENTRY

Researchers have concluded that children react to the stress of re-entry in a variety of ways. Several different reactions are common in third culture kids and can be represented in the following way.



THE EXTERNAL CHAMELEON

This child attempts to deny who he is and blends into his new lifestyle. In order to fit in, he refuses to share anything related to his life before re-entry. As with the chameleon he matches the surroundings – in this case by watching and learning and then mimicking what he sees. He is embarrassed when teachers call on him to share about his experiences overseas.



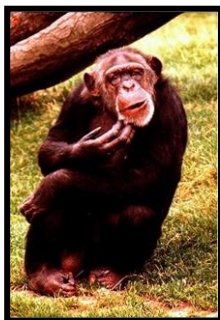
ANGER – THE STUBBORN MULE

This child, unlike the chameleon, will do anything to prove that he doesn't resemble his peers in the home country and has no desire to adapt to his new culture. He can display a rather superior attitude and is critical of everything and everyone. The child is angry because of the loss of the familiar, and often much-loved, culture and environment they have left behind. He may well openly express how much better the previous culture was in his opinion and hence alienate others.



WITHDRAWAL – THE CURLED UP HEDGEHOG

This child, so affected by the challenges of re-entry, chooses to withdraw and avoids situations where he has to relate to others. He may retreat into schoolwork; spend hours watching TV, playing computer games, internet, social networking sites or reading; anything that will dull the pain of the re-entry experience.



UNCERTAINTY – THE CONFUSED CHIMPANZEE

This reaction involves confusion and results in making mistakes – sometimes from a lack of cultural knowledge that may seem obvious to insiders. Indecision faced with “simple” choices can also be a problem (the rabbit or deer in the headlights would be another useful animal comparison). This can exaggerate the sense of being an outsider, but can also prompt the child to ask the right questions. Finding the right people to give the answers, adults as well as other children, is very important and buddy/mentor systems with trusted children can be a huge benefit.



REGRESSION – THE PUPPY

The child can revert to more babyish forms of behaviour – old toys below their age range resurface, attention seeking through immature actions, a return to greater dependency on the parents and other trusted adults or older siblings and much more can all be part of this. The root cause is insecurity caused by the chaos and stress of moving and adjustment.



APATHY – THE SLOTH

This is related to withdrawal, but wider in consequence. The child finds everything overwhelming and pulls away from all sorts of activities, avoiding everything, preferring to sleep or do the minimum required to make it through the day.

Not all of these reactions are wrong. It is good to have a healthy balance of learning how to blend in without compromising key principles, resisting what is wrong in the new setting with its temptations, knowing when to ask for help and when some security is needed with a temporary withdrawal. As parents we need to prepare, link up to support organisations and recognise if professional help is needed, and give plenty of time, support and patience for our children to adjust.

Obviously, these reactions are more common among older children but it is wise to keep an eye open for signs of uncharacteristic behaviour, anger, and withdrawal in your primary aged children. In the first few months of re-entry it is common for children to demonstrate a heightened interest in TV, DVDs, computer games, internet surfing etc. that may not have been available in the host country but a balance should be achieved as life settles into a more predictable routine.

Where are You Going?

There are things that it would be good to know about the country that will become your home. You can mark it on a map of the world and also mark the town or city (or the nearest big one) where you will live. You can also mark on there the other countries that your friends come from. A checklist of useful information is given below.

Do You Know?

1. Who is the Monarch, President or Prime Minister?
2. Do you know the names of any other government minister?
3. Who are the big name pop and sport stars?
4. Do you know the names of any big sport teams? Are there any sports that you don't play where you are now which are popular there?
5. What kind of music groups are currently "in" and with which kind of audience? E.g. boy bands, rock groups, pop idols. Are traditional forms of music still popular among young people?
6. What are the well-known TV programmes and who are the actors in them?
7. Which other people are very important in the country's life? Why?
8. How will the wealth level of the country and your family compare with where you are now?
9. Are money and possessions very important there or is it more people centred?
10. What is the school like that you will go to in terms of discipline, behaviour and work expected? Do you expect to be ahead or need to catch up in any subjects?

11. Where will you be living? Will you have more or less space?
12. How big is the church that you will be part of? Do you know its leaders and how the young people's work is organised? Do you know any young people there yet?
13. What are the big social problems there? Are there problems with drugs, vandalism, lack of respect for authority, crime, immorality, poverty, HIV/AIDS, poor health care, corruption etc.?
14. More positively, what do you think are the plus points of the country? Does it have good schools with sound discipline, care for the weak and vulnerable, good health care, plenty of things to do in leisure time, trouble free streets, a culture of honesty, a strong church etc.?
15. What are the most popular activities for young people in their leisure time?
16. What are the local sites of interest such as ancient buildings, beautiful countryside, beaches, wildlife parks or leisure facilities etc.?
17. What opinions do you have about some of the questions that you have answered? Why?

If you don't know the answers, find them out!

Younger Children in the Family

It has been observed a number of times that the youngest child, especially if he or she is of school age, has had the hardest time during re-entry. Why should this be?

1. The older children have often reached the logical end of their overseas schooling. They have graduated or completed International GCSEs or International Baccalaureate etc., whereas the younger child has not, and is left to imagine what could have been.



2. The older child may well have outgrown the pleasures of the overseas lifestyle, and may have felt restricted by lack of freedom in the school setting they left behind or cultural restrictions (especially on older girls). The younger child was still in the secure and often child-friendly environment.
3. Some schools focus much more attention on the needs of the older children, in terms of graduation or final exams and re-entry. These events are frequently marked with ceremonies and leavers' balls that are major closure events. Often the younger children miss out in this way.



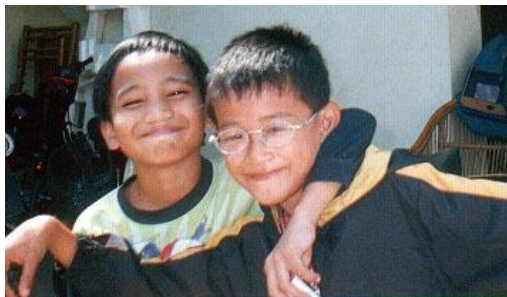
4. Younger children who have not had as much formal education are often closer to national friends, especially in villages or small towns. Older children may well have already grown apart to some extent by attending different schools.
5. The older children often move into a more mature sixth form, college or university environment, in the same way as they would have done on completing a phase of schooling in the "home" country. The younger child is faced with several years in what could be a large and intimidating high school. Additionally, the standards in many international schools are

higher and standards of behaviour are better. The young child is faced with boring lessons, repeating work already covered and the drag down caused by indiscipline. Not surprisingly, some of them don't like school.

6. All of the reasons given may be compounded by a sense of resentment. "We came back because of you!" may be a thought in the child's mind about the older sibling. They may even say it.

What Can We Do?

We need to pray for our children and remember the special considerations that our younger children have. If we understand their thoughts, fears and feelings and listen to them we can help them to make a better transition. On the positive side, we can encourage them to see the good things in their new situation. Spending time with them to give them an experience of the good features of their new home will help. We can let them know that we don't see their elder brother or sister's needs as any more important than their own, just that they follow on a few years after the older one. Explain their situation to their new school teachers too, who may not have been told by the school's administrators who the new child in their class is.



Ensure that the older siblings understand their younger brother or sister. They can easily cause upset by making careless remarks about having had "enough" of the past school or country. They may express surprise that their younger sibling can't settle as well as they can.

If the school doesn't do much to mark the end of the child's time with them, then lobby them to change the policy. Ignoring or not doing enough for the younger children, whilst celebrating the graduation or completion of exams for the older ones, is an approach to be challenged. If the school still does little or nothing, then ensure yourselves that their time in the school is celebrated.

PART III
PREPARING
FOR
REENTRY



LOOKING AHEAD

Preparing for "Home"

BUILDING A RAFT

While there are no foolproof ways to ensure a pain free re-entry experience, adhering to some basic principles can help ease the transition process and enable your children to better deal with the challenges that will undoubtedly face them. The transition process has been compared to building a raft and suggests that "by lashing four basic "logs" together, TCKs and their families will be able to keep the raft afloat and get safely to the other side."



LOG 1: RECONCILIATION

Encourage your children to work at resolving any interpersonal conflicts they may have with their peers, teachers, or members of your mission/expatriate community. As for anyone else, it is unhealthy for children to return home with the excess baggage of unresolved relationships. This will obviously relate more to upper primary and senior children



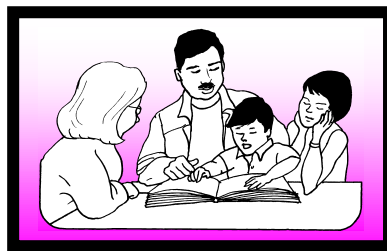
LOG 2: AFFIRMATION

Encourage your children to think about the blessings they have received during their time overseas and affirm those who have helped in a significant way to make your child's experience more memorable. This could involve writing thank-you notes and cards as well as buying or even better, making "special" gifts to give to teachers, helpers, close friends, etc. Children can also be encouraged to give away some of their toys and other possessions they are unable to take home with them.



LOG 3: FAREWELLS

Goodbyes are imperative if children are to experience proper closure. You may consider planning a party for your primary aged children and encourage them to invite their friends and perhaps some of the significant adults in their lives. (The teachers of each school year are often willing to host such a party during school time). Your children should also be given the opportunity to say goodbye to special places, possessions, and pets. This may involve taking a trip to a favourite holiday spot allowing your child to spend time revisiting old haunts, or simply visiting a neighbouring family.



LOG 4: THINK DESTINATION

3-6 months prior to reentry it is advisable to start thinking about going “home.” The activity sheet in your package entitled “I Wonder”(which can be enlarged and placed above your meal table), is a worthwhile mealtime activity, involving the whole family in beginning to think about your destination. It also encourages the building of realistic re-entry expectations, based on knowledge of both host and home cultures. It is healthy to admit that there are things about the host culture that each individual in your family will and will not miss, while at the same time acknowledging that there are things about the “home” culture that you have mixed feelings about. It is helpful for your children to see that you, like them, have your own set of fears and apprehensions about going “home”

*Another version of this substitutes the words – **Relocation, Apologising, Farewell and Thank You.** The principles are exactly the same, but the words are maybe easier for children to understand.*

Resource pages in this Re-entry Guide:

Activity sheet “Getting Ready for Home” (p45)

Activity sheet “I Wonder” (p40)

GAME: Ready, Get Set, Go! (p48-58)

Re-entry Tips For Young People

So you're on your way "home" soon? Here are some bits and pieces of advice to help you leave and resettle. They all come from other MKs who have done this already, so they are worth a read and some thought.

When you are preparing to leave:

It is good to express your feelings about all that is going on around you. Many have found that writing them down in the form of poetry or ordinary prose is helpful. If you are more artistic, you may even find that drawings are beneficial – either to express feelings or to record memories of places and people, or both. Others have found that a diary or journal with a lot of short entries is more useful, as their feelings change as the leaving time approaches or from day to day and often hour to hour! Such changes are normal so don't think that you are weird in any way! Talking things through is good too, both with your family and with other trusted friends and teachers. Remember that the whole family is going through this experience but that everyone is different and so will not all be reacting in the same way at the same time.

Some have made the mistake of "leaving before they leave", in other words they break away from their friends and detach themselves, sometimes months before their actual departure. Others in doing this have seen all the negative things in the place they are in and became excessively critical. Suddenly everything is wrong – the food, the climate, the school and its staff, the local customs etc. etc. This could be caused by denying the grief of leaving or by wanting to get the leaving process over and to be settled again. Doing this however will alienate you from others and will leave you with future regrets. You will need to think a lot about the future and make your plans, but don't live in the future exclusively at the expense of living for the present and doing the things that you need to do.

Get in touch with people at your new destination. It would be great if you could have contact with other young people from your church and school in the "home" country who can tell you what it is like there and what is currently "in". This is better than relying on memories from a few years ago or what you pick up in bits and pieces from the international media. Be careful though that you don't rely too heavily on one person for all of your information, you can get a biased picture that way.

When you are leaving:

Make sure that you say goodbye to everyone and don't be afraid of expressing grief when you do. Everyone grieves at times like these and expresses it in his or her own way, so expect all sorts of reactions when it comes to it! Tears and openly expressed grief are the most common reaction, but not the only one. Many will cover up with bravado, laughter or excessive talking. Others may well withdraw into themselves and say very little. It is still vital though to say goodbye. This experience will allow you to finish off your

time properly and not leave unfinished business behind. Some who didn't say goodbye properly in the last minute hurry ended up having to write the goodbyes some time later. It is better to do it at the time.



If you are unfamiliar with the route, it may well be helpful to trace it out on a map and to plan what you will do on the plane. You may choose to give yourself time to think or to occupy your mind with a book or the in-flight film, it's probably best to do a bit of both. Giving yourself time to think will help you to work through the issues of leaving and re-entry, especially if it is a long journey. You may well be familiar with the journey that will take you there, but remember that this time it is permanent and that no matter how many times you may have done this, it will feel very different to all your other travels.

When you arrive:

Allow yourself time to make the adaptation. There is no set time after which you can say that you have adapted – it depends on so many things, including the type of person you are. The West African proverb “little by little, like the bird building its nest” is applicable. For some, it may work simply to plunge in to the new situation and take it all on board as fast as possible, but not for others. There are things that you can't avoid, like having to go to a new school or accepting the new climate, but sometimes you can choose how quickly you take new things on board. If you find a new situation stressful, but you know that you must get used to it in the end, then take things slowly and in manageable bits. For instance, if you want to join a sports' club, but don't feel confident straight away, then wait until you feel ready before giving it a couple of trial runs to see if you like it.

Do keep in touch with your old friends. E-mail, social networking sites and text messaging help to make this much cheaper and easier, but don't become an internet addict in the process. Also making new friends and keeping in touch with your old ones on a reasonably regular basis can go together – you don't have to choose between them. Excessive internet and text contact with old friends can be one of any number of ways of withdrawing from the world. Remember that a lot of people have escaped into all sorts of things to avoid facing a difficult new reality. Reading, watching TV & DVDs, solitary hobbies and even schoolwork have all become retreats from the real world. Devoting some time to these things is not wrong, but beware of using them to avoid human contact and committing yourself to the new situation.



Remember that you are different. In a way you are like an immigrant, except that your appearance doesn't show it. Watch out for these pitfalls: Denying who you are and where you came from because you are so desperate not to stand out from the crowd. You may want to be the same as everyone else and you may be able to blend in like a chameleon, but you will remain different. Your background has given you the privilege of seeing a broader picture of the world and knowing many people from different cultures. Although it may not always be easy being an MK, you do have a wide experience of life.

Feeling that you are a victim in some way will eat away at you and make you angry or bitter. This may arise because you have had to move around so much, because you have had to say goodbye to your friends or because you are likely not to have as much money as friends and neighbours around you in your wealthy "home" country. That bitterness will push friends and family away from you when you most need them, and will make you feel distant from them and from God.

You have an international and mobile background BUT that does not make you superior to your schoolmates. Avoid taking on a superior or defiant attitude towards them or your new home. Be ready to listen and to learn and to adapt without burying your past. If you make real friends, they will be ready to listen to you in the end. Don't hide your background, but don't go on and on about it.

In all of your re-entry process be honest with God. If you are hurt, angry or grieving then tell Him. You can't hide it from Him anyway! Honesty with Him now will spare you pretence and maybe even anger at God later. Jesus was the ultimate "MK" who knew the glory of heaven and yet came to Earth only to leave it and ascend to heaven again with His mission accomplished. He knows what you feel and will lead you safely through re-entry if you will let Him.

Getting Ready

Thinking Ahead

Several months before leaving the host country, it is advisable to begin talking to your children about your upcoming move. They will undoubtedly have many questions and it is important to take the time to answer them as best you can. You might begin by talking about the things that will be different in the "home" country and start acclimatising your children well before the move takes place. Below are some ideas of things you might discuss together



CURRENCY: Are your children familiar with the money of their home country? Try to find some currency and spend some time working with your children in this area. This will avoid problems at a later date when your children are faced with money problems in school and will save them the embarrassment of not being able to handle money when they first arrive home.



FOOD: Talk about the kind of food you are likely to eat in the home country as well as foods that will no longer be available. Is there anything you might want to take home with you so that you can still make some of the children's favourite meals, e.g. packaged herbs and spices?



SHOPPING: Shopping can be an overwhelming experience in most developed countries. If your child has not spent much time in the home country it is advisable to talk to them about the availability of material goods and the size and scale of some of the stores.



TRAVEL: How does your family get around at the present time? Will it be different when you arrive home? Talk to your children about these changes. If you are used to going everywhere on cheap public transport, it may take some time to adjust to the idea of travelling everywhere by car. On the other hand you may be moving back to a large city where owning a car is more of a burden than a blessing, so you will need to get into using the underground trains and buses.

COST OF LIVING: In an overseas setting the cost of living is often very low, especially for missionary and business families. This may well be the reverse in the home country and many of the “perks” that you enjoy now will cease to exist. This can be difficult for children, who don’t understand why they can no longer go to their favourite restaurant every week, or take exciting holidays to different destinations. Talking to your children about adjustments now could well save you problems later on.



HOUSING: Where will you be living when you return home? Are you returning to a home that is familiar to your children? If not, is it possible for someone to send photos of where you will live? Some families stay with grandparents or relatives for the first few months. Does this apply to you? Will you be buying your own house once you are settled into the “home” country? Will your children be able to have their own rooms? Will they have a pet to replace the one left behind? All these questions need to be addressed in advance, if your children are to feel reasonably secure about the move.

SCHOOLS: This is one of the biggest single changes for your children and a successful transition is a huge factor in their adjustment. Where will they go to school? How many children will be in their class? Do they have to wear uniforms? How will they get to school? These are some of the many questions that your children will ask. It is useful to communicate with friends at home who have children of the same age. Ensure that you don’t rely totally on one source though so that you get an accurate picture. A section in part IV deals specifically with this issue of schooling.

Packing Up



Dismantling the contents of your home and packing up all your belongings is very often a stressful experience for the whole family. Obviously there is a physical toll involved, especially for those who do the actual work of sorting through, discarding and packing of your belongings. However there is also an emotional price to be paid, the effects of which can be felt throughout the entire family. The emotional process of packing should begin several months before your departure date and involve your children as much as possible. Although it may be tempting to sort through your children's belongings while your children are at school or playing with friends, this is not advisable.

PACKING MADE PERFECT

Below are some ideas for involving your children in the packing process.

Encourage them to sort their clothes toys and other belongings into various categories

- ❖ Things they definitely want to take with them
- ❖ Things they want to take but could leave behind if necessary
- ❖ Things that need to be thrown away
- ❖ Things they want to give to school friends
- ❖ Things they would like to give to national friends
- ❖ Things they want to sell (large items such as bikes, swing sets etc)

You will obviously wish to influence some of their choices but as far as possible allow your children to make these decisions for themselves. (Pages 39 & 41 in the TCK Activity chapter of this book will help in this area)

Although not directly related to packing, now is the time to think about family pets.

- ❖ Discuss with your children whether it is possible to take your pets home with you. If it is possible then discuss whether you will or not.
- ❖ If you are leaving them behind, involve your children in finding a new home for the animals.
- ❖ Explain to your children the reasons why you can't take your pets with you, e.g. quarantine rules, too long a journey, unfair on the animals....
- ❖ If appropriate, comfort your children with the promise of a new pet once you are settled in the home country.

Encourage your children to think about the backpack that they will take with them on their long trip home using the activity entitled "Backpack Essentials" (p39).

Planning in Advance

A vital factor in successful re-entry is preparation and advance planning. If parents are unsure of their plans until very soon before their return, it is difficult to do this. In some cases such uncertainty is inevitable, but where it is avoidable avoid it - like the plague!

As soon as you know where you will be living, contact the school(s) that your children will attend. The sooner they know that your children will attend the school the better. Some families have taken time out during a home-leave period to visit the schools along with their children. This was useful as the teaching and admissions personnel were not then dealing with unknown families. They could also specify what information the parents and current overseas schools needed to provide. Although some younger children have been daunted by the size of the home country schools, at least they were prepared for what was coming.



Throughout the year or months before re-entry keep in touch with the school and proffer any relevant information, such as internal or external exam results, credits gained, school reports etc. as and when you get it. This will allow the school more time to digest the information and ask any necessary questions to understand it better. The more the school knows and understands, the smoother the transition into it for your child.



If visits and early contact are impossible, then it is vital that you contact the schools as soon as you possibly can. Don't leave it until you are "back home" and then hope to sort things out. There are children whose families have done this where it has led to real problems entering the new school, because of the perceived mismatch between the overseas education and that on offer in the new setting. Earlier communication would have prevented some of the difficulties experienced by these families and paved the way for an easier re-entry.

Planning and Sudden Re-entry

Sudden re-entry may be forced on a family by evacuation or medical emergency. In these circumstances, future planning is impossible and the family, in cooperation with their organisation, has to do the best that it can.



Sometimes though a mission or other organisation may pressurise their staff to fill a “vital” vacancy at short notice. In such cases it would be wise for parents to ask for a delay in order to allow time for adequate re-entry preparation and planning. This need includes practicalities such as arranging a house and schools, but goes beyond that into the need for mental and emotional preparation.

One boy was removed at short notice from his small international school and placed in a huge school in his “home” country in the Far East. The move was made because of the job requirements of his parents and the preparation time for re-entry was too short. After a few months of struggle the boy had to be transferred to an English language school in the West. The formal and tightly disciplined atmosphere of the far-eastern school was replaced by a free and easy one in the West. Adaptation came eventually, but not easily.

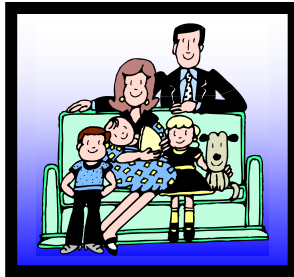


It is also good to delay making moves at critical times for your children. A few months before high school graduation or part way through International GCSE courses would be typical examples.

One girl was taken out of a small convent school in a Mediterranean country and transferred to a huge state school in the middle of the school year. With no explanation of how the new school functioned, she was lost in the system and spent the rest of the academic year just surviving and learning what to do in this alien situation. A delay of a few months would have made an enormous difference. She could have started the new school at the beginning of an academic year and she and her new school could have been better prepared for the change.

One last point, plan so that you don't have to make repeated moves after re-entry. It may be necessary to stay temporarily with family members before moving in on your own, but don't plan so that you have to make any major moves within the first couple of years.

Vital Links



Family and friends are a vital link in helping your children to experience a smooth re-entry process. Hopefully, you will have kept up communications with these special people during your time overseas, via e-mails, letters, birthday greetings, prayer/newsletters, etc. Your children should be familiar with the key people in their lives. Prior to departure:

- ◆ Talk, with increasing regularity, about the people who will be influential in your children's lives once they return "home": grandparents, aunts and uncles, cousins, close family friends, etc.
- ◆ Send recent photographs, home videos, etc., of your family, to family members and friends at home. This will eliminate any shock experienced by those at home over how much your children have grown in the time that you have been away.
- ◆ Ask family and friends to reciprocate by sending recent photos to your family. This is so much easier than it once was with digital cameras, e-mail access, web cams and other technology.
- ◆ Pull out photo albums of family and friends and familiarize your children with the people in each picture. Depending on the ages of your children, you may well have to remind them of people who were key figures in their lives before moving overseas. This will avoid any disappointment and confusion upon re-entry. There is nothing more embarrassing than your child asking, "Mummy, who's that?" about Auntie Jane or Uncle Frank.
- ◆ Remind your children of special times shared with family and friends back home. "Do you remember when we..." type of questions are good catalysts in helping to anticipate similar times together in the future
- ◆ Compile a photo album of the highlights of your time overseas to share with family and friends at home. You may also want to encourage each of your children to make their own albums or scrapbooks containing photos and other memories of their friends in the host country



PART IV

AT "HOME"



GUIDING YOUR CHILDREN THROUGH THE ADJUSTMENT PROCESS

Settling In



Particularly during the initial stages of re-entry, it is important that the home environment is a secure place for your children, a safe haven from the pressures of adjustment. Your home (wherever that might be and it may be several places during the first few months) needs to be a place where your children feel comfortable and are able to reflect on the positives and negatives of the home country without fear of recrimination.

MAKING YOUR HOME A SAFE HAVEN FOR YOUR CHILDREN

- ◆ Encourage your children to express their opinions about the home culture whether positive and negative. It is better that they vent their feelings in the home than at school or elsewhere. If they aren't allowed to express their feelings it can trigger long-term resentment, anger, depression and other problems.
- ◆ Encourage your children to ask questions. This is their way of trying to understand the unfamiliar world around them. At times their endless questions will wear you down but it is important that your children get satisfactory answers as they begin to make their adjustments
- ◆ Don't transfer your own insecurities and adjustment issues onto your children. Spare them any unnecessary details. They have enough adjustments to make in their own lives
- ◆ Don't tell your children that they mustn't say this or that, especially in the beginning stages – it is possible to guide towards a more positive outlook with care and sensitivity, but forbidding expression isn't a good way to do this.
- ◆ Be sensitive to your children's needs. They will be many and varied in the first few months. Allow them to express their emotions and reassure them that it is perfectly normal to experience grief.
- ◆ Understand that although you may have returned home to familiar surroundings your children may not feel the same way
- ◆ Try and keep to some kind of routine in spite of the many upheavals in your family life.
- ◆ This is a good time to look over activity sheets "I Wonder" (p40) and "Getting Ready for Home" (p45) and talk about your children's responses. Do they miss the things about the host country that they predicted? How do they feel about the home country? Have their expectations been met?



A New School



Starting a new school can be a daunting experience for any child, regardless of their situation but it is a particularly challenging moving from one school culture to another. However, there are things you, as a parent, can do in advance to make your children's first day as stress free as possible. Whether your child is starting primary school or making the transition into senior years the following suggestions are applicable.

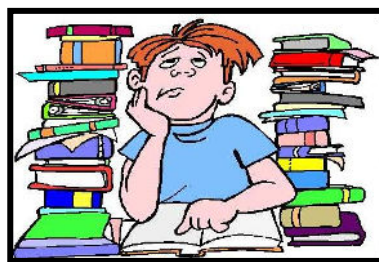
BEFORE STARTING SCHOOL

- ◆ Make an appointment to see the principal/head teacher.
- ◆ Ask to be taken on a tour of the school with your children, at a time convenient to all parties involved. Many senior schools have induction days that your children may have missed. It is important that they know their way around the school building, especially if it is a large one, and have an idea of what to expect on their first day. Younger children also benefit from such a tour and will adjust to their new environment more quickly if they know ahead of time what their classroom looks like.
- ◆ Ask about the curriculum. Try to ascertain where your children fit in. They may be behind in some subjects and ahead in others. Work with the school to catch up on things that will help your children succeed.
- ◆ Explain your children's educational background. Some principals/head teachers have a limited knowledge of mission/international schools. Take a few examples of your children's work with you as well as reports and any records you might have. As already mentioned in the section about planning, give the school time to understand this information – the more time they have in advance the better.
- ◆ Let the school know if your children have any specific learning disabilities or medical problems.
- ◆ Ask to meet your children's teacher/s. Take this opportunity to share a little of your children's life experiences. This will enable the teacher/s to understand that your children are not exaggerating when they share their experiences in class. It's hard for teachers and students to believe stories about elephant rides or listen to your children's adventures of swimming in a river with crocodiles, unless they possess this background knowledge.
- ◆ Ask to be kept informed of your child's progress, especially in the first few weeks. You may want to arrange a weekly/monthly time to see your children's teacher.
- ◆ Find out what supplies your children will need. Some schools provide notebooks, pencils, erasers, etc., whereas others ask that the parents supply these things
- ◆ Ask about dress code. If the school has a uniform, find out where items can be purchased. Some schools have an online service and items can be ordered in advance.
- ◆ Many schools also have their own web sites that contain valuable information. These can be accessed before you leave the host country.

PREPARING YOUR CHILDREN FOR SCHOOL

It is important to give your children an idea of what to expect as they get ready to attend their new school. Depending on their overseas experience there may be many differences. The following are things that children are likely to ask about:

- ◆ **CLASS SIZE:** *How many children will there be in my class?*
- ◆ **SEATING:** *How will I be seated? Will I sit at an individual desk or in a group?*
- ◆ **HOMEWORK:** *Will I get homework every night?*
- ◆ **BREAKS:** *How many breaks are there in a day? How long will I get for lunch? Do I have to take a snack lunch or is there a canteen and meals service?*
- ◆ **PLAYGROUND GAMES:** *What games do they play during break?*
- ◆ **TOYS:** *What can I take to school with me? Am I allowed to take my football, skipping ropes, etc?*
- ◆ **BICYCLES:** *Can I cycle to school? Are there lock-up facilities for bikes?*
- ◆ **DRESS CODE:** *Do I have to wear a uniform or not? Do school bags have to be a certain kind? Are trainers or flip-flops allowed?*



If children are provided with answers to their questions, adjustment will be easier and they will feel more at ease in their new situation. It is probably best if these things are discussed during family mealtimes or as you prepare your children for bed, rather than presenting the information to them all at once. Your children will undoubtedly have a lot of questions. Be patient! Owing to your children's unique upbringing they may not be aware of popular school culture, making it difficult for them to adjust at first.

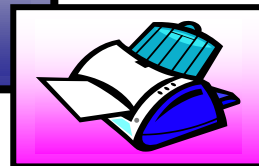
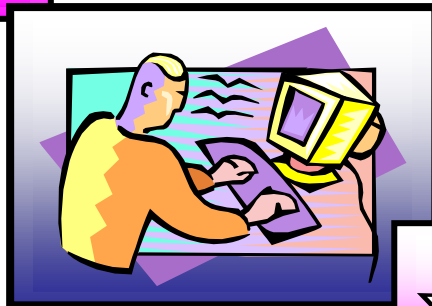
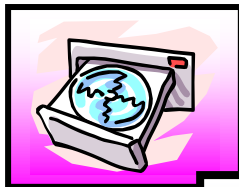
Before school starts it may be useful to do some of the following:

- ◆ *Take your children to see a newly released film (if appropriate) and rent videos of popular films your children may have missed during your time overseas. This will give them something to talk about with their new school friends.*
- ◆ *Visit local historical sites and places of interest.*
- ◆ *Take your children to the local swimming pool, sports' centre, shopping precinct, etc.*
- ◆ *Provide opportunities for your children to meet their neighbours and make friends before school begins. This will give them time to learn some of the "in" phrases that they will encounter on the playground. Inform them of inappropriate slang words so that they are not caught out.*
- ◆ *Expose them to popular children's comics, magazines (again where appropriate).*

PART V

USEFUL

RESOURCES



WEB SITES

ADDITIONAL READING

GAMES & ACTIVITIES



Books and Magazines on Re-entry

The following books are easily available either on-line for free or at general book shops and internet suppliers such as Amazon.

Barnicoat Jean. TCK Manual from WEC International. 2nd Ed 2010, WEC International. *A TCK guide covering many issues with a detailed chapter on re-entry.* **Available for cost price plus postage on CD from mk_tck@yahoo.co.uk**

Blohm, Judith M., *Where in the World Are You Going?* Yarmouth, ME: Intercultural Press, 1996. *An activity book designed for children ages 5-10 to help them to prepare for an overseas move.*

Blomberg and Brooks ed. *Fitted Pieces.* SHARE Educational Services 2001. *This practical guide is a compendium of articles from TCK magazines. The articles from pages 166 – 316 cover a number of re-entry themes.* **It is available as a book or CD from SHARE's website at <http://www.shareeducation.org/Home.aspx> by selecting the "our services" and products**

Bowers, Joyce, ed. *Raising Resilient MKs: Resources for Caregivers, Parents, and Teachers.* ACSI, Colorado Springs, CO, 1998. *This practical book containing valuable insights for caregivers, teachers and parents of third culture kids is a compendium of articles from TCK magazines.* **The book is now available on-line at for free download from http://www.missionarycare.com/ebook.htm#resilient_mks For those who prefer a hard copy WEC Canada still has some – e-mail info@wec-canada.org**

Eakin, Kay Branaman, "You Can't Go "Home" Again." *Strangers at Home: Essays on the Effects of Living Overseas and Coming "Home" to a Strange Land,* Aletheia Publications, NY. 1996 **Available for free download from <http://www.state.gov/documents/organization/2065.pdf>**

Jordan, Peter, *Re-entry: Making the Transition from Missions to Life at Home.* YYAM, Seattle, WA. 1992 *An older book now, but still practical and easily readable, containing a helpful chapter on families and reentry.*

Knell Marion, *Families on the Move: Monarch/EMIS 2001: A standard TCK book now with plenty of easily readable and very helpful information and advice on re-entry and many other issues.*

Knell Marion, *Burn Up or Splash Down? Authentic 2007: Written in Marion's easy to read and practical style a book that concentrates on the re-entry process this has plenty of relevant information for children.*

McCluskey, Karen C., Notes from a Travelling Childhood: Readings for Internationally Mobile Parents and Children: Foreign Service Youth Foundation, Washington, DC. 1994 *This book contains short essays and writings by adult third culture kids (ATCKs) and deals with issues experienced by families in similar situations to your own.*

Pirola Neal Interserve/Emmaus Road International: The Re-entry Team 2000: *Pages 160 – 209 contain a fairly long chapter on re-entry from the MK's perspective.*

Pollock, David, C, and Van Reken, Ruth, Third Culture Kids: Growing Up Between Worlds, Intercultural Press Inc, Yarmouth, ME. 1999 *This is widely recognised as the standard book of the 2000s on TCKs It includes a chapter on re-entry.*

Smith, Carolyn, ed., Strangers at Home: Essays on the Effects of Living Overseas and Coming "Home" to a Strange Land. Bayside, NY: Aletheia Publications, 1996.

Storti Craig: The Art of Coming Home Intercultural Press 2003: *A general guide to re-entry with a useful chapter on children's re-entry.*

Walters, Doris, An Assessment of Reentry Issues of the Children of Missionaries. New York: Vantage Press, 1991.

Walters, Doris L., Missionary Children: Caught Between Cultures. Vantage Press, New York. 1996 *Both books, written by psychologist Doris Walters, deal with the main issues faced by missionary children.*

These are two magazines available with articles on re-entry

Educare is a free e-magazine distributed 4 times a year. The themes covered include re-entry on a regular basis.

It is available on request from mk_tck@yahoo.co.uk and recent editions are posted on-line at www.eurotck.net

Among Worlds focuses on the longer term re-entry concerns of adult TCKs. It is distributed 4 times a year and older teenage children and adults contribute from their experiences. Sometimes the articles may reflect ongoing battles to adjust, others are very upbeat.

Available as a printed magazine from AmongWorlds@interactionintl.org for USD20 in the USA and USD25 from other countries.

Both magazines welcome contributions and are viewed as a forum for TCKs, to express their views. Educare also welcomes contributions from parents, teachers and other staff working with TCKs.

A video/DVD resource

Exit Right, Enter Right – a DVD/video CD by Dave Pollock explaining the RAFT principles – good for parents and/or older children. Order from the Interaction website at www.interactionintl.org/

WEB SITES



This list is a small sample of the many sites with useful re-entry information on them. The scope is deliberately worldwide, but inevitably there will be some relevant sites missed. If you are wondering why a site with a lot of helpful advice isn't included, or why one from your passport country isn't there, then let us know at mk_tck@yahoo.co.uk. The electronic format of the booklet means that changes are easy to make and a new edition can then be distributed.

Eurotck

www.eurotck.net

This site was launched to provide information about Eurotck 2007. There are reports, recommendations and web links as well as information about upcoming re-entry events such as ReKconnect and the counterpart for teens in the UK.

Flechas

<http://www.flechaswec.com/SiteFlechas/Home.html>

A Brazilian site set up by WEC dedicated to the education and welfare of MKs. They also produce a booklet "Cuidando do que é precioso" with information about re-entry to Brazil from a Brazilian perspective.

Interaction International

www.interactionintl.org/

The aim of this site is to provide a source for connecting Third Culture Kids with the resources they need and to help researchers, institutions, and parents to network and exchange information. Founded by Dave Pollock, Interaction, Inc. conducts re-entry seminars and TCK profile seminars for international organizations and individuals throughout the world.

KOMKED

<http://www.komked.net/komked/index.php>

This is the website for the KOMKED ministry in Korea that supports MKs and their families. They organise regular summer camps for re-entering children.

MK Care

www.mk-care.org/

The German network of MK education and care staff with re-entry support and events, plus staff members committed to re-entry support.

MK Care Schweiz

<http://www.mk-care.ch/index.php>

The Swiss MK Care group offer re-entry support and events including re-entry weekends.

MK Focus

<http://www.mkfocus.nl/>

This organisation combines the overall group of MK support staff from The Netherlands. They organise re-entry camps and offer full re-entry support among other things.

MK Ministries

<http://www.upwithmks.com/>

This site ministers to missionary children around the world. Children can submit their own stories, photos, jokes, recipes and general facts about their lives as missionary kids.

MK Nest

www.mknest.org/

This well-known MK support ministry in Korea founded by Insook (Ruth) Baek has information on a range of MK concerns on the site – including re-entry.

TCK Life

www.tcklife.com/

This site was launched out of a large gathering of European TCK workers and adult TCKs at the TWR centre in Vienna. It has information on almost every conceivable theme related to MK/TCK support, education and welfare. It includes a section on re-entry.

TCK WORLD

<http://www.tckworld.com>

This site is dedicated to the support and understanding of military kids (service personnel and civilian support staff), missionary kids, foreign service and corporate kids, and others who have lived as children in foreign cultures.

THE NEXT CHAPTER

An Activity Book
for
Third Culture Kids



Around the World



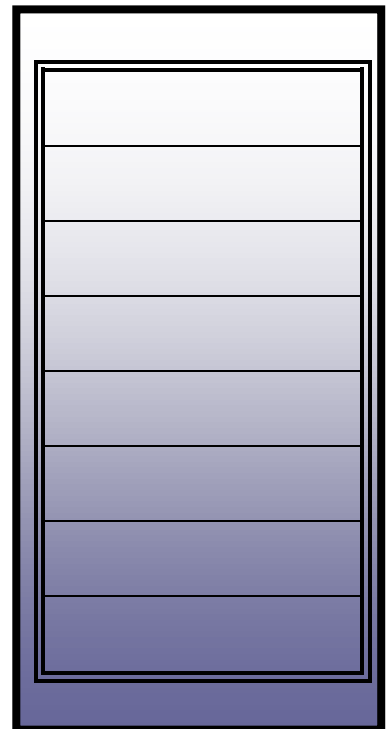
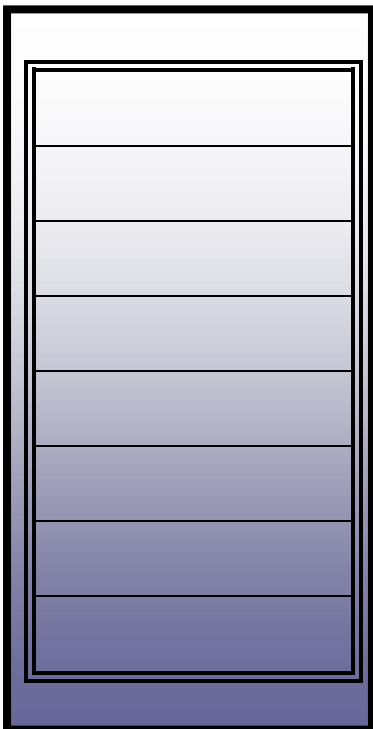
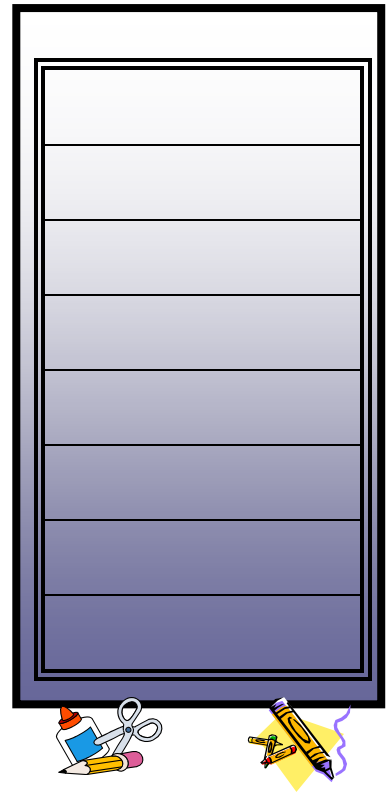
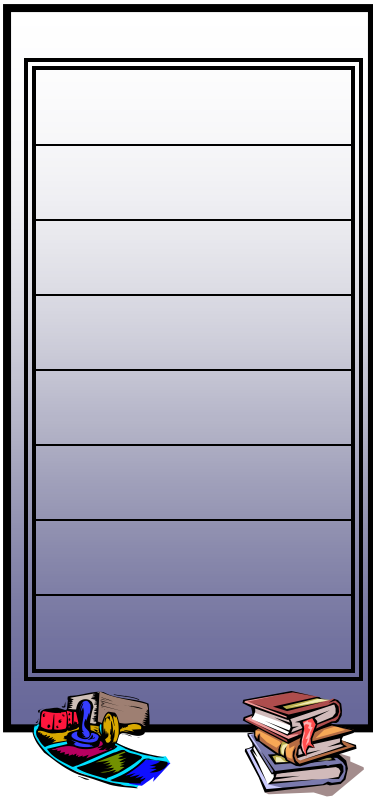
Can you find all the countries from the list below? Colour your “home” country yellow, and the countries of your classmates’ green. See if you can also find the continents of Asia, Europe, North America, South America, and Australia. Words go horizontally, vertically, and diagonally, backwards and forwards.

I	N	D	A	R	T	S	O	U	T	H	A	M	E	R	I	C	A	S	T
O	R	K	M	A	L	A	Y	S	I	A	D	P	E	C	U	P	L	I	N
R	B	E	A	T	N	A	T	S	I	K	A	P	T	A	I	W	A	N	E
O	D	C	L	J	F	B	E	L	G	I	U	M	L	D	P	T	H	E	T
S	S	N	O	A	I	P	A	E	J	Q	A	R	T	A	N	D	E	S	H
E	I	O	P	P	N	S	E	O	R	E	A	F	I	N	D	I	A	N	E
T	N	R	A	A	L	D	A	R	K	G	E	R	M	A	N	Y	S	I	R
A	G	T	H	N	A	P	U	N	C	L	L	E	D	C	A	P	I	L	L
T	A	H	I	T	N	O	S	C	O	T	L	A	N	D	A	R	A	T	A
S	P	A	I	N	D	O	T	W	D	E	N	M	N	O	R	W	A	Y	N
D	O	M	I	N	K	O	R	E	A	N	I	L	I	Z	A	R	B	A	D
E	R	E	E	N	G	L	A	N	D	L	A	G	O	S	I	A	N	D	S
T	E	R	A	F	I	R	L	O	N	D	E	L	O	I	S	E	N	N	S
I	P	I	O	D	L	J	I	T	A	L	Y	S	R	K	D	A	R	A	T
N	A	C	C	E	C	N	A	R	F	R	A	N	T	E	D	G	E	L	T
U	N	A	A	N	M	E	X	I	C	O	L	E	W	I	Z	Z	S	G	X
S	I	I	P	M	A	N	C	H	U	R	I	S	I	N	G	T	A	N	W
N	S	W	Z	A	U	S	T	R	A	L	I	A	A	U	S	S	I	E	S
A	E	P	O	R	U	E	A	C	U	R	F	A	H	T	U	O	S	W	E
T	E	H	I	K	I	N	E	W	Z	E	A	L	A	N	D	D	E	S	S

Australia, Belgium, Brazil, Canada, Denmark, England, Faeroes, Finland, France, Germany, India, Ireland, Italy, Japan, Korea, Malaysia, Mexico, Netherlands, New Zealand, Norway, Pakistan, Scotland, Singapore, South Africa, Spain, Sweden, Switzerland, Taiwan, United States, Wales

Backpack Essentials

Long trips can be boring, especially if it takes several days to get to your destination. Think about things that you might want to put in your backpack to make your trip more enjoyable. Remember that you will have to carry it yourself. Think light!



I Wonder?

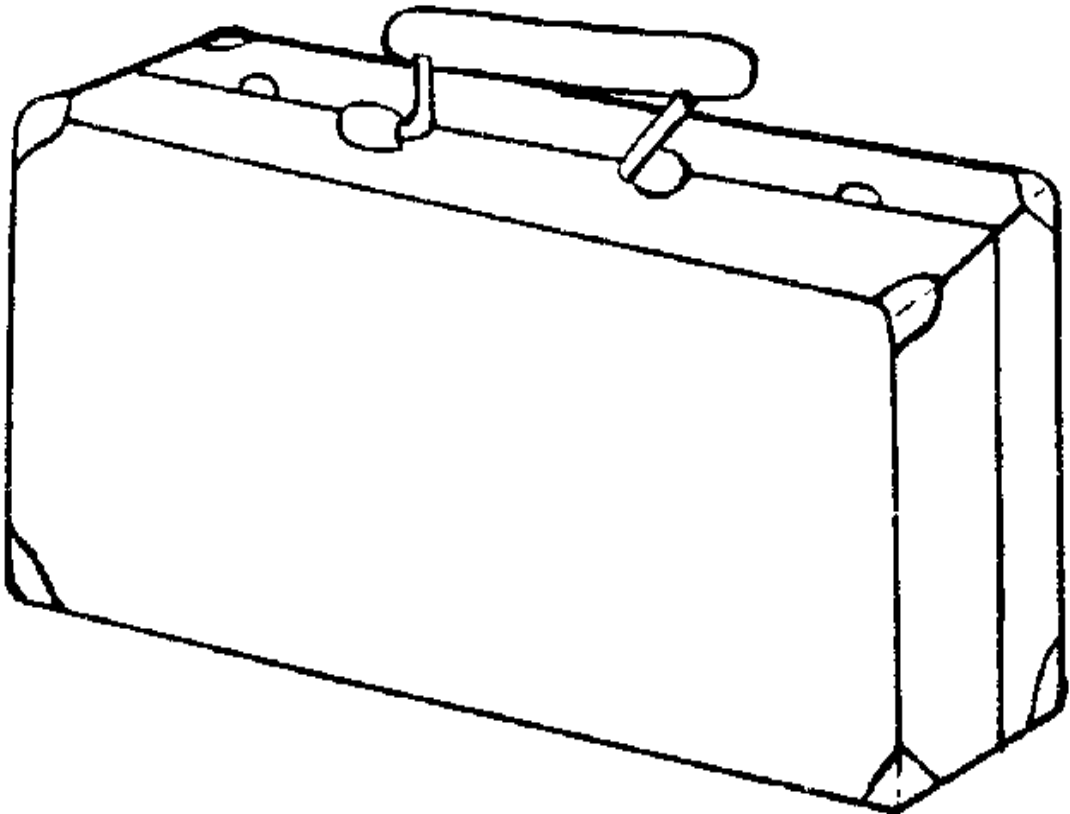
Write the name of your home country in the top two blanks below and the country you are living in right now in the bottom two blanks. Think about the questions in the boxes. Although you may be feeling sad about moving away, there are always things to look forward to as you think about moving to a new country.

<p>Things I am not looking forward to in _____</p>	<p>Things I am looking forward to in _____</p>
<p>Things I will not miss about _____</p>	<p>Things I will miss about _____</p>

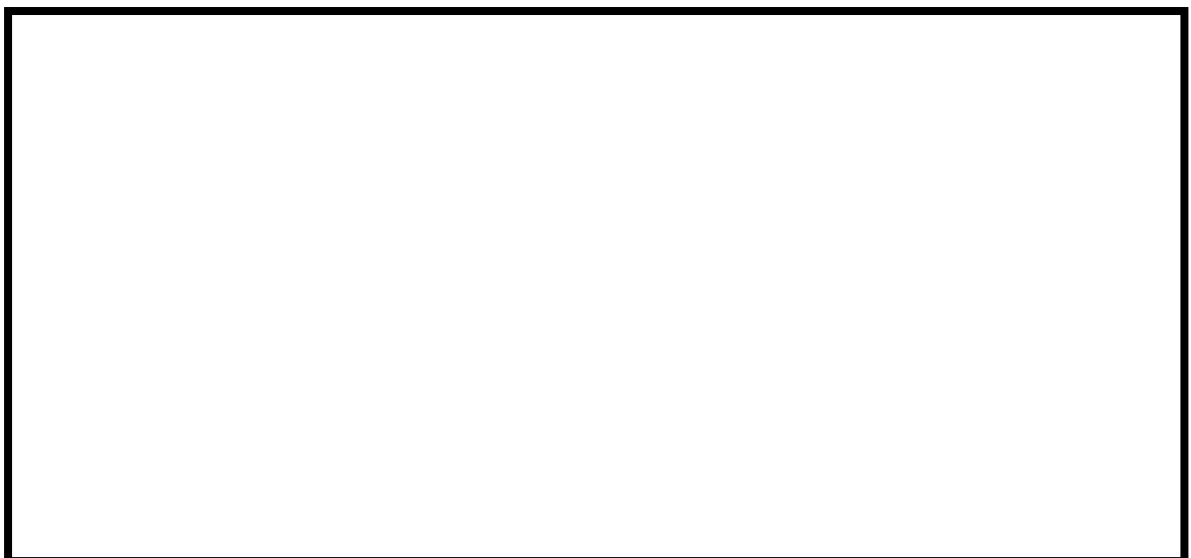
Time to Pack

Packing up is very difficult, especially when you can't take everything with you. Try to think of things that are particularly special to you that you might want to include in your shipment. Remember you might have to cross some things off your list. You may also want to sell or give away some of your possessions. These are things you need to discuss with your parents.

Things that must come with me - write or draw them inside the case



Things I want to sell or give away - write or draw them inside the box





FAVOURITE MEMORIES

Memories are a very important part of moving and they can help you feel more at home in your new country. Think about some of your favourite memories of your time overseas and draw or write about them below. You may want to find photographs and make a scrapbook book instead.

I remember when...

I remember the time when.....

I remember the day...

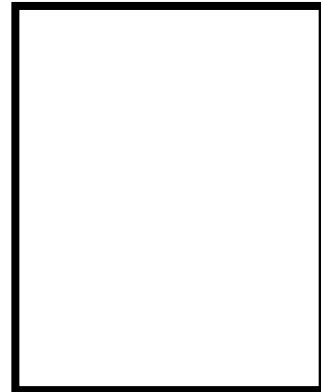
My favourite memory is...

Keeping in Touch

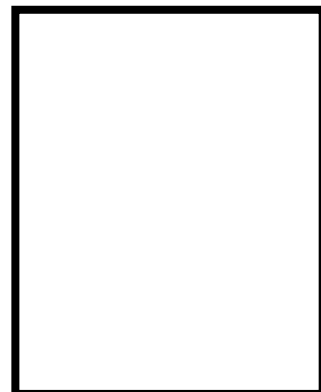


It's always hard to leave friends behind when you move to a new place, but you can always keep in touch through letters, cards, e-mails, and perhaps by calling from time to time. Make sure you have your friends' addresses, e-mail addresses, phone numbers, etc. before you leave. Ask them for a photograph and paste it in the space below. Don't forget to tell them how to contact you, once you arrive in your home country.

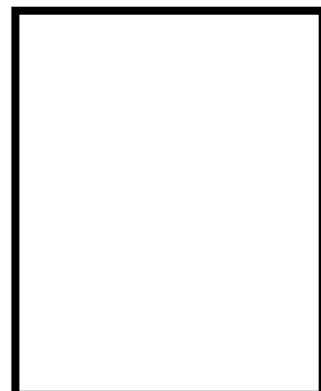
Name:	
Address:	
Social Network Site	
Phone number:	
E-mail & skype addresses:	
Birthday:	



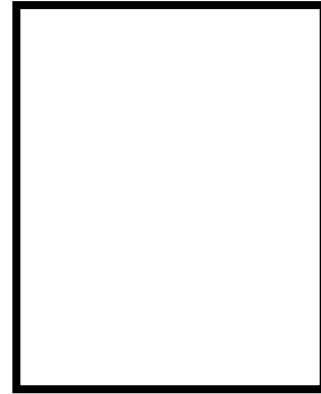
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E-mail & skype addresses:	
Birthday:	



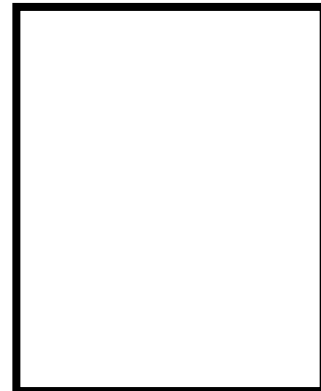
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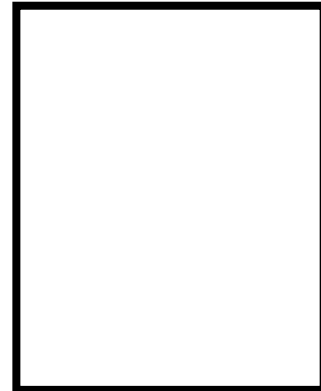
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Address:	
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Phone number:	
E-mail & skype addresses:	
Birthday:	



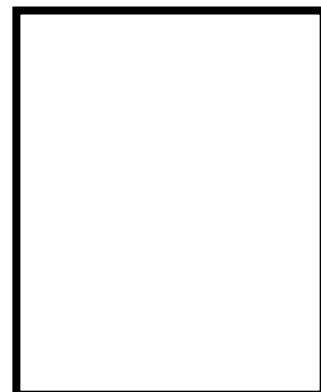
Name:	
Address:	
Social Network Site	
Phone number:	
E-mail & skype addresses:	
Birthday:	



Name:	
Address:	
Social Network Site	
Phone number:	
E-mail & skype addresses:	
Birthday:	



Name:	
Address:	
Social Network site	
Phone number:	
E-mail & skype addresses:	
Birthday:	



GOING "HOME"

Getting Ready

There are a lot of things to think about before you move to another country. Think about how you would answer the questions below. You may want to write your feelings down or talk about them with your parents.

MAKING THINGS RIGHT

Is there anyone who is angry with me right now? Is there something I can do to make things right?

Am I angry or upset with anyone right now? What can I do to put things right?

SAYING THANK-YOU

Who are the special people in my life right now? Who will I miss most when I leave

What can I do to let them know that I care about them?

SAYING GOODBYE

Who and what do I want to say a special goodbye to?

PEOPLE:

PLACES:

PETS:

THINKING ABOUT LEAVING

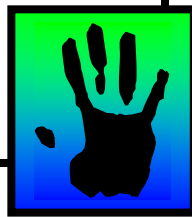
What worries you most about leaving?

What excites you about moving?

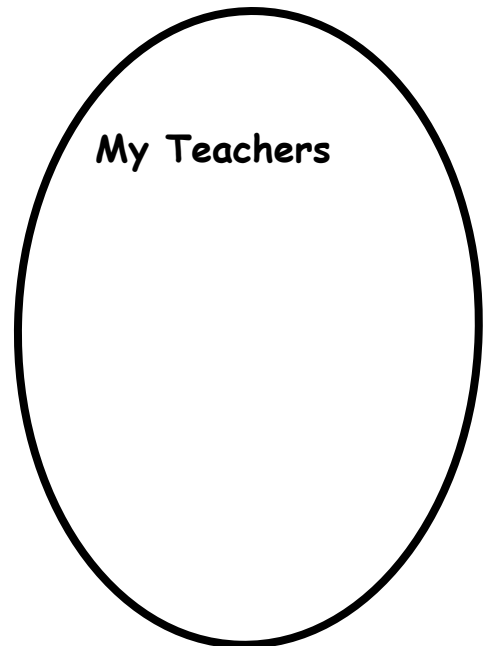
Saying Goodbye

Saying goodbye is probably the most difficult part of moving but it's important that you think about it and say proper goodbyes. Make a list of the people you want to say goodbye to and think of something special that you might want to do with them, or for them, before you leave. Talk about your ideas with your parents.

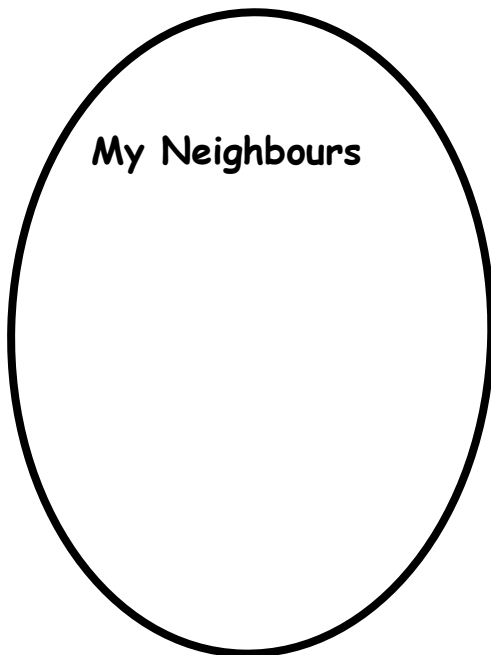
My Best Friends



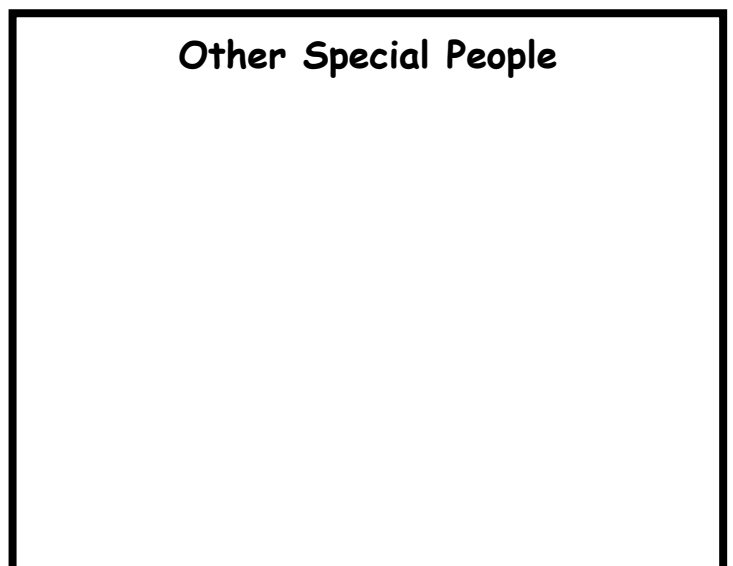
My Teachers



My Neighbours







Other Special People



WHERE ARE YOU GOING?

It's important to think about where you are going before it's time to leave. You can learn a lot about your home country before you actually get there. With your parents' permission display a world map on your bedroom wall, in the kitchen, or in your family room. Use pins or sticky labels to mark the following:

-  The country where you are living now
-  The country you will be moving to
-  The countries where your school friends come from
-  Other countries where you have lived

Important Facts

How far is it from where you live now to where you are going?

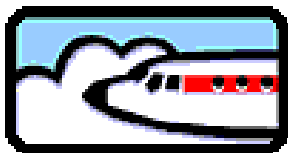
How will you get there? (Plane, ship, train, etc.)

How long will the journey take?

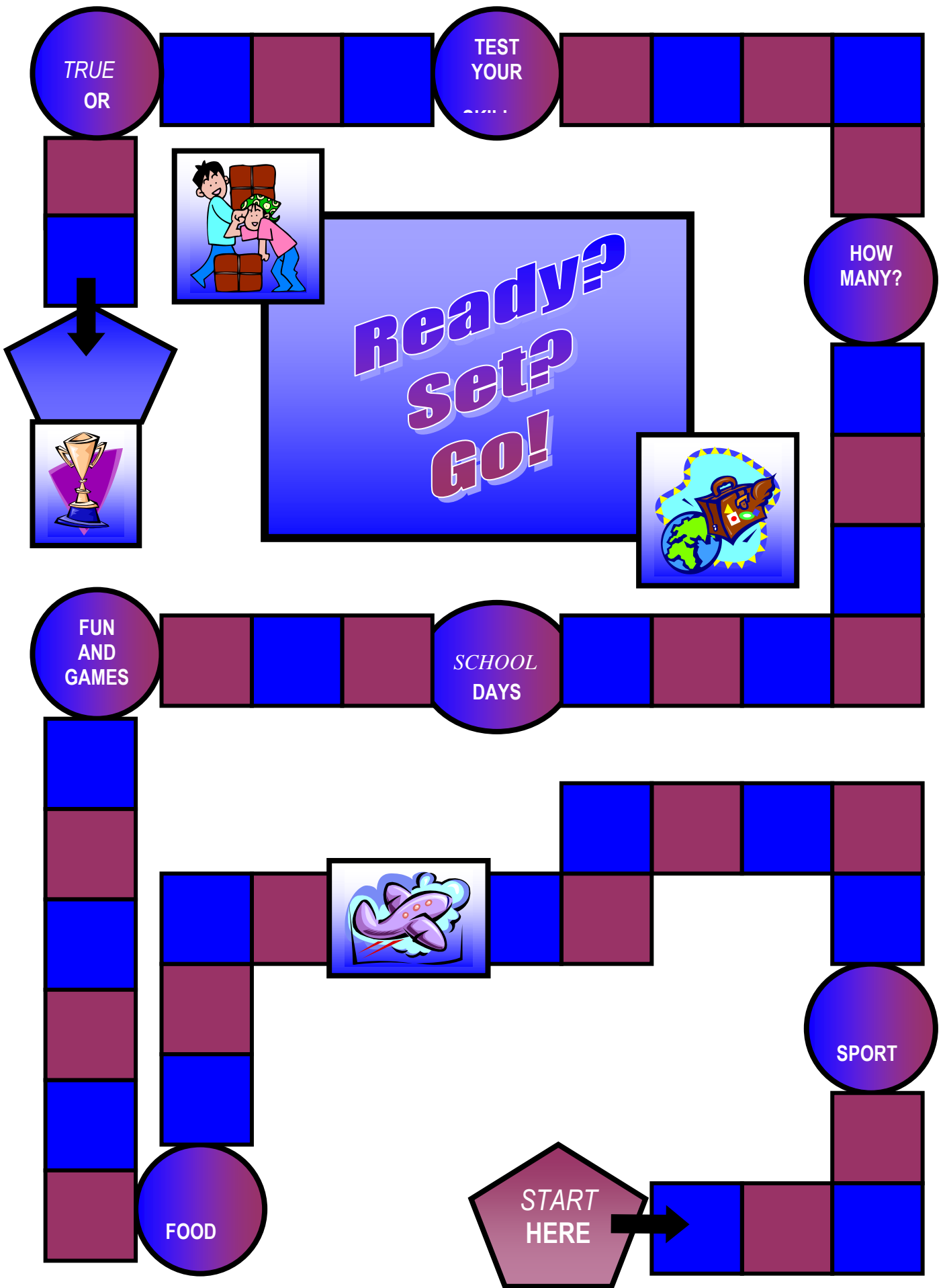
Will you be stopping at different places on the way?

Will you have to cross any oceans, seas, etc.?

How many different countries will you pass through or fly over?



If you are travelling by plane, ask your parents to help you trace on your map, the flight path that your plane will probably take





Ready?
Set?
Go!



◆ **EQUIPMENT**

Game board

7 sets of questions

- ◆ TRUE OR FALSE
- ◆ IN THE KNOW
- ◆ SCHOOL DAYS
- ◆ SPORT
- ◆ FOOD
- ◆ HOW MANY?
- ◆ TEST YOUR SKILL

Counters/markers (1 for each player)

Dice (1)

◆ **HOW TO PLAY**

Beginning on the START HERE square, players take turns throwing the dice and move the corresponding number of spaces. If a player lands on a circle, e.g. TRUE OR FALSE, they must select a card from that particular pile. If they are able to answer the question correctly, they may move forward 1 space. If the answer provided is incorrect, the player must move back 1 space. The winner is the first person to reach "HOME"

◆ **OBJECT OF THE GAME**

To familiarize children with some of the foods, sport, rules and regulations, facts and figures, etc. about their "home" country

◆ **NOTE TO PARENTS**

*It is advisable to use the game after talking through some of the reentry issues discussed throughout this package. You may want to modify some of the questions to suit your family's specific situation or add some of your own. Whenever you see an *, replace it with the name of your home country or the people of that country, e.g. Korea, Korean, Germany, German, etc.*

Food

Name two fast food restaurant chains that are popular in *.

Food

Name two traditional * foods.

Food

Which utensils would you use in * to eat a main meal?

Food

Name two foods that you enjoy right now that you will not be able to get in *.

Food

Name two foods that that you are looking forward to in *.

Food

Are fish and chip shops common in *?

Food

Do people eat sushi in *?

Food

Name two soft drinks popular in *.

**TRUE
OR
FALSE**

T or F

In * motorists drive on the left side of the road.

T or F

Pizza is very popular in *

T or F

There are four seasons: spring, summer, fall/autumn, and winter in *.

T or F

It snows in * most years.

T or F

Rice is a traditional food in *.

T or F

People eat with chopsticks in *.

T or F

Children in * enjoy playing baseball.

**TEST
YOUR
SKILL**

T or F

Major roads are called highways in *.

**FUN
AND
GAMES**

Sport

Name one female sport's personality in *.

Sport

Name one male sport's personality in *.

Sport

Name two sports popular in *.

Sport

Name one major sporting event that takes place in *.

Sport

Give the names of three sports teams in *. You may choose from any sport.

Sport

Name two team sports popular in *.

Sport

Name two individual sports common in *.

Sport

Name three sports played in * schools.

SPORT

**HOW
MANY?**

How Many

How many different countries have you lived in since you were born?

In the Know

What language or languages are spoken in *?

In the Know

What currency is used in *?

How Many

How many houses have you lived in since you were born?

In the Know

Name two of *'s most famous tourist sites.

In the Know

What is the capital of *?

In the Know

Describe *'s flag.

In the Know

Sing the first few lines of *'s national anthem or hum the melody.

In the Know

What is the highway speed limit in*?

Test Your Skill

Which is correct? In *, people measure in inches or centimetres?

FOOD

In the Know

Name two major cities in *?

Test Your Skill

Which is correct? In *, road signs show miles or kilometres?

Test Your Skill

In *, which spelling is correct: centre or center?

Test Your Skill

Does * have a president or a king/queen?

Test Your Skill

How many seasons are there in *?

Test Your Skill

Do children in * usually enjoy a white Christmas or Christmas in the sun?

Test Your Skill

Do people in * drive on the left or right side of the road?

Test Your Skill

When can children in * learn to drive?

Fun and Games

If you go cycling in *, do you have to wear a helmet?

Fun and Games

Name two popular playground games in *.

Fun and Games

Name two games children in * like to play in their homes.

Fun and Games

Name one children's film currently showing in *.

Fun and Games

Name two cartoon characters popular in *.

Fun and Games

Name two computer games played by children in *.

Fun and Games

Give the names of two uniformed organisations for children in *.

Fun and Games

Name two TV shows that are popular in *.

School Days

Do children in * wear uniforms to school?

School Days

When do children in * start school each morning?

School Days

Name three subjects children in * study at school.

School Days

What are two differences between your school here and schools in *?

How Many

How many different schools have you attended since you started school?

How Many

How many days will it take you to travel to *?

How Many

How many teachers are there in your school right now?

How Many

How many countries have you visited since you were born?

How Many

How many different countries do the children in your class come from?

How Many

How many times have you flown in the last two years?

School Days

Do you have to buy your own school supplies in*?

School Days

What is the person in charge of a school in * called?

School Days

How many days a week do children in * go to school?

School Days

In *, do children usually sit in rows or groups?

**SCHOOL
DAYS**

**IN
THE
KNOW**

AIRPORT CROSSWORD - YOU CAN SEE THESE AT MOST AIRPORTS



(a means across and d means down)

