

We're Going Home: Reentry for Elementary Children

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Introduction

So you're going to move. And you're going to a different country, the one where your parents grew up. This book is about a family making just that kind of move.

Please use whatever parts of the book you like. You may want to just read the story. You may want to do only some of the activities at the end of each chapter.

We want you to have fun hearing about what other children think and how they feel about a move like you are making.

Do the activities you like. We have scrambled words, crossword puzzles, word searches, mazes, and codes (answers are at the end of the book). We wish you the best in your move.

Blessings,

Ron & Bonnie

Chapter 1

Home

Dad came in for lunch and said, "We're going home!"

Six-year-old Ruth replied, "But I don't want to go 'home'! I am home. This is the only place I remember."

As Dad joined them at the table, they all bowed their heads. He thanked God for the food and their time together on the weekend.

After the "Amen" eight-year-old Paul said, "I don't want to go 'home' either. I kind of remember what it was like before we came here. But that doesn't seem like home any more. You know what? This place doesn't seem like home either. I don't think anywhere is home to me."

Picking up a slice of bread to make a sandwich, eleven-year-old Esther added, "I remember what it was like before. But it's like home to me there too. I have two homes, one here and one there."

Between bites Dan, Esther's twin brother, said, "I know what you mean, Dad. I want to go home, too. It's OK here, but home is even better."

"Wow!" said Ruth. "All of us kids have different homes. The only home that's the same as Dad's is Dan's. What about you, Mom? Where is home for you?"

"I grew up like you kids," said Mom, pouring some milk into Paul's glass. "But I lived in three different countries instead of two. For me home is where my family is. Right now we're here, so home is here. When we go where Dad and Dan call home, that will be home then because we'll all be there."

"When I said we were going home, I didn't realize you would all think of different things," Dad said. "For me there is just one home. That's where I lived all my life until we came here. You all are

different. What do you mean by home? What does home feel like?"

Laying her sandwich on her plate, Esther spoke up, "When I am home, I feel safe, like nothing bad will happen. I also feel at home when I know what will happen, when things are predictable. I am not afraid here, and I'm not afraid where we lived before we came."

"When Dad and Mom watch news on CNN, it seems like it's really dangerous where we came from," said Paul with a frown. "There are always shootings and tornadoes—people dying. I wouldn't feel safe or at home there."

"It just seems that way because reporters look for unusual things that will get people's attention. Those things don't happen very often. Things that happen every day don't get people to watch," explained Dad.

"Right," said Mom pointing at the TV in the living room. "Remember the times that the country we're in has been mentioned on BBC World News. There have been riots in the capital, earthquakes in the mountains, and some other things

that, living in this town, we have never seen."

"What about identity theft?" asked Ruth with a worried look on her face. "I heard them say on CNN last week that millions and millions of people have had their identity stolen. That happens every day all over the country. I don't want someone to steal my identity. If they did, I wouldn't know who I was! Who would want to live there?"

"That's silly!" said Esther laughing.

"OK, Esther. That's enough," said Dad. "Ruth just doesn't understand what identity theft is. Please explain it to her."

"Sure," said Esther as she picked up a brownie. "Ruth, when someone steals your identity, they just pretend to be you. You still know who you are. It's like when you play house and pretend to be Mom. She still knows who she is.

"Now, getting back to feeling at home. I feel at home when I know how to do things and know what to expect from other people."

"I agree," said Dan leaning back in his chair. "Then I feel comfortable, and I

relax. Then I can just be myself and don't have to pretend. I don't feel at home when Mom and Dad say to be careful how you act so that you don't do anything that will offend people. Sometime I just don't feel like being 'good.' I just want to do silly stuff and have fun. When I can do that, I feel at home."

"Well," said Dad as he put down his cup. "We have had a good lunch. We have different ways of thinking about home. To make sure we understand each other let's use the term 'passport country' for the place we came from and the term 'host country' for where we live now. We're guests here, and the people are our hosts. Now I need to get out on the back porch and paint that table. I'd love to have some company out there while I'm painting if some of you don't have plans."

Things to do and think about

1. Mark on a world map where you are right now.

2. Mark on the map where you are going. If you don't have a map, you (or your parents) can get one free online. Go to http://www.eduplace.com/ss/maps/pdf/world_country.pdf.

3. Label which country is your passport country.

4. Label which one is your host country.

5. Draw your route home on the map. It may be just one straight line. It may be several lines through different cities.

6. Where is home? (Unscramble the **boldface** words.)

- Ruth said her **shot** _____ country was home.
- Dan and Dad said their **tapsrops** _____ country was home.
- Esther said both her **tosh** _____ country and her **sapprots** _____ country were home.
- Paul said **therein** _____ country was home.

- Mom said home was not a country but wherever her **maylif** _____ was.
- Where is home to you?

7. What is home like?

- Esther said it was a place she felt **fase** _____ and was **creditpaleb** _____ (she knew what would happen).
- Dan said it was a place he could **axelr** _____ and be **slimefh** _____.
- What is home like to you?

(Remember that answers to the scrambled words are at the end of the book.)

Chapter 2

Family

That evening as they walked down the hall toward the bedrooms, Esther said, "Look. There's Uncle Mike's picture. When we go back to our passport country, we'll see him again."

Looking at the picture, Ruth said, "That's not Uncle Mike. That man doesn't have hair on top. Uncle Mike has lots of black hair all over his head."

"It is too Uncle Mike." Esther said. "The one with lots of black hair isn't really your uncle."

"He is too! Everyone in our agency calls him Uncle Mike. He's everyone's uncle," said Ruth.

Esther replied, "No, he's not anyone's uncle."

Listening as he walked down the hall behind them, Paul said, "I'm confused. If he's not anyone's uncle, why do all the kids call him Uncle Mike? How can he be both everyone's uncle and nobody's uncle?"

Dan said, "We need to talk about what uncles and aunts are. All of dad's brothers and all of mom's brothers are our uncles. All of dad's sisters and all of mom's sisters are our aunts."

"And don't forget that all of the women who married dad's brothers and mom's brothers are our aunts too. And all of the men who married dad's and mom's sisters are our uncle's," added Esther.

"Oh, I see," said Paul. "All of mom's and dad's brothers and sisters are our uncles and aunts. And so are all the people who married them."

"Right!" said Paul and Esther together.

"Then why do we and all the other kids call the Mike with black hair all over his head 'Uncle'?" asked Ruth.

"I'm not sure," said Dan.

Esther agreed, "Let's ask Mom and Dad."

Ruth ran down the hall and told Mom and Dad that they were confused about Uncle Mike. The other three waited in the girl's room until Mom and Dad got there with Ruth. Dan and Esther told Mom and Dad what they had talked about. They ended with, "Why do we call that Mike 'Uncle Mike'?"

Dad began, "Well, I wasn't around when people began doing that. But I think it's because our agency is like one big family, so we call them by family names. We call them uncle and aunt."

"That's right," continued Mom. "Just calling him 'Mike' doesn't seem to show respect for him. Calling him 'Mr. Brown' seems too formal. So we call him 'Uncle Mike.'"

Dan said, "Mom, isn't Aunt Susie our aunt since she married your brother?"

"She is. Why do you ask?"

"Well, I remember her before we left our passport country. I can't stand her hugs and sloppy kisses." said Dan.

Mom said, "She just wants you to know that she loves you, Dan."

"OK, but I still don't like it. And then she wants us to kiss her! I'll be in middle school by the time we get back."

"That doesn't sound good to me either," said Paul. "And I'm just in third grade."

"I don't mind it," said Esther. "Besides, she always gives us candy."

"That sounds good," said Paul.

"It's not worth it to me," added Dan. "I'd rather do without the candy."

Ruth hadn't said anything for a long time, "I know all of our aunts and uncles who live here. But I don't remember the people you're talking about. People like Uncle Mike and Aunt Susie.

"Granny visited us last year. I liked her hugs and kisses. And Grandpa and Grandma visited too. I liked her kisses."

"But they're different," said Dan. "They're Mom's and Dad's mothers. They're really part of the family. Aunt Susie isn't. She's just our aunt because she married Mom's brother."

"Wait a minute," said Dad. "We're not going to treat everyone in the family alike. Those who married our brother's and sisters are part of the family."

"Well, OK," said Dan. "But I still don't like some of their kisses."

"I understand," said Mom. "I'll try to tell them how you feel, but I am sure some of them will still kiss. Please try to be nice."

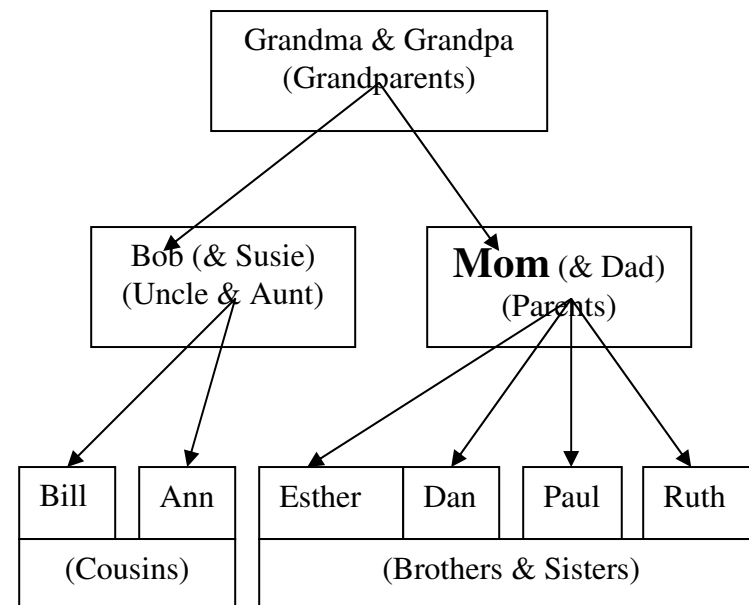
Paul spoke up. "Another thing I don't understand is about cousins. I have heard about our cousins, Bill, Ann, Liz, and Rob. But some of the kids at school talk about first cousins, second cousins, and third cousins. Is Bill my first cousin because he was born first, because he's the oldest?"

"Cousins are confusing," replied Dad. "Let's not worry about any cousins except what people call 'first cousins.' Those cousins are the children of your aunts and uncles. All of Uncle Mike and Aunt Mary's children are your cousins. All of Uncle Bob and Aunt Susie's children are your cousins."

“When we get back to our passport country, you’ll meet most of your cousins. Mom and I will help you connect your cousins with your aunts and uncles so that you know who’s who. We’ll email them and ask them to send us a picture of themselves as an attachment so that you’ll know what they look like.”

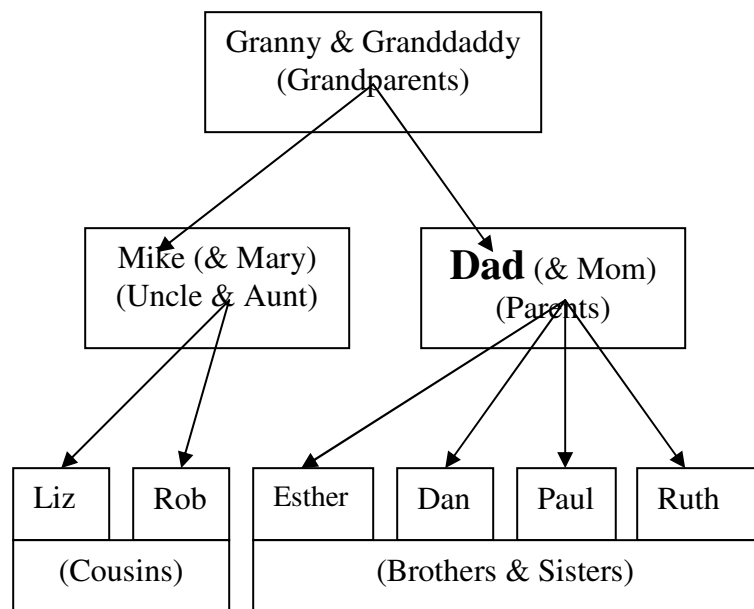
Below is a chart showing how people in Mom’s family are related. The arrows show which people are children of other people. For example, Uncle Bob and Mom are the children of Grandma and Grandpa.

Mom’s Family



Below is another chart showing how people in Dad's family are related. The arrows show which people are children of other people. For example, Uncle Mike and Dad are the children of Granny and Granddaddy.

Dad's Family



Things to do and think about

1. Make a list of all of your mother's brothers and your father's brothers. These are your **clensu** _____ .

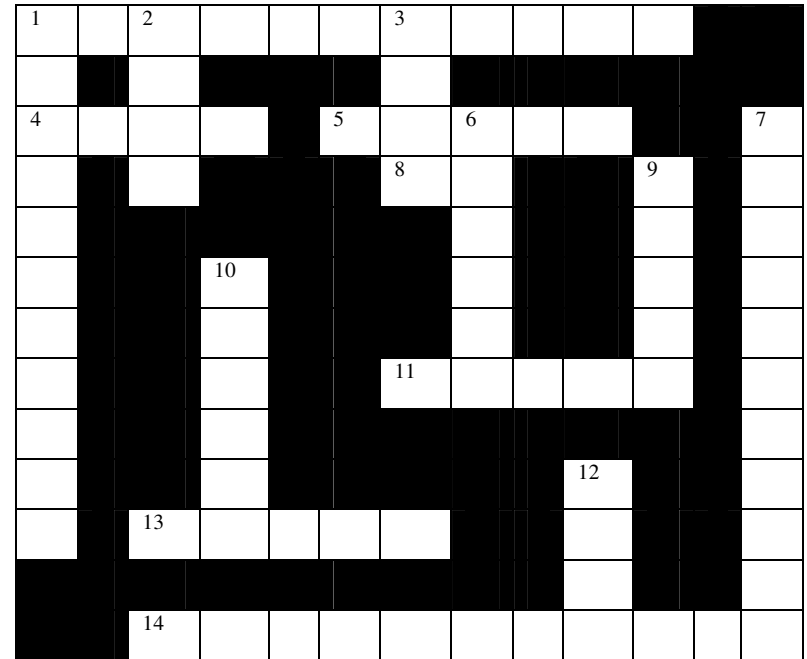
2. Make a list of all the women these brothers married. These are your **tunas** _____.

3. Make a list of all of your father's sisters and you mother's sisters. These are also your **sanut** _____.

4. Make a list of all of the men these sisters married. These are also your **sunlec** _____.

5. Make a list of all of the children the people in the first four lists have. These are your **sunisco** _____.

6. Do you know these relatives (the same word may be used more than once)?



Across

- 1. Father's father
- 4. Mother's sister
- 5. Father's brother
- 8. Preposition
- 11. Mother's sister's husband
- 13. Mother's brother
- 14. Mother's mother

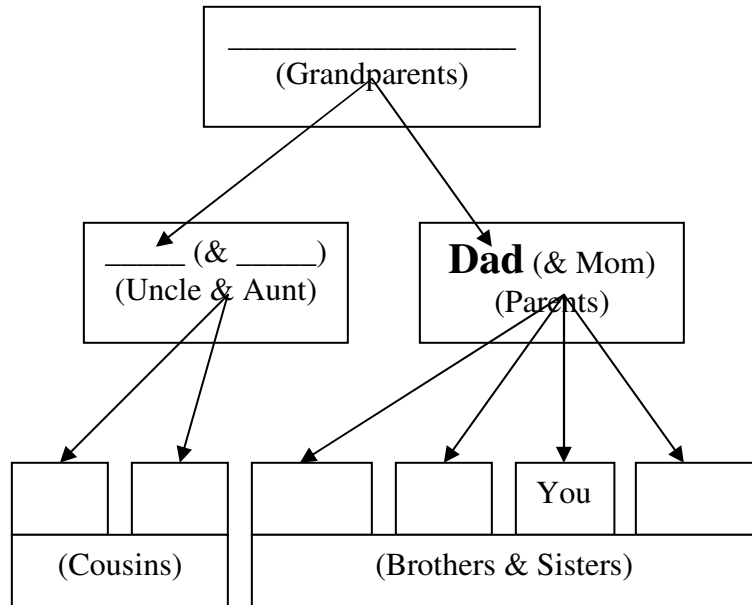
Down

- 1. Father's mother
- 2. Father's brother's wife
- 3. Mother's brother's wife
- 6. Aunt's daughter
- 7. Mother's father
- 8. Preposition
- 9. Father's sister's husband
- 10. Uncle's son
- 12. Father's sister

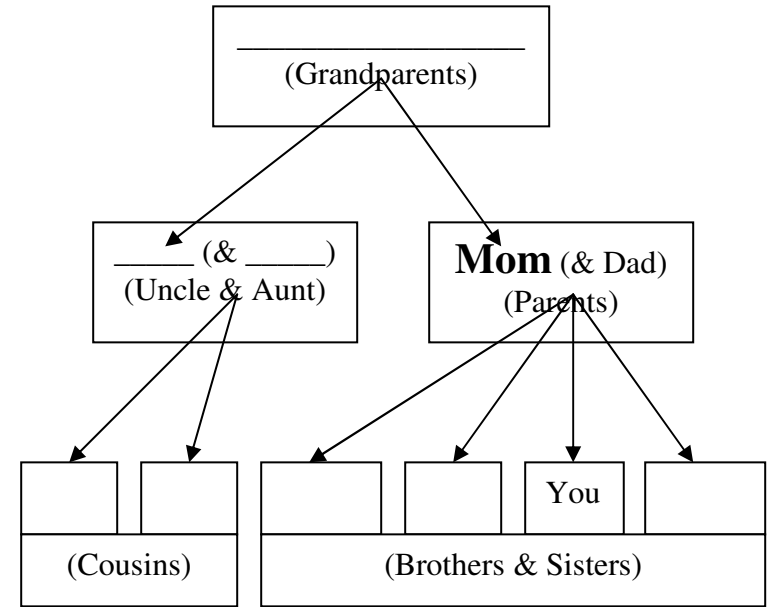
(Remember that answers are at the end of the book.)

7. Fill in the following charts to show how the people in your family are related. Draw more boxes if you have more aunts, uncles, brothers, sisters, and cousins. Of course, make fewer boxes if you have less. Make one chart for your father and one chart for your mother.

Your Family (Dad's side)



Your Family (Mom's side)



Chapter 3

Friends

Esther was spending the night with her friend, Susan. She looked across the table as they played dominos and said, "We're going 'home' in about three months. I'll really miss you and my other friends here, but I am really excited about going."

Susan replied, "Wow! I knew that you would probably be moving, but I didn't think it would be that soon. I'll miss you too. But you know what? We're going back to visit our passport country at Christmas time. Maybe we can get together while I'm there."

Esther put down a domino, "That sounds great! But how can we stay in touch until then?"

"We can use a chat room on the Internet. There are some just for TCKs. We could even get web cams so that we can see at each other too. They don't cost very much," answered Susan as she reached for a domino.

"We're going back to the same town. I am so excited about getting to see my old friends. We can just begin right where we left off four years ago."

"I'm so happy for you too," said Susan.

* * *

Tossing the ball to his friend, Dan said, "Dave, we're going 'home' in about three months. Just thinking about it makes me sad. I didn't want to move here when we did. Now I want to go back even less."

Throwing the ball back, Dave said, "I know what you mean. I went back 'home' two years ago, and I didn't like it at all. I found it really hard to make friends there. The other kids all knew I was going to leave in a year, and none of them became real friends."

“We’re going back to the same place, but my two best friends have moved away, so I don’t even have any old friends to see,” Dan added.

Dave quickly replied, “It probably wouldn’t make any difference anyway. When I went back home, the guys I thought were my friends had new friends. I just couldn’t break into their group.”

“You’re my friend,” said Dan. “How can we keep in touch? Would email work for us?”

“Sure,” said Dave. “We can even send pictures as attachments. I’m not very good about writing, but they say that one picture is worth a thousand words!”

* * *

Paul and his friend Pete loved their little cars, cars small enough to keep a couple in their pockets all the time. Pushing his car toward Pete, Paul said, “We’re going ‘home’ in about three months.”

Pete asked, “Are you happy or sad about going, Paul?”

Paul replied, “It really doesn’t make much difference to me. I like it here. I don’t remember much about it there, but I think it will be fun to see it again.”

“Do you have any friends there?” asked Pete as his little car passed Paul’s.

“Not that I can remember, but I know I can make some friends when we get there. I like meeting new kids,” said Paul.

“You do,” said Pete. “It’s easy for you to make friends. I want to stay your friend too. How can we keep on being friends?”

“My dad says that there are several ways to call each other on the phone. Some of them cost only pennies a minute. Others are even free through the computer,” said Paul putting a car in his pocket.

“Good,” said Pete. “I hate writing, so I would probably never send you a letter. I do like to talk with you on the phone.”

* * *

Staying overnight at Rachel’s house, Ruth said, “We’re going ‘home’ in about

three months. The rest of my family might be going home, but not me. They said I was born there, but I don't remember anything about it."

"Oh!" said Rachel as she tossed a pillow. "That sounds scary to me."

"It is!" said Ruth. "I am really afraid. I worry about being able to make new friends. I have never had to do that."

"Me either," said Rachel. We have always been friends. As long as I can remember we have played together. I'll really miss you."

"How do you make new friends? Do you just say, 'I need a friend. Will you be one?'" asked Ruth.

"I don't know Ruth. But I do know that I want to keep being your friend even if we don't live near each other. Let's write letters to each other. We can send each other birthday cards too."

"That sounds good to me. A least I'll have a friend through the mail," said Ruth.

Things to do and think about

Find the words in Numbers 1 and 2 below in this word search.

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

1. The children all felt different about moving, from happy to sad, from excited to afraid.

EXCITED

SAD

NO DIFFERENCE

AFRAID

How do you feel about moving? _____

2. The children all thought of different ways to keep in touch with their friends.

CHATROOM

WEBCAM

EMAIL

ATTACHMENTS

PICTURES

PHONE

LETTERS

CARDS

How will you keep in touch with your friends? _____

3. The children's friends all reacted differently. How did your friends react to hearing you were moving?

4. The children all had different thoughts about making new friends. What do you think about making friends?

5. Fill in the information below for the friends you want to be able to contact when you arrive back in your passport country. Make as many copies of this page as you need.

| |
|-----------------|
| Name _____ |
| Address _____ |
| Address _____ |
| Email _____ |
| Telephone _____ |
| Other _____ |
| Name _____ |
| Address _____ |
| Address _____ |
| Email _____ |
| Telephone _____ |
| Other _____ |
| Name _____ |
| Address _____ |
| Address _____ |
| Email _____ |
| Telephone _____ |
| Other _____ |

Chapter 4

Thanks

One evening Mom put a piece in the puzzle the family was working on. Ruth said, "Thanks, Mom. Now I see where this piece I have in my hand goes. It's right next to the one you just put in."

"I'm glad I could help," said Mom. Then she went on. "I've been thinking about saying 'thank you' to some people myself."

"Who, Mom?" asked Ruth.

"Just some people here who have been so kind to us. Do you remember near the end of *The Wonderful Wizard of Oz* as Dorothy was about to leave Oz and return to Kansas?"

"I do," said Esther. "It seemed like everyone was saying 'thank you.'"

"Right," Mom added. "Dorothy, the Scarecrow, the Tin Woodman, and the Lion all thanked Glinda for being so kind. Then the Scarecrow, the Tin Woodman, and the Lion thanked Dorothy for their brains, heart, and courage."

Putting another piece in the puzzle, Dad added, "Thanking special people is a good thing to do when you're leaving."

"That's a good idea," said Esther.

"My teacher at school has been such a help to me this year. I know she likes little gold necklaces with a heart or something like that on them. I think I'll get her one at the market."

"Uncle Mike took me fishing lots of times," said Paul just as he saw where the puzzle piece he was holding went. "That was lots of fun. And I couldn't have gone without him. I'm not going to buy him anything, but I am going to draw a picture of a fish for him."

"Rachel has been my best friend," said Ruth. "I'm not going to give her anything. I'll just tell her how much I love her."

Mom said, "Giving something nice is a great idea. It's even more important to tell them how much they mean to us. Or write them a note or an email."

"This is getting too mushy for me," said Dan. "Fifth grade boys, almost in sixth grade, just don't do things like that. Besides, I can't think of anyone so special. Most people have been nice to me, but not so much that I would do something like that."

"That's fine," said Dad. "No one needs to feel like they have to get mushy or give a gift. It's just something good to do if someone has been special."

"It's good to thank people who are special. It's also good to say 'I'm sorry' to people we have hurt," said Mom.

"I ran into Marcy so that she fell and scratched her arm," said Ruth. "I said I was sorry when I did it. Do I have to say so again?"

"Of course not," said Dad. "We're talking about things you haven't apologized for. Also, we were thinking of hurting their feelings, not just injuring them."

"I can't think of anything like that," said Ruth.

"You mean like last week when Martha and I were arguing about which lipstick looked best. I said her sweater was ugly," asked Esther.

"That sounds like something that could use an 'I'm sorry,'" said Mom. "If you feel like you might have hurt someone, it's always good to apologize."

Waving a piece over the puzzle, Paul said, "I've been kind of a pain in Sunday school lately. I make funny noises. Everyone laughs. But Aunt Edna just gives me one of her looks."

"That also sounds like it needs an 'I'm sorry,'" said Dad. "Making things right makes it easier to leave. It also makes it easier to get on with life back 'home.'"

Dan wasn't saying anything. But he couldn't help thinking of what he had done when the babysitter was there last week. She was really upset with him for making a mess.

He had dropped spaghetti on the floor on purpose. Then he "accidentally"

knocked over his milk on her when she was cleaning it up.

She hadn't said anything to Mom and Dad. But the babysitter knew that neither thing was really an accident.

He felt bad about it now. Still, he really didn't want to apologize. He needed to think this one over before doing anything.

"Well, it's about bedtime," said Mom. "We can work more on this puzzle tomorrow. Everyone upstairs."

Things to do and think about

1. Below are seven kinds of people you may want to thank or apologize to. Find and circle all seven in the word search below. Then write people's names in the list below the box.

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

1. Aunts _____
2. Classmates _____
3. Friends _____
4. Neighbors _____
5. Pastor _____
6. Teachers _____
7. Uncles _____

2. Looking at the list in 1, write below the names of special people you want to thank.

3. Looking at the list in 1, write below the names of people you need to apologize to.

4. Unscramble these ways to thank people.

Yub a fitg. _ _ _ _ _ .

Kame a tifg. _ _ _ _ _ .

Nophe meth _ _ _ _ _ .

Twire a tone _ _ _ _ _ .

Neds na lamei _ _ _ _ _ .

5. List more ways to thank people.

Chapter 5

Goodbye

As he pulled out of the church parking lot, Dad said, "We're going to be leaving soon. We need to begin saying our goodbyes."

"That's right," said Mom. "An important part of leaving our host country is saying goodbye. That makes it easier to begin life in our passport country."

"We need to say goodbye to our pastor and Sunday school teachers," said Dan.

"Yes, and goodbye to our teachers at school too," added Esther.

"What about our aunts and uncles in our agency?" asked Paul.

"And our friends too?" asked Ruth.
"Those are going to be the hardest ones for

me. What about saying goodbye to the church?"

"Don't you mean the people in the church?" asked Esther.

"No, I mean the building," answered Ruth.

"That's doesn't make any sense," said Paul. "You can't say goodbye to a building. It can't hear you—and it wouldn't care anyway."

"It does make sense," said Mom. "Buildings can't hear us, but we need to say goodbye to places as well as to people."

"You mean like goodbye to our school?" asked Paul.

"And our house, and our room?" asked Dan.

"What about our neighborhood—the store, the restaurant, and places like that?" asked Esther.

"All of those," said Dad as he pulled up to the gate at their house. "It's just a part of leaving to say those goodbyes."

Champ came running up to the gate, barking as he came. "You'll also want to tell Champ goodbye," said Mom.

You mean we can't take Champ with us?" asked Paul. "I thought he was a part of our family and we could take him with us."

"We do say that Champ is like one of the family, but he's a guard dog trained to bark and keep people away. He's too big to take with us on the plane. Even if we did take him, he would not be a good dog for where we'll be living," said Dad.

"I love Champ, and I want to take him," said Ruth. "We can't leave him behind."

"People often have to leave pets behind," said Mom as they walked toward the house. Seeing Dan's and Esther's bicycles, she added, "And we'll have to leave the bikes here too. There just isn't room to take all our things."

"I didn't think we would take those," said Dan. "But do you mean we're going to have to leave other things too?"

"Probably so," said Dad. "We have only so much room on the plane and we can buy many things back home at much less cost than it would be to ship them."

“Most of the goodbyes are to things that begin with ‘P’,” noted Esther.

“People, places, pets, and things.”

“If you call things ‘possessions,’ they all begin with ‘P’,” said Mom. “That is a good way to remember them. People, places, pets, and possessions.”

“Do you mean I might have to leave my doll?” asked Ruth. “I don’t want to leave her. She’s my friend.”

“I’m sure we can take your doll,” said Mom. “But we can’t take everything. We have only so much room. All of us will have to leave some possessions behind, some things we want to take.”

“We have already shipped some trunks,” said Dad. “Don’t you remember when we packed those—and put some of your things in?”

“Yes, but I thought we could take everything else when we went,” said Paul.

“We can’t take everything, just like we can’t take people and places,” said Dad. “But we can take things that will remind us of them.”

“Sure,” said Dan. “We can take pictures of everything we want to

remember. We can burn thousands of pictures on a CD and take it on the plane with us.”

“That’s right,” said Mom. “And you can take souvenirs too. Remember how people who have visited us bought souvenirs at the market. You don’t need to buy things, just take something special.”

“Do you mean like a piece of chalk from school and a craft from church?” asked Paul.

“Exactly,” said Mom. “Just so you take something small and light. We don’t have a lot of room, and the airlines have weight limits.”

“Saying goodbye makes me sad,” said Ruth. “Remember when Dorothy left Oz in *The Wizard of Oz*? I feel that way now.”

“She threw her arms around the lion’s neck and kissed him, patting his big head tenderly. Then she kissed the Tin Woodman, who was weeping in a way most dangerous to his joints. But she hugged the soft, stuffed body of the Scarecrow in her arms instead of kissing his painted face and found she was crying

herself at this sorrowful parting from her loving comrades.”

Things to do and think about

Esther and Mom noted that it's good to say goodbye to several things that begin with the letter "P." Unscramble the words in the sentences below and make your lists.

1. Make a list of **eplope** _____ you want to tell goodbye. Here are several suggestions. After you unscramble the following, write specific names.

- **nutsa** _____
- **sametalcss** _____
- **sendifr** _____
- **reignsobh** _____
- **ratspo** _____
- **cheaters** _____

- **celnsu** _____

2. Make a list of **slapec** _____ you want to tell goodbye.

3. Make a list of **step** _____ you want to tell goodbye.

4. Make a list of the **sssssponie** _____ that you'll have to leave behind. Then begin to sort them out. Give some of them to your friends. Donate others to nationals who live in your host country.

5. Make a list of things you'll be glad to leave behind (like the barking dog next door, the trash burning next door, and so forth).

Chapter 6

Packing

One evening Dad got out the suitcases and said, "It's time to begin packing. Weeks ago we shipped some trunks home. Now we pack what we take on the plane."

"You each have a suitcase and your backpack," added Mom. "Of course, you need to pack your clothes. Then you can add whatever else you want to take, up to 20 kilograms. That's all the airline will let you take."

"I'll never get everything in," sighed Esther. "I already sent books in the trunks we shipped, but I know that I can't get everything I want in a suitcase. Even if I could, it would be too heavy."

“That’s true for all of us,” said Dad. “I would suggest sorting things into four piles.

“First pile: Things here that you want to take with you.

“Second pile: Things you want to put in storage to have when we come back.

“Third pile: Things you want to give to friends.

“Fourth pile: Things you want to sell or to donate to nationals who live here.

“You might even need a fifth pile for things you borrowed from friends and haven’t returned yet.”

Dan said, “That sounds like a good idea. What if the first pile has too much to get in our suitcase?”

“Then you sort it again and put more things in the other piles. Keep sorting until you’re able to get everything in your suitcase and backpack,” said Dad.

Mom added, “You may have to do that for the second pile as well. We do have storage here, but it won’t hold everything.”

“OK,” said Esther. “When Ruth and I get eight or ten piles around our room there won’t even be room to walk.”

Everyone began sorting. Dan noticed that Paul had put his ragged old teddy bear in the pile to take, “Why are you taking that, Paul? It takes up a lot of room. Throw it away and get a new one when we get back to our passport country if you still want one.”

“I don’t want a new one,” said Paul. “I like this one. I’ve had it a long time, and it’s like an old friend.”

“You sound like a baby,” said Dan.

Mom was walking by just then. She stuck her head in the door. “That’s enough of that, Dan. Paul’s not acting like a baby. Each person has things that mean a lot to him or her. Just because you don’t want a teddy bear doesn’t mean Paul shouldn’t.”

“But it’s faded, and one eye is missing,” said Dan. “A new one would be a lot nicer.”

“Paul, a new one would just be a teddy bear,” said Mom. “It wouldn’t have all of the memories with it that this one has.”

“OK,” said Dan. “He can take what he wants.”

“Of course, he can,” said Mom.

“And you can take what you want. Paul may think your old scarred softball isn't worth taking, but you can take it if you want.”

“But it's the one I hit for the home run that won the tournament,” said Dan.

“Exactly,” said Mom. “It has value for you—the memories.”

Over in their room Esther and Ruth were talking about packing their backpacks. Ruth asked, “How do you know what to put in your backpack and what to put in your suitcase?”

“In your backpack be sure you put things you'll need on the way home. Like your toothbrush and a snack,” said Esther.

“I'll need something to do on the plane,” said Ruth. “Can I take a toy too?”

“Sure,” said Esther. “Just be sure that you take one that's small enough to leave room for other things. And take one that's light. A backpack can get really heavy carrying it around the airport on a long layover.”

“What else should I put in my backpack?” asked Ruth.

“Take things that are really special to you,” Esther replied. “Things that you do not ever want to lose, like the picture of you and Grandma when she visited here. Sometimes the airline loses suitcases. They usually come in a day or two later, but sometimes they are lost forever.”

Ruth said, “That sounds like a good idea.”

“Oh, yes,” said Esther. “Also take things you don't want dropped or crushed. Dad always carries his computer in his backpack. It's big and heavy, but he doesn't want it in suitcases that are tossed around and piled on each other.”

“OK,” said Ruth. “I think I understand now. I'll take all I can. But I'll remember that I have to carry it myself.”

Things to do and think about

1. Sort out things you are going to throw away, and throw them away now.

2. Sort out things that you are going to give to friends and give them away now if they are things you will not need anymore. Remember that when you give them away, you can't take them back—ever.

3. If you have things you have borrowed from other people, return them now if you won't need them before you leave.

4. If you and others in your family have things you want to sell, you may want to sell them now. That will save you time when you are packing.

5. In the word search below are 20 things you may want to include in your backpack on the way home. Circle the items and list the ones you want to pack. See if you can find two additional items not listed.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| W | H | S | U | R | B | R | I | A | H | T |
| O | G | A | M | E | L | L | O | D | A | O |
| R | L | P | A | O | S | I | Q | P | T | O |
| D | U | S | D | R | A | C | E | O | G | T |
| S | E | W | E | R | T | N | Y | Y | U | H |
| E | S | N | A | C | K | E | C | O | M | B |
| A | T | R | U | C | K | P | A | P | E | R |
| R | I | U | I | L | O | T | I | O | N | U |
| C | C | R | A | Y | O | N | S | O | P | S |
| H | K | A | Y | O | B | E | M | A | G | H |
| S | D | R | O | W | S | S | O | R | C | D |

BOOK

LOTION

CARDS

PAPER

COMB

PENCIL

CRAYONS

SNACK

CROSSWORD

SOAP

DOLL

TAPE

GAME

TOOTHBRUSH

GAMEBOY

TOY

GUM

TRUCK

HAIRBRUSH

WORDSEARCH

Chapter 7

Traveling

Mom and Dad got everyone together the afternoon before they were to leave. Dad said, "We need to have a few rules to keep everyone safe as we travel tomorrow.

"First, always stay with other family members, with either Mom or me in the group."

"What if I have to go to the bathroom?" asked Ruth.

"Tell me, and I'll go with you," said Mom.

"Second, always keep your things with you. If you leave your backpack anywhere, someone may steal it. If security finds it in the airport, they may destroy it," Dad continued.

"Third, keep this card with you all the time. It has your name and Uncle Mike's

phone number here. It also has our flight number and Grandpa's phone number back home. When we check in tomorrow, we'll add our gate number and give the card to you. If you get separated from us, you would have someone to call and know where to go to find us."

"Why does it have two phone numbers?" asked Ruth.

"So that you have someone here to call before we leave. And you have someone there after we get home," said Mom.

"Fourth, the final rule is: If you need help, ask a policeman in uniform or an airline person in uniform. Don't talk to other strangers," finished Dad.

Early the next morning they left for the airport. When they got to the terminal, they went right to check-in. They got their boarding passes and checked their suitcases as baggage.

Dad gave their tickets and passports to the airline agent. As she entered information into the computer, Paul asked, "Why do we need passports?"

Mom said, "Those are documents that prove we're citizens of our host country. Whenever you travel to another country, you have to have them. They prove who you are and where you're from."

Dad soon returned with the boarding passes. He said, "We leave from Gate 14 on Concourse B."

Mom quickly wrote "Gate 14, Concourse B" on the cards. Then she handed one to each child.

"What is a concourse?" asked Ruth.

"It's just a large hallway that leads to the gates where the planes are waiting," said Mom. "Watch as we walk down it to Gate 14. You'll see waiting areas and planes on both sides."

They got through security fine except for Dan. The metal detector beeped as he walked through. Dad said, "I thought you might have trouble with that big belt buckle."

Dan went back and took off the belt. Then he walked through without a problem.

The family boarded the plane and took off only 15 minutes late. The flight

was long, but they read books, played with toys, and wrote with things they had in their backpacks. They especially liked getting drinks from the flight attendants. They watched the movie, and everyone but Dad fell asleep for part of the flight.

After they landed, they got off the plane. They headed for Immigration. Looking at their passports, the man said, "Welcome back. You've been gone a long time."

Dad said, "It's good to be home."

Ruth thought, "I'm not back. And it's not home to me."

Then they headed for the baggage claim to get their suitcases. As suitcases came around the carousel, it seemed like theirs would never come. Just as Esther said, "Do you think they lost ours?" one popped out.

They finally got all their baggage and headed for Customs. Paul asked, "What is customs?"

Esther answered, "It's where they inspect baggage. They want to make sure you aren't bringing anything into the country that you shouldn't. For example,

they don't want you bringing in any fruit with insects. Insects could eat the fruit trees here."

Right after customs they went through a door. Grandma and Grandpa were there. So was the other Uncle Mike. Some of their cousins were there too. The cousins had really changed. They looked so different that Esther and Dan hardly knew who they were.

There were hugs and kisses and lots of greetings. Then they went out to the parking garage and headed for Grandma and Grandpa's house.

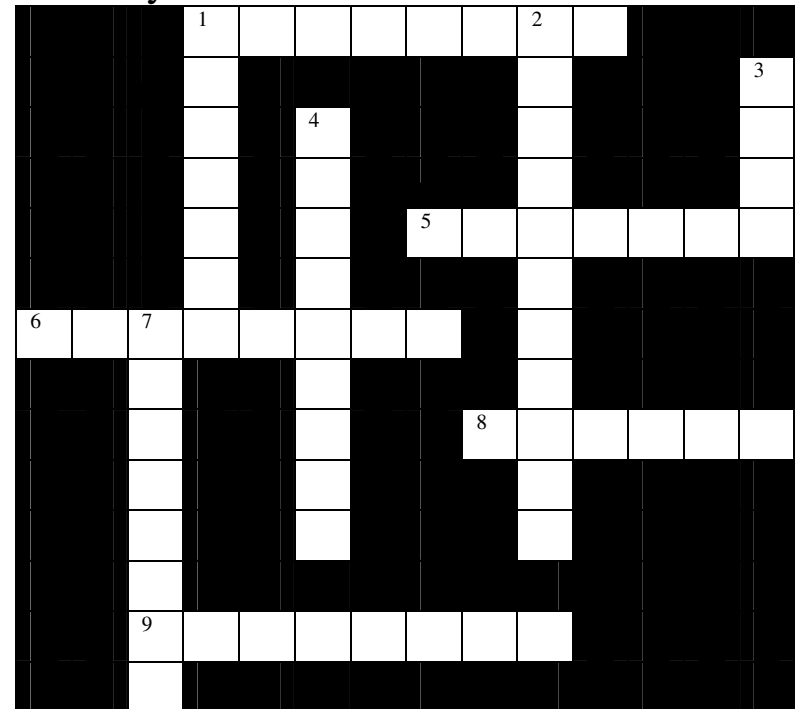
In the van Dad said, "It surely is good to be back. We're really looking forward to this week with you all. It will be so good to see everyone at the church again.

"We have a cabin reserved up in the mountains next week. We need a week alone to get some rest after this busy time of moving."

Things to do and think about

1. What were the four rules for traveling?

2. Do you know these air travel words?



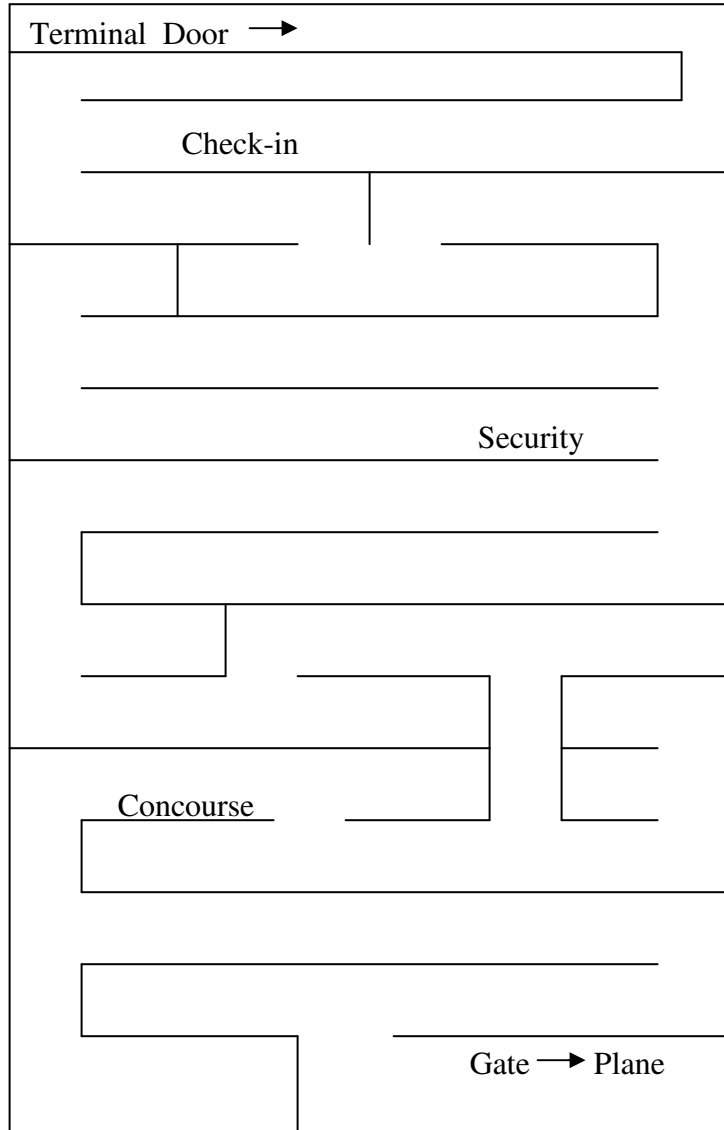
Across

1. Where you get your boarding pass (hyphenated word)
5. Trunks or suitcases used in traveling
6. Document proving you are a citizen of a country
8. Needed (paper or electronic) to get boarding pass
9. Large building from which you board the airplane

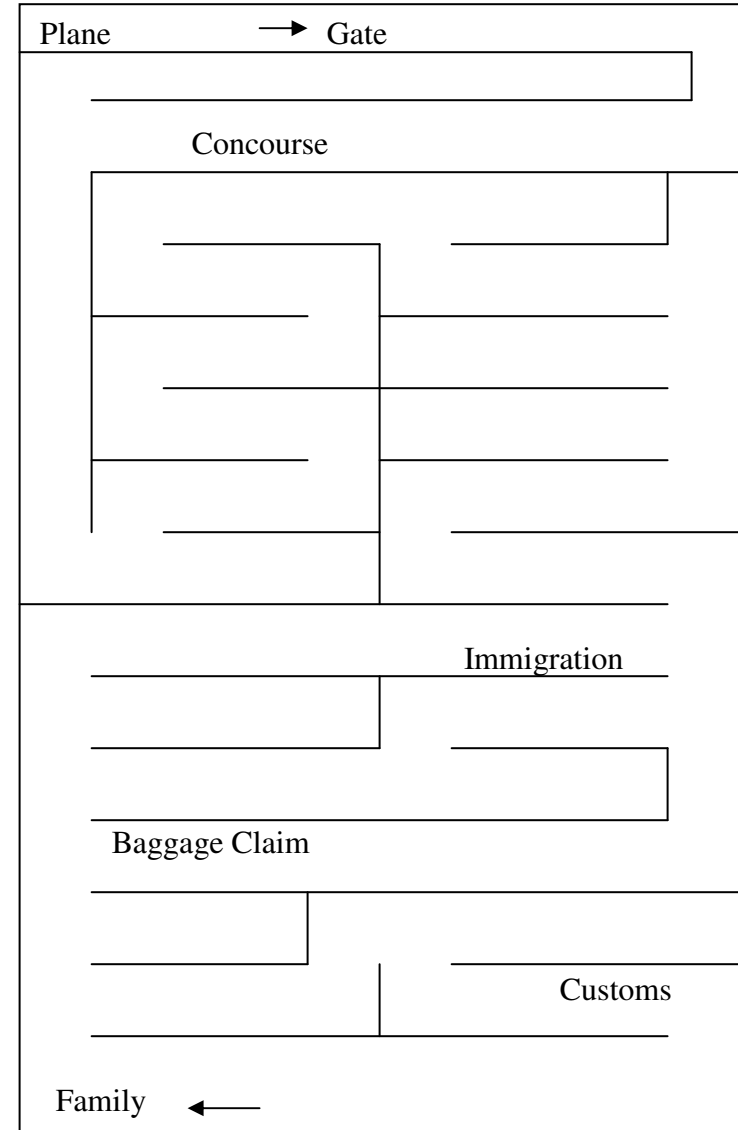
Down

1. Where they inspect baggage when you enter a country
2. Where they decide whether or not you enter a country
3. Passageway leading from large hallway to the airplane
4. Large hallway leading from the building to the plane
7. Where they use X-rays and metal detectors to check

3. Find your way onto the plane.



4. Find your way from the plane to your family.



Chapter 8

“Home”

“Mom, I’m sure glad that we brought the things on my walls. And I’m glad we got them up on the walls in my room right away,” said Esther. “It really makes my room feel like home.

“The rest of the house feels a little bit like home too. Nothing else feels like home. I feel like a visitor at school, at church, and in the city.”

“That’s normal,” said Mom. “I feel the same way, and I lived here ten years before we went overseas.”

“How long before it really feels like home?” asked Esther.

“Well, it will feel more and more like home every day,” answered Mom. “But it often takes about a year before it *really* feels like home.”

“That’s too long,” said Esther. “By then we’ll be moving back to our host country.”

“You’re right,” said Mom. “People who change cultures every few years feel like visitors much of the time.”

Just then Ruth came down the hall. “I don’t understand. Paul and I were just at the corner store. I bought a pen that cost 99 cents. I handed the lady a dollar, and she said I needed four more cents. What is tax?”

“I’m sorry, Ruth. I forgot to tell you. We didn’t have sales tax where we were. But here at home you have to pay the government every time you buy something. It’s called a sales tax. In our state it’s about five cents on every dollar,” said Mom.

“That doesn’t make any sense,” said Ruth.

“It doesn’t,” said Mom. “But that’s just the way it is here. Every culture has some way of raising money for the government, and here they have a sales tax.”

Dan poked his head out of his room. "I went with Dad when he got his hair cut. I went next door to the barber shop to the place where I used to get ice cream. Now it's a hardware store. What a bummer!"

"It is," said Mom. "Things have changed since we left."

"So much has changed, sometimes I'm not even sure who I am," said Dan.

"You sound like Alice in Wonderland when the Caterpillar asked her who she was," said Mom.

Alice replied, "I—I hardly know, Sir, just at present—at least I know who I *was* when I got up this morning. But I think I must have been changed several times since then."

Paul came around the corner, "That sounds like how I feel. I'm not sure who I am. I'm not sure what to do. If we're 'home,' why do I feel homesick for where we were?"

"Paul, you and Ruth are too young to remember. But when we first went to our host country four years ago, we all felt the same way there," said Mom. "We weren't sure who we were. We weren't used to

bargaining for things. We felt unsure when we crossed streets—cars didn't stop for us in crosswalks.

"We called it culture shock. The same thing happens when we come back. Lots of things have changed here. Dad didn't know how to put gas in the car. I didn't know how to 'swipe' my credit card. It's a reverse culture shock. It takes most people by surprise."

"People here don't seem to really care about what we did or what it was like where we were," said Dan. "Sometimes I haven't even finished what I was saying, and they want to do something else. It's like I was keeping them from what they want to do."

"That sounds just like Alice in Wonderland again," said Mom. "When she returned, Alice was telling her sister all about her adventures. Then her sister kissed her and said, 'It *was* a curious dream, dear, certainly; but now run in to your tea: it's getting late.'"

Esther said, "People are different here too. It seems like things are more important than people. They say that they

like you, but they don't have time for you. Instead of playing games with each other, kids have their own Play Stations."

"Yes," said Mom. "People are different, things are done differently, and stores have changed. Your feelings are very normal for anyone changing cultures.

"Don't be surprised if you find yourselves not liking it here—that is normal too. As time goes along, you adjust to life here. Then it will feel normal, and you'll know where you fit and who you are.

"Until then, I want you to carry these little cards. On them I have several important telephone numbers. These are our numbers here at home, my cell number, Dad's cell number, our work number, and Pastor Bob's number.

"Also, remember that if it's an emergency call 911 from any phone."

Paul said, "Doesn't that have something to do with that movie we watched and the airplanes hit the buildings? People sometimes say, 'Remember 9-11.'

Mom said, "That wasn't a movie, Paul. Those were news stories of a terrorist attack in 2001. It happened on September 11, which is 9-11. That's a good way to remember the emergency number."

Things to do and think about

1. Use the following code to find the way many people feel about being "home".

| | | | | | | | | | | | | |
|---|---|---|---|----|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L | M |
| @ | 1 | # | 2 | \$ | 3 | % | 4 | ^ | 5 | & | 6 | * |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| 7 | + | 8 | = | 9 | < | \ | > | ? | [| { |) | ! |

| | | | | | | | | | | | | |
|---|----|---|---|---|----|---|--|---|---|---|---|---|
| | | | | | | | | | | | | |
| 9 | \$ | 6 | @ | { | \$ | 2 | | @ | 7 | % | 9 |) |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|--|--|
| | | | | | | | | | | | | |
| # | + | * | 3 | + | 9 | \ | @ | 1 | 6 | \$ | | |

| | | | | | | | | | | | | |
|---|---|---|----|---|---|---|---|--|---|---|---|--|
| | | | | | | | | | | | | |
| 4 | + | * | \$ | < | ^ | # | & | | < | @ | 2 | |

| | | | | | | | | | | | | |
|---|---|---|---|---|--|---|---|---|----|---|---|--|
| | | | | | | | | | | | | |
| 4 | @ | 8 | 8 |) | | 6 | + | 7 | \$ | 6 |) | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|----|--|---|---|---|----|--|
| | | | | | | | | | | | | |
| < | \ | 9 | @ | 7 | % | \$ | | < | @ | 3 | \$ | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|--|---|---|---|---|---|----|
| | | | | | | | | | | | | |
| @ | 3 | 9 | @ | ^ | 2 | | > | 7 | < | > | 9 | \$ |

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|----|---|---|---|---|----|---|--|--|--|--|--|--|
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| 2 | ^ | 3 | 3 | \$ | 9 | \$ | 7 | \ | | | | |

2. How do YOU feel about being “home”?

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

3. In the word search above, find the following differences people often notice between cultures.

- CHURCH
- FOOD
- HOUSES
- MONEY
- PEOPLE
- SCHOOL
- WEATHER
- CLOTHING
- FRIENDS
- LANGUAGE
- MUSIC
- PETS
- TRANSPORTATION

4. What differences do YOU notice between your passport culture and your host culture?

5. What changes do you see in your passport culture from what it was before you went and what it is now that you have returned? (This assumes you are old enough to remember what it was like before you went.)

6. Get the following telephone numbers and carry them with you everywhere you go until you know them by heart.

| |
|---|
| <p>Important Telephone Numbers Emergency 911 Home _____ Dad's Cell _____ Mom's Cell _____ Work _____ Trusted Friend _____</p> |
|---|

Chapter 9

Friends (new and old)

“I’m really disappointed,” said Dan. “I haven’t heard a word from Dave since we came back. He agreed to email me, and he hasn’t sent even one email.”

“Have you emailed him?” asked Esther.

“Of course,” said Dan. “I sent him one just a week after we arrived. He never replied.”

“Just one?” asked Esther. “That one may have never gotten to him, or his reply may not have gotten to you. I’d try again. But that may not work either. Boys don’t write as much as girls do.”

“You can say that again,” said Dan. “Do you and Susan use a chat room?”

“That didn’t work out either,” said Esther. “With the time differences we have

between the continents, it was just too hard for us to both be online at the same time.

We do email each other every week or two, and that's good."

Paul said, "Pete and I thought we would talk on the phone. That hasn't happened either. I haven't tried to call him. I don't know if he has tried to call me or not."

Ruth added, "Rachel and I haven't written any letters either. She did send me a birthday card last week, so I did hear something from her.

Mom said, "Some people are able to keep a relationship going when they are far apart. But most people don't. It's just too hard when you don't see each other often.

"It isn't that you don't like each other. It's just that when you're apart, you begin to become better friends of the people who are right there with you. Dave, Susan, Pete, and Rachel are probably making closer friends with people there in our host country."

"I wish that was happening here," said Dan. "I say 'Hi' to a couple of guys

here on the street, but I don't have any real friends. I miss Dave."

"Didn't I see you talking with Pat who lives in the next block?" asked Esther.

"Yes, I was," said Dan. "He doesn't seem to have any friends, and he acted like he would like to be my friend."

"He's just weird!" said Esther. "He always dresses in black, paints his fingernails black, and has tattoos all over. I'm kind of afraid of him myself."

"But he seems so alone," said Dan. "Shouldn't we be friends with people who don't have friends?"

Mom broke in, "That's very kind of you, Dan. But Esther has a point. You want to be friendly to him, but probably not his close friend. If others don't like him, they may not like you either. Being his friend may make it very hard for you to make other friends."

"I met a boy named John in Sunday school last week in church," said Paul. "I'd like to get to know him better."

"Well, I met John's parents while we were there," said Mom. "Would you like to have John over to play some evening?"

“That sounds good to me,” answered Paul. “How about Thursday?”

“I’ll call his mother this afternoon,” said Mom.

“I like emails from Susan, but it just isn’t the same as talking to someone. Lydia who lives three houses down the street asked if I could come to a sleep-over next week. Can I go, Mom?”

“Dad and I need to meet Lydia’s family before you do that,” said Mom. “We’ll try to get over to see them in the next day or two.”

Ruth said, “I just haven’t found anyone to be a friend at all. There is no one on our block my age, and everyone at church has their own best friends. Where can I find friends?”

Mom said, “When school starts in a few weeks, you’ll meet lots of kids your age. Then it won’t be a problem.

“Until then, we’ll make it a point to go to the park a couple days each week to see if we can meet some girls your age,” said Mom.

Dad said, “There are other places to meet children too. You can go to Girl Scouts, Girls Clubs, and 4-H.”

Paul said, “I don’t want to go to those girl things.”

“Of course, there are Boy Scouts and Boys Clubs,” said Dad.

Esther said, “Sometimes I feel like I’m different from the kids here. It’s like I don’t think the way they do.”

“You’re right. You don’t,” said Dad. “People who have grown up in two or more cultures don’t think like those who have lived in only one. Those who have grown up in only one don’t understand.”

“How will I know who will understand?” asked Esther.

Mom said, “Remember at the end of *The Lion, the Witch, and the Wardrobe* of *The Chronicles of Narnia*. When Peter, Susan, Edmund and Lucy returned from Narnia, the professor told them not to talk about it too much. He said, ‘And don’t mention it to anyone else unless you find that they’ve had adventures of the same sort themselves. What’s that? How will you know? Oh, you’ll *know* all right. Odd

things they say—even their looks—will let the secret out. Keep your eyes open.’

“People who have grown up between cultures just know others who are also TCKs by the way they think and talk.”

Things to do and think about

1. Each column in the following word find has a place you can find a friend. For example, reading from the bottom, the first column is Sunday school. Find the other ten.

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

2. Use the following code to find some activities you can do to make friends.

| | | | | | | | | | | | | |
|---|---|---|---|----|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L | M |
| @ | 1 | # | 2 | \$ | 3 | % | 4 | ^ | 5 | & | 6 | * |

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| N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| 7 | + | 8 | = | 9 | < | \ | > | ? | [| { | } | ! |

(1).

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Chapter 10

School

Coming in from the bus, Esther said, “This was a great day at school. In band I met three girls who sit near me. They were really friendly and asked where I was from. They asked if we lived in a grass hut! I told them we lived in a house, just like we do here. The only bad part of the day is riding the bus home. Some of those boys are real jerks.”

From the table where he was eating a snack after getting home from school, Dan said, “Isn’t it funny what people think? Even though I am in a Christian school with only fifteen in my room and three of us are TCKs, the people from around here seem to think we lived like savages. I’m glad I come home in a car and don’t have to ride the bus.”

I like my school,” said Esther. “It’s big and exciting to be with 200 other sixth graders and get to meet so many kids.”

“I would much rather be in a small class, more like we had in our host country,” said Dan. “Besides I have a good friend—one of the other TCKs. He really understands how I feel. He came to the school just last year.”

“The only thing I don’t like about school is feeling stupid,” said Esther.

“What do you mean by ‘feeling stupid’?” asked Mom.

“When the other kids talk about movies they saw last year. Or who was President during the Korean War, and things like that, I don’t have a clue,” said Esther.

“That doesn’t mean you’re stupid, Esther,” said Mom. “It just means that you weren’t here to see those movies and study that part of our country’s history. I can teach you and Dan some of that history, and we can see some of those movies on DVDs from the library. You’re at least as smart as the other students are. But you

have learned other things, things in our host country.”

“What I don’t like is feeling out of place,” said Dan. “I am not sure what clothes to wear. I have trouble crossing the street because people here drive on the wrong side of the street.”

“You’ll soon get used to where people drive,” said Mom. “Ask your new TCK friend about what clothes to wear. He can give you much better advice than any of us. And he will understand since he went through that just last year.”

Just then Paul walked in from his cooperative home school just down the street. “I like all five kids in my class. But I don’t like Mrs. Brown who teaches English.”

“What’s the problem with Mrs. Brown?” asked Dan.

“She expects me to know a lot more than I do about where to use commas, and she can’t explain it very well,” said Paul.

Dad just walked in. “I don’t know where commas go either. I would just like to put three or four at the end of each

paragraph and tell the teacher to put them wherever they should go.”

Mom said, “People follow different rules when it comes to commas. Soon you’ll learn which ones Mrs. Brown uses, and you won’t have any problem.”

“I really like it when you teach French, Mom,” said Paul. “You explain things really well.”

“You may think so, Paul. But probably the other kids in your class feel the same way about me that you do about Mrs. Brown. It’s just that you already know something about French.”

Dad looked at Ruth as she came in from her home school room right there at home. “How was your day in first grade today?”

Ruth replied, “It went pretty well. I am glad that I can just be here with Mom all day. The only problem is that I am having trouble with subtraction.”

“Just use your fingers,” said Dad.

“Oh, no you don’t.” said Mom. You need to learn your math facts. You can’t be counting on your fingers all your life. Dad, be careful what you tell her to do.”

“Sorry,” said Dad. “I counted on my fingers all the way through school. And I use a calculator now when I need to subtract.”

“Well, we don’t want Ruth to have to do that. She needs to know her facts,” said Mom.

She went on, “It sounds like you all are about as happy as you can be in the schools you go to. Esther in a large public middle school. Dan in a smaller private Christian school. Paul in a cooperative home school where several mothers teach. And Ruth right here at home.”

Dad added, “I’m glad it has worked out so well. I am also thankful that the church is paying part of Dan’s tuition. And that we have been able to car pool, ride the bus, or walk to places you go.

He went on. “I was thinking the other day that I ought to suggest something. I know you all really liked our host country. And it’s great to talk about it, maybe even give a report on it some time.

“However, you need to be careful not to compare it too much with life here. Others may think you’re bragging or that

you're running down the country they live in. Be sure to talk about this country, and not too much about our host country. Others may not understand. Of course, other TCKs would—and they would probably begin telling you about their host countries.”

Things to do and think about

2. Use the following code to find some activities you can do to make friends.

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Chapter 11

TCKs

As she came through the front door, Esther said, “I don’t understand. I look like most of the other kids in my class and speak the same language without an accent. But when I talk seriously with them I find that I don’t think the way they do. Some things I believe are important they don’t care about at all. Some of the things they think are important I think are silly.

“Then there’s Chung. She’s from the other side of the world and looks very different from the other kids. When she talks, she’s hard to understand because of her accent. But she and I both think the same way and believe the same things are important.”

“That’s not hard to explain,” said Mom. “That is because you’re a TCK, a

Third Culture Kid. We have mentioned TCKs a few times but not really talked about them.”

“Well, let’s talk about them now,” said Esther.

“Good idea,” said Mom. “When everyone gets in from school, let’s get the whole family together and talk about TCKs.”

After everyone got there, Mom said, “Esther has noticed that she’s different from many of the kids in school. Let’s talk about that.”

“Right,” said Paul. “I have noticed that I am too. But I haven’t said anything about it.”

“Well,” said Mom, “it’s because you all are Third Culture Kids, TCKs. So am I.”

“What’s a TKC?” asked Ruth.

“TCKs are people who have grown up in more than one culture,” Mom answered. “They become part of all the cultures they have lived in, not just one of the cultures. You have lived in your passport culture and your host culture.”

“Yes, but when we were in our host culture, the kids who spoke our language and looked like us thought like us,” said Dan. “It’s not that way here.”

“That’s right,” said Dad. “Those kids who looked like you and spoke your language were all TCKs. The ones who look like you and speak your language here have lived in just this one culture. They’re not TCKs.”

“I get it now,” said Esther. “Chung is a TCK too. She has lived in two cultures. Even though she’s from the other side of the world, looks different, and speaks with a different accent, she’s like me. She’s a TCK.”

“That’s right,” said Mom. “It doesn’t make any difference which cultures one has lived in. Just living in two or more cultures makes you a TCK. All TCKs have similar ways of thinking and believe that many of the same things are important.”

“Is it bad to be a TCK?” asked Paul. “Sometimes I see things different from the other kids. Then I feel stupid.”

“You’re not stupid or bad,” said Mom. “You’re just different. You have different strong and weak points.”

“Can you give me an example, Mom?” asked Esther.

“Sure,” said Mom. “You probably have better cross-cultural skills, so you know how to get along in another culture. But your social skills here in your passport culture may not be as good. You can speak two languages, but you do not know the grammar of the language here as well as those who have lived here all their lives and speak only one.”

“Many TCKs were really great people,” said Dad. “In fact, we named all of you after important people who were TCKs or married TCKs. Three of your names are the titles of books in the Bible. The other is named after a TCK who wrote several books in the Bible.”

“The Esther in the Bible became queen and saved the lives of all her people,” said Esther.

“The Daniel in the Bible refused to bow to anyone but God,” said Dan. “Then he lived through being thrown into the

lions’ den and became the ruler of much of the world.”

“What did the Paul in the Bible do?” asked Paul.

“He told many people in other cultures about Jesus,” said Dad. “Then he wrote several books in the New Testament.”

“Was the Ruth in the Bible a TCK?” asked Ruth.

“No,” said Mom. “But she married a TCK when he was in her country. After he died, she went to his passport country with his mother—and became great-grandmother of King David. She’s listed in the first chapter of the New Testament as an ancestor of Jesus.”

“There are lots of other important TCKs in the Bible too,” said Dad. “Joseph became ruler of Egypt and saved his family from starving. Moses led his people out of slavery in Egypt and made them into a great nation. Joshua led his people into the land God had promised them.

“Not all TCKs in the Bible were good or great people, but many of them were.

The same is true today. TCKs may be good or bad.”

“Well, I’m glad I’m a TCK.” said Esther. “I like both of my cultures.”
Dan, Paul, and Ruth all agreed.

Things to do and think about

Have a great reentry into your passport culture and use your TCK strengths in it. Blessings on you. We wish you the best!

Answers

Chapter 1. Home

6. host
passport
host, passport
neither
family
7. safe, predictable
relax, himself

Chapter 2. Family

1. uncles
2. aunts
3. aunts
4. uncles
5. cousins
6. (crossword answer on following page)

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Chapter 3. Friends

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Chapter 4. Thanks

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| N | E | I | G | H | B | O | R | S | D |
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- Buy a gift.
Make a gift.
Phone them.
Write a note.
Send an email.

Chapter 5. Goodbye

1. people
aunts
classmates
friends
neighbors
pastor
teachers
uncles
2. places
3. pets
4. possessions

Chapter 6. Packing

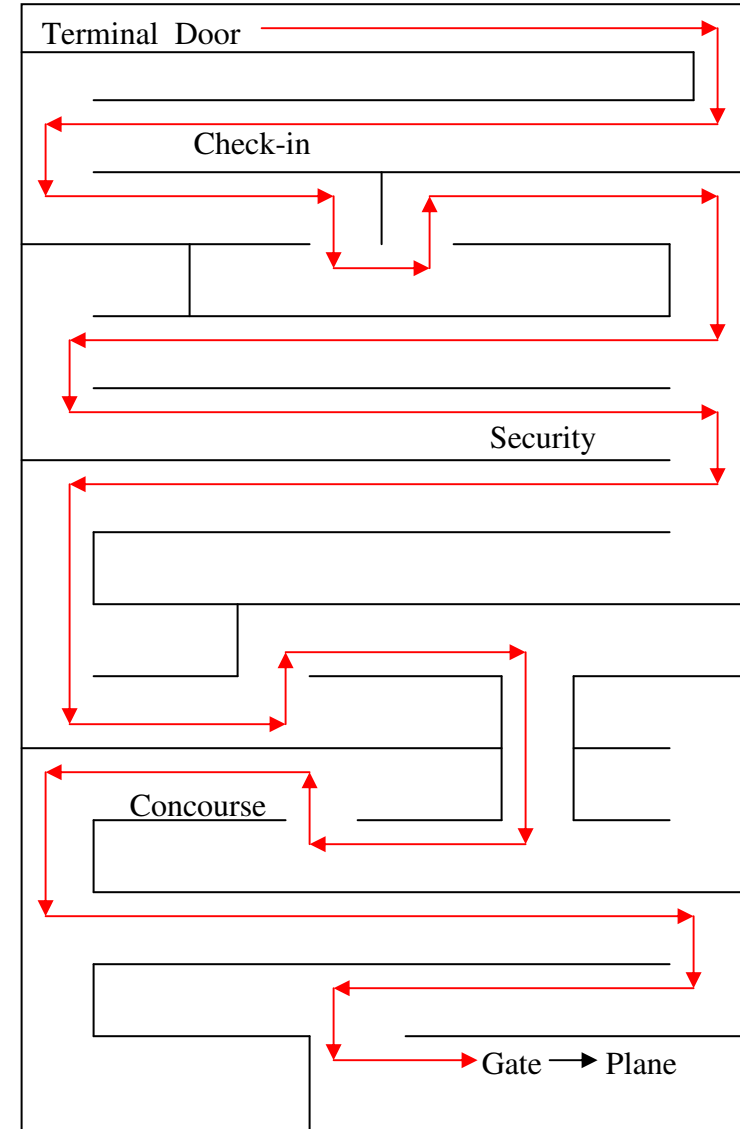
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 HAT

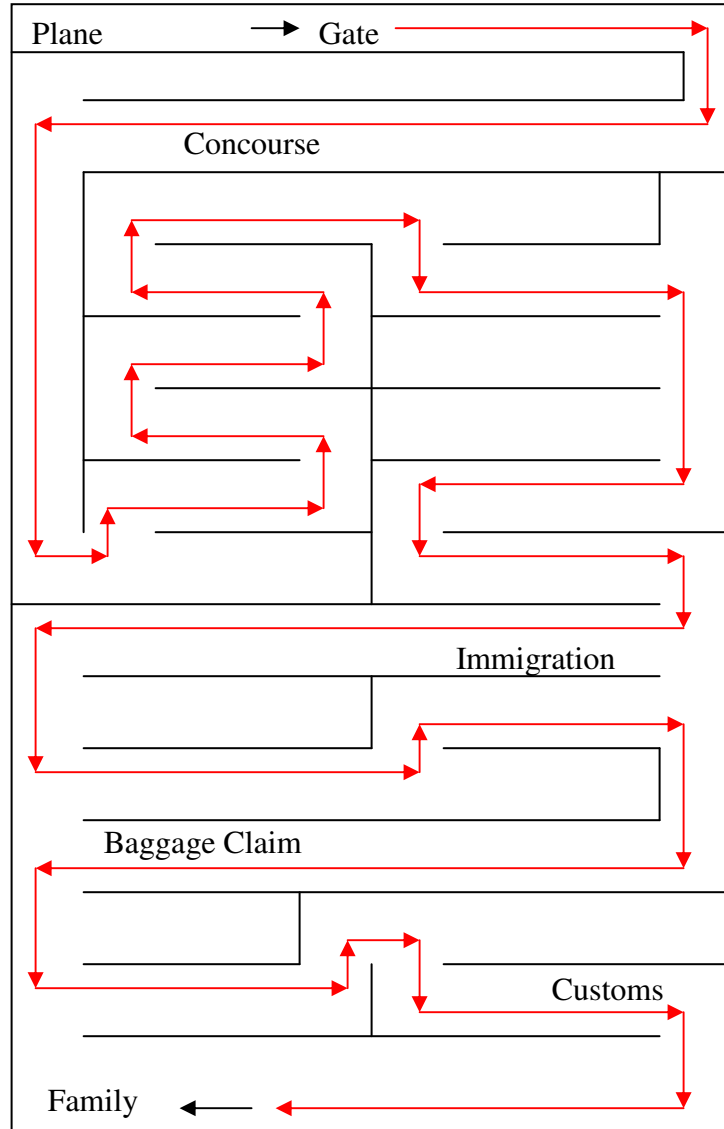
Chapter 7. Traveling



Find your way onto the plane.



Find your way from the plane to your family.



Chapter 8. "Home"

1. Code solution

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I Don't Want to Go Home: Parent's Guide for Reentry for Elementary Children

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Preface

Written for parents of elementary-age children who are reentering their passport culture, this book is intended to be used as a supplement to *We're Going Home* which is written for children in elementary school. Each chapter begins with examples of Third Culture Kid (TCK) issues in the Bible and ends with suggestions for parents.

We're Going Home is written at about third grade level, so younger children may find it difficult to read and older children may feel like it is too simple. If your children have difficulty reading it, please read it to them. This is not intended to be a textbook in which children do everything. Offer it to children to do what they want. You may want to do any of the following:

- Just read the chapters and not do any of the activities.
- Read only some of the chapters. They are in the "chronological order" of a move, but chapters may be omitted.
- Just do the activities at the end of the chapters (answers are in the appendix at the end).
- Just do the activities the children like rather than doing them all. Activities include unscrambling words, word searches, mazes, crosswords, filling in charts, codes, and answering questions.

Art Nonneman, Kathy Nonneman, and Yvonne Moulton made invaluable comments and editorial suggestions on this manuscript as well as on *We're Going Home: Reentry for Elementary Children*.

Chapter 1

Home

At lunch one day you excitedly announced to your children, “We’re going home!”

Two of them replied, “But I don’t want to go ‘home’!”

This did not come as a surprise to you because four years ago when you left your passport country to move to your host country, they did not want to move either. However, while talking with them about the move, you realize that there is more to it this time. You are going home, and they are going “home.” People in your family have different homes, different places they call “home.” For some members of your family “home” is their passport country, and for others “home” is their host country.

People may have very similar experiences moving to their host country, yet vary widely in their desires to return to their passport country. This is illustrated by Joseph and Hadad, Third Culture Kids (TCKs) who had many similarities as found in Genesis 35-50 (Joseph) and 1 Kings 11 (Hadad).

- Both were Israelites (passport country) who moved to Egypt (host country).
- Both went to Egypt under threat of death in their passport country.

- Both were taken to Egypt involuntarily.
- Both had the favor of Pharaoh.
- Both married Egyptian women.
- Both had children in Egypt.

In spite of these similarities, Joseph and Hadad were quite different in their desires about returning to their passport country. Joseph went to Egypt at the age of 17. Even though Joseph was in charge of the whole country of Egypt by the time he was 30, he returned to his passport country only briefly to bury his father. Other than that one short visit because of a promise to his father, he lived another 80 years in Egypt. His host country was “home” for him.

On the other hand, Hadad went to Egypt when he was only a boy, much younger than Joseph. Years later as a married man with a family, Hadad wanted to return as soon as he heard that his life was no longer in danger in his passport country. He asked Pharaoh for permission to “return to my own country.” Thinking that perhaps he had been a poor host, Pharaoh asked what else he could give him in Egypt. Hadad told Pharaoh that he did not need anything; he just wanted to go home. His passport country was still “home.”

Although your children have grown up in the same home, they may be as different as Joseph and Hadad. Some may want to return to their passport country while others want to stay in their host country. Either one can be “home” to them. Most people do not mind visiting another culture, but they want to live at “home.” Remember that even after you have been back in your passport country for some time, your children may still feel more like citizens of their host country. For example, some friends of ours brought their children back to the USA after many years overseas. While at a sporting event they noticed that one child did not stand with his

hand over his heart during the national anthem. When they asked why, he replied, "I'm not an American; why should I?" This was a full year after they returned.

Suggestions for helping your children

1. Read Chapter 1 in *We're Going Home* with them. (Read it to them if they cannot read it.) Talk about it with them after they all have read it.
2. Let them know that it is all right to feel like their host country is home. Many adults are "homesick" for their host country after they return to their passport countries. Home is where the heart is.
3. Help them locate their passport country and their host country on a world map if they have not already done so.
4. If you have high speed Internet access, Google Earth is free. Older children may enjoy looking at the place where they are going. In many parts of the world, you can actually point out the building in which you will be living.
5. Tell them where home is for you.

Chapter 2

Family

If you live in a rather close-knit group of expatriates who are like family to each other in your host country, your children may be used to calling other adults in that group "Aunt" and "Uncle." This may lead to confusion when you talk about returning to your passport country to meet biological aunts and uncles.

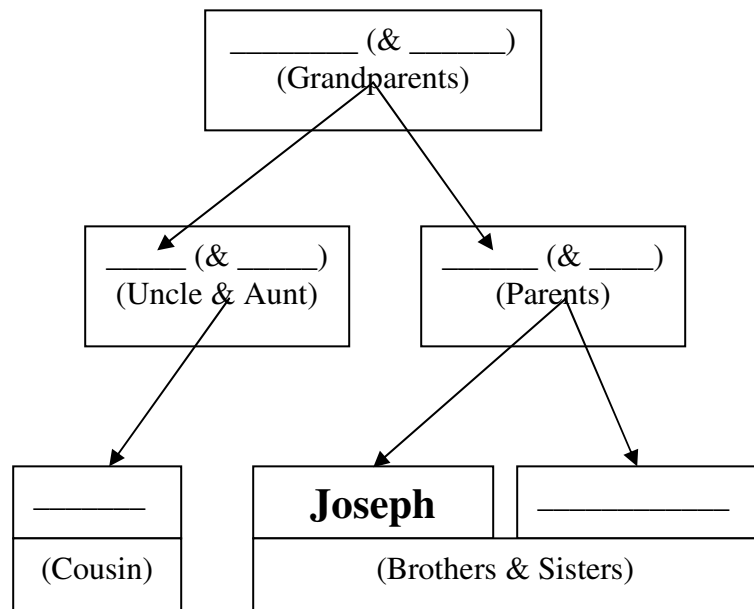
This may not be an issue for older children, but younger ones may not even remember meeting biological aunts and uncles. To decrease the confusion upon reentry, you may want to talk about various members of your extended family and their relationship to your immediate family. The usual way is to construct a family tree. Using this concrete visual aid will help the children see where the family links are.

If you used Joseph (compared to Hadad) as an example in Chapter 1, you may want to follow up in this chapter by looking at his family tree as an example. Scripture passages showing the relationships in Joseph's family, including aunts, uncles, and cousin are on the next page. As you read the verses, you can fill in the names of parents, grandparents, and so forth in the blank family tree at the bottom of the page.

You may trace Joseph's lineage as follows:

- Joseph was born to Jacob & Rachel (Genesis 30:22-23).
- His brother was Benjamin (Genesis 46:19). (The passage about Benjamin's birth is Genesis 35:16-20, but it involves Rachel's death at the birth.)
- Jacob's parents were Isaac & Rebekah (Genesis 25: 24-26).
- Jacob's twin brother was Esau (Genesis 25:24-26).
- Esau's son by Adah was Eliphaz (Genesis 36: 10).
- Joseph and Eliphaz had other half brothers, but for simplicity (and to avoid the polygamy issue) you may want to ignore these.
- (Answer is at the end of the chapter)

Joseph's Family

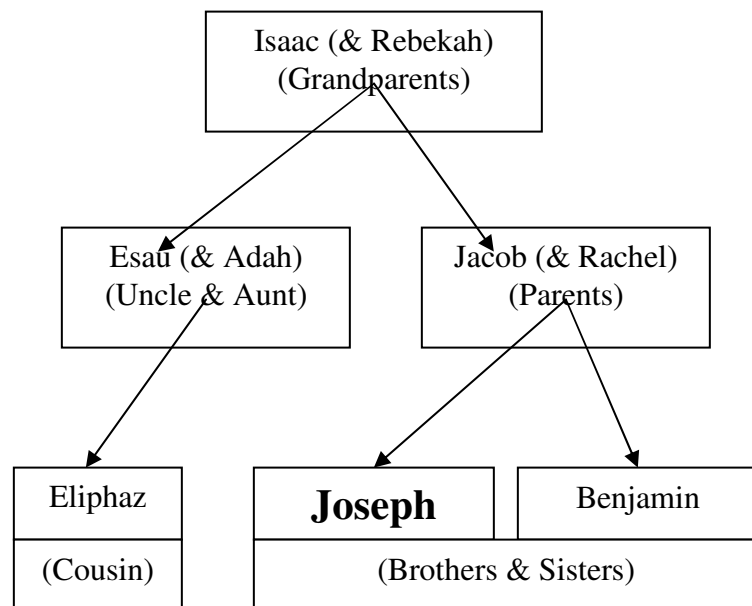


Suggestions for helping your children

1. Read Chapter 2 in *We're Going Home* with them. (Read it to them if they cannot read it.) Talk about it with them after they all have read it.
2. Look over the family tree of the Sarah, Dan, Paul, and Ruth at the end of Chapter 2 in *We're Going Home*. Make sure that your children understand what the boxes and arrows mean.
3. Make Joseph's family tree from the account of it in Genesis.
4. If your children are old enough to understand, talk about where their grandparents, aunts, uncles, and cousins live.
5. If you know where you will be living when you return, trace on a map the route between there and where relatives live. (Or go to a website such as www.mapquest.com and get the directions.)
6. Have relatives send pictures as email attachments, and talk about each with your children.
7. Make a poster-size family tree with pictures as well as names, and post it on the wall so that the children can look at it from time to time.
8. Begin to deal with the sadness of leaving the "Aunts" and "Uncles" in your agency in the host country (more on that later).

Answer for Joseph's family tree.

Joseph's Family



Chapter 3

Friends

For children, as well as for adults, one of the most difficult things about returning home is leaving their friends. Older children may remember leaving friends when they moved to the host country, but this may be the first time younger ones have moved away and left friends behind.

Adults may think that children will quickly adapt and make new friends after the move. This is often true, but that does not mean that their current friendships are not real and deep. Although the Bible does not record much about friendships between child TCKs, it does have the story of the friendship of two people probably about middle school age.

Many children have heard the story of David and Goliath in 1 Samuel 17. We often tell this story to children of all ages, perhaps teaching the song "Only a boy named David" along with the story. The adults in that story misjudged David.

- While his older brothers were off at war, David was watching his father's sheep at home (vs. 14-15).
- When his father asked David to take supplies to the older brothers, he expected David to return with news from them (vs. 17-18).

- His oldest brother saw David as someone who had just come down to watch the battle (v. 28).
- King Saul told David that he was not able to fight because “you are only a boy” (v. 33).
- As he approached David, Goliath “looked David over and saw that he was only a boy” (vs. 41-42).

Of course, Saul wanted to talk with David as soon after the battle as possible. Then notice what occurred next at the beginning of 1 Samuel 18. Jonathan and David became the closest of friends, “and Jonathan made a covenant with David because he loved him as himself.” This friendship lasted a lifetime as illustrated in Chapter 20.

- “Whatever you want me to do, I’ll do it for you” (v. 4).
- Jonathan made a covenant with David (v. 16).
- Jonathan had David reaffirm his oath out of love for him (v. 17).
- “Go in peace, for we have sworn friendship with each other in the name of the Lord” (v. 42).

This was a friendship which developed between two people who were “only boys.” Not many adults develop this kind of friendship even with other adults.

Suggestions for helping your children

1. Read Chapter 3 in *We're Going Home* with them. (Read it to them if they cannot read it.) Talk about it with them after they all have read it.

2. Friends respond differently when they hear a person is leaving. Some are happy for you and wish they could leave too. Others say they will miss you and talk about visiting you there. Still others talk negatively about their own move “home.” All of these are normal and to be

expected. Ask your children how their friends responded, and assure them that the responses are normal—not to take them personally if the responses were negative.

3. Ask your children how they felt about the way their friends responded. They may feel happy, sad, angry, disappointed, and so forth. Again all of these reactions are normal, so reassure your children about that. People feel differently about moving.

4. Ask your children how they feel about moving. Again, many emotions and combinations of emotions are normal. Children may be excited and anxious at the same time or changing from one emotion to the other every few minutes, depending on what they are thinking about at the moment.

5. Keeping in contact with friends is good, and especially important if you are planning to return to the same host country. Until the 20th century, the main contact was through mail carried on ships taking weeks or months. Airmail shortened the turnaround time. Telegraph and telephone were invented and made contact faster and a bit more personal. However, today many options are available for “instant,” “personal” contact in our digital world. Most of them are at little or no cost if you have a telephone and a computer with Internet access. Your children can now keep in close contact with their friends.

Telephone to telephone. International long distance rates have fallen to pennies per minute between many countries. These rates frequently change, so the best way to find the best ones is to type something like “International long distance phone cards” into a search engine such as Google. Before buying time on the card, be sure to read **ALL** the fine print carefully because many

cards include additional charges such as connection fees, maintenance fees, communication fees, long-talking fees, hang-up fees, pay-phone surcharge, and minutes rounding that add to the price.

Telephone to telephone via computer (also includes telephone to computer or computer to telephone). To make long distance telephone calls to and from anywhere in the world one can use VoIP (Voice over Internet Protocol) technology. This requires high-speed (broadband, DSL) Internet access, but involves dialing the area code and number just as if you are in your passport country even though you are in your host country. People in your passport country can call you in your host country by just dialing your number—free to them if the number you choose is in their calling area, or for domestic long distance charges if elsewhere. The advantage to this is that it is free or relatively inexpensive for friends and family who do not have computers. Many are available. Check www.fcc.gov/voip for current general information.

Computer to Computer: Email and Instant Messages. Nearly everyone serving in a host country already uses these, and many children have their own email addresses. Email involves sending a message, then checking for a reply later. Instant messaging is carrying on a conversation by typing the message and sending it to someone who is on-line and will respond immediately. This can be done using a dial-up connection.

Computer to Computer: Web cam. This is the most personal of all because it includes not only hearing the voice of the other persons online, but seeing them as well. It is VoIP plus the image of the person on the screen. www.skype.com, like other services, promises “the whole world can talk for free.” It literally can because the

software is free and calls to anyone else in the world who has skype is free. We mention skype because it is the largest, and millions of people are online at any time. Simply arrange to be on-line at the same time.

Computer to Computer: Social Networking. Within a few years of its beginning MySpace.com had over a hundred million users, from teenagers on up, as well as some preteens who lied about their ages. Some of these users have been the victims of sexual predators. Now sites are appearing for children of elementary school age, sites such as www.Imbee.com, www.ClubPenguin.com, and www.Tweenland.com. These “virtual communities” involve chat rooms, blogging, and other activities. Do supervise your children closely if they are members.

Chapter 4

Thanks

When leaving other family, friends, and any other people with whom we interact, relationship issues arise. To reenter our passport country well we need to leave the people in our host country. When there are relationship problems, we many think we can part company and those problems will disappear over time. That is not the case. Let us again consider Joseph and his family.

- As 17-year-old Joseph left for his host country (Egypt), there were unresolved issues with his brothers (Genesis 37:1-28).
- When they met about 20 years later, the tension was still there, even though his brothers did not recognize him (Genesis 42:1-24).
- Later when he told them who he was, the tension was still there (Genesis 45: 1-24).
- When their father died, nearly 40 years after their offense, the tension was still there (Genesis 50:15-19).

Time does not heal all wounds. Such wounds are healed only after sincere apologies, and even then healing takes time.

Another thing needed is to thank people. Failing to express appreciation is nothing new. Jesus healed ten

people with leprosy, and only one returned to thank him. The others went on their way (Luke 17:11-19).

- Jesus was along the border between two cultures, Samaritans and Galileans (v. 11).
- Ten men asked Jesus for help (v. 12-13).
- Jesus healed them (v. 14).
- One of the men, a Samaritan, returned to thank Jesus (v.15-16).
- Jesus wondered where the others were and pointed out that only the foreigner, a despised Samaritan, had returned to praise God and give thanks (v. 17-19).

Dave Pollock often told teenage TCKs to build a RAFT to go “home.” He pointed out that people had to exit right to enter right. Of course, RAFT was an acronym to help teens remember what they needed to do.

- R = Reconciliation (resolve conflicts)
- A = Affirmation (express appreciation)
- F = Farewell (say appropriate goodbyes)
- T = Think Destination (have realistic expectations)

Children may not understand the words reconciliation and affirmation, and they may not need to do either. Children may be fighting one minute and playing together peacefully the next. They tend not to hold grudges nearly as long as adolescents and adults. Therefore, they may have little need for reconciliation, but they should be made aware that apologies may need to be made for any unresolved conflict. If you are not aware of any conflict, you probably do not even need to bring it up. However, you may want to suggest an “I’m sorry” if you know of current conflicts.

Children, like many adults, may find it difficult to express appreciation. Too often we do not tell people how much they mean to us, that they are special and important to us. Do not force your children to do this, but

do “give them permission” to express appreciation to special people. Let them know it is appropriate, that it helps others let us go, and that it prepares the way for a pleasant return for us.

Reentry into one's passport culture appears in several books of children's fiction. Some of these are mentioned in *We're Going Home*, and you may want to read all or parts of the books to your children. They illustrate various aspects of reentry.

At the end of the nineteenth century L. Frank Baum was appalled at the children's fiction of the day “with all the horrible and blood-curdling incidents devised by their authors.” In his April 1900 Introduction to *The Wizard of Oz* he went on to say that it “was written solely to please the children of today. It aspires to being a modernized fairy tale, in which the wonderment and joy are retained and the heartaches and nightmares are left out.”

Expressing our appreciation to others often results in those others expressing their appreciation to us. This is illustrated in Chapter 23 of Baum's children's classic, *The Wonderful Wizard of Oz*. As Dorothy was about to leave to return to Kansas, she thanked Glinda for her kindness. Everyone expressed appreciation.

- The Scarecrow thanked Glinda for her kindness.
- The Tin Woodman thanked Glinda for her kindness.
- The Lion thanked Glinda for her kindness.
- Dorothy told Glinda, “You are certainly as good as you are beautiful!”

Then appreciation returned to Dorothy with each noting what it would have been like had she not come.

- The Scarecrow said, “But then I should not have had my wonderful brains!”

- The Tin Woodman said, “And I should not have had my lovely heart.”
- The Lion said, “And I should have lived a coward forever.”

Dorothy then said, “I am glad I was of use to these good friends. But now that each of them has had what he most desired, ... I think I should like to go back to Kansas.” What a wonderful way to return to one's passport country!

Since *The Wonderful Wizard of Oz* was published in 1900, it is in the public domain and available free at <http://www.cs.cmu.edu/~rgs/wizoz10.html>. Though this story was intended as a modernized fairy tale for the enjoyment of children, some people find it objectionable because it does have wizards and witches as characters. If you are one of those people, do not use it with your children.

Suggestions for helping your children

1. Read Chapter 4 in *We're Going Home* with them. (Read it to them if they cannot read it.) Talk about it with them after they all have read it.
2. Help them make lists of people to thank. Make suggestions, not give orders. For example, say, “You might want to think about writing a thank you note to _____.” It is best not to say, “Write _____ a thank you note.”
3. Help them make lists of people they may owe an apology. Again, make suggestions, not give orders. A forced apology is seldom, if ever, sincere.
4. Help them list ways to express their thanks.

Chapter 5

Goodbye

For children, as well as for adults, goodbyes are difficult. They are the face-to-face part of leaving friends. No one likes to say goodbyes, and some people avoid them altogether. They just leave without even saying, "Goodbye." This only makes matters worse because there is nothing to bring closure to the time together, and both parties are hurt by it.

You may think that it would get easier to say goodbye when one has done it several times, but that is not so. Consider the example of an early cross-cultural worker, Paul, as he was returning to his passport country after his third term service. Before leaving for Jerusalem he met with the elders of the Ephesian church, reviewed his time with them, committed them to God and ended with a quote from Jesus (Acts 20).

Note what happened next. "When he had said this,

- He knelt down with all of them
- and prayed.
- They all wept
- as they embraced him
- and kissed him.
- What grieved them the most

- was his statement that they would never see his face again.
- Then they accompanied him to the ship.
- After we had torn ourselves away from them,
- we put out to sea..." (Acts 20:36-21:1 NIV, bullets added for emphasis).

Even after many years of service overseas, goodbyes were accompanied by prayer, hugs, kisses, tears, grief, and the fear that people will never see each other again. Those are all normal reactions to parting and returning to one's passport country. Such reactions do not indicate immaturity, lack of faith, or sin. They are just human responses to the loss involved with parting.

We considered Dorothy's expressions of appreciation as she was about to leave Oz in the last chapter. Notice in Dorothy's goodbyes as she was leaving.

- She threw her arms around the Lion's neck
- and kissed him...
- She kissed the Tin Woodman who was weeping...
- She hugged the soft, stuffed body of the Scarecrow...
- She found that she was crying herself at this sorrowful parting from her loving comrades.

Even when writing this fictional children's story of visiting another country and trying to keep the wonder and joy but avoid the heartaches, Baum wrote very much the same reactions as recorded about Paul centuries earlier. Parting brings sorrow.

The entire text of *The Wonderful Wizard of Oz* is free at <http://www.cs.cmu.edu/~rgs/wizoz10.html>

Suggestions for helping your children

1. Read Chapter 5 in *We're Going Home* with them. (Read it to them if they cannot read it.) Talk about it with them after they all have read it.
2. Help them make their lists of people to tell goodbye, and provide transportation to those people if they need it.
3. Help them make their lists of places they need to tell goodbye and provide transportation to those places. Again looking at a map or at Google earth may help them see where these things are.
4. Help them make decisions about what to leave behind.
5. Help them see some of the things they are glad to leave behind.

Chapter 6

Packing

The Bible does not say much about packing to return to one's passport culture, but it does give us Jesus' instructions to his disciples as they began ministry trips within the culture. Those instructions were basically to "travel light."

Jesus had been traveling from village to village preaching. He called his twelve closest followers together and sent them out in pairs to represent him in other villages.

"These were his instructions:

- Take nothing for the journey except a staff—
 - No bread,
 - No bag,
 - No money in your belts.
 - Wear sandals,
 - but not an extra tunic."
- (Mark 6:8-9)

His followers began with little, and their assignment was to minister to the needs of others. They would have not acquired much to bring home with them, so they would have returned with little.

Likewise, people returning to their passport countries bring relatively little with them. Airlines limit how much each piece of baggage can weigh, how many

pieces each passenger can bring free of charge. Often they limit how many total pieces they can bring even if they pay extra. It is usually more economical to simply sell most possessions in the host country and buy new ones back “home.”

However, when returning with these restrictions, one must make wise choices, choices to bring things that cannot be replaced. This is true of children as well. A ragged teddy bear is of much more value (not monetary value) to a child than a new one. Telling your child to just leave it behind, and they can get a new one when they get home may have about the same impact as someone telling you to just leave your baby there in the host country, and you can have a new baby when you get back to your passport country.

Look around your children's rooms to see what makes those rooms “home” to them. As I sit here in my living room writing this, I can look around and see dozens of things that could never be replaced but make it “home” to my wife and me.

Pictures

- Us
- Our parents
- Our children and their spouses
- Our grandchildren
- The church one of us attended as a child
- The general store where one of our parents was born
- Needlepoint with “Mrs. Koteskey L. C. A.” (meaning Lexington Christian Academy) given by a student

Books on the shelves

- Autographed high school yearbooks
- Autographed college yearbooks

- Underlined and our annotated old travel guides for countries we have visited

Other items

- Clock given for 20 years of service at work
 - Videotapes of our family
 - Photo albums of more than 40 years of marriage
 - Wreath (we made) over the fireplace
- The list could go on and on, but you get the idea.

None of these things has much monetary value, but they all make this home. An interior decorator would probably tell us that the colors as backgrounds in the pictures do not go well with the décor of the room or with the furniture. That makes no difference to us. All of them make this home.

Those posters, pictures, and who knows what else that decorate the walls of your children's rooms make it home. Bring as many of them as you can with you—and hang them in their new rooms as soon as possible. The objects sitting on their dressers, desks, and shelves also make it home. Bring as many as you can with you. And, of course, some of the toys and other “collectable” things are really souvenirs with memories attached, memories that make it home. You cannot bring everything, but again bring as much as you can to make your new dwelling “home” for the children.

Suggestions for helping your children

1. Read Chapter 6 in *We're Going Home* with them. (Read it to them if they cannot read it.) Talk about it with them after they all have read it.
2. Help them sort out things to throw away. Remember to be sensitive to their feelings about what has to be thrown away. Rather than making the decision for them, show

them how much space they have and let them choose what to take and what to leave.

3. If they have borrowed things, take them (your children) around to return the objects. This will probably take more time than your doing it yourself, but will be good for your children's closure.

4. If some type of "yard sale" is culturally appropriate, have a family sale of items you will not be able to take back home.

5. Teach your children how to pack to get the most things in a suitcase.

Chapter 7

Traveling

Much has changed relative to traveling since Bible times, especially traveling long distances. Those changes have made such travel easier in some ways but more difficult in others.

Let's look in more detail of what occurred both before and after Paul said that goodbye and the end of Acts 20. He had been overseas for several years.

- He had been in Galatia and Phrygia (18:23).
- He had spent two years in Ephesus (19:10).
- He had been in Macedonia (20:1).
- He had spent three months in Greece (20:2-3).
- He traveled back through Macedonia to Troas (20:5-6).
- In a hurry to get back to Jerusalem, he had met the elders of the Ephesus church at Miletus (20:16).

Thus, before that goodbye Paul had spent several years serving in other cultures and was headed back to his passport culture. Since his travel was by foot and aboard sailing ships, travel took much longer than it does today. He had been gone at least three or four years, a similar time span to that of some people serving overseas today.

After that goodbye, Paul was in a hurry to reach Jerusalem. Today he would have been able to be in Jerusalem in less than two hours. Then it took weeks.

- They sailed to Cos, to Rhodes, and to Patra (21:1).
- They found a ship bound for Phoenicia, sailed past Cyprus and landed in Tyre (21:3).
- They had a seven-day layover in Tyre (21:4).
- Aboard the ship again they went on to Ptolemais for a day (21:7).
- Then they sailed on to Cesarea and stayed there “a number of days” (21: 10).
- From there they went up to Jerusalem (21:15).

Rather than arriving back home in a few hours, it took them many days. Travel was quite similar to this until the middle of the twentieth century. Although ships with motors were not as slow as the sailing vessels, it still took days or weeks to travel across oceans. While on those trips people returning to their passport cultures had time to think and talk about their experiences. They had time for closure and to consider how that chapter fits with others in their life stories.

People returning today have no such time available to them. They step off the airplane and right into a different life with little time to think about their transition. Paul had weeks to think before he went to headquarters and reported in detail what had happened while overseas (Acts 21:17-19). Today people are often expected to step off the plane and the next day get on with life.

After such an assignment, people need time out to rest and process all that happened. In the chapter on packing we looked at what Jesus told his followers to take with them on their assignment in Mark 6. When they returned later in that chapter, note what happened.

- They gathered around Jesus (6:30).
- They reported to him all they had done (6:30).
- They were so busy there was no time to eat (6:31).

- Jesus said, “Come with me by yourselves to a quiet place and get some rest” (6:31).
- They went away by themselves to a solitary place (6:31).

These people had just been on an assignment in their passport culture. They did not have the added stress of living in a different culture. People who are changing cultures have even more need of such a retreat at this time.

Though air travel has decreased the time needed to travel, it has increased the stress of changing cultures. We cannot think of better advice for a family changing cultures at the end of an assignment today than Jesus gave nearly 2000 years ago, “Come with me by yourselves to a quiet place and get some rest.”

Suggestions for helping your children

1. Read Chapter 6 in *We're Going Home* with them. (Read it to them if they cannot read it.) Talk about it with them after they all have read it.
2. If your children have traveled a lot recently, you probably do not need to do much now.
3. If you are using a different form of transportation, prepare your children for it. *We're Going Home* prepares them for air travel. However, if you are traveling by train or ship, prepare your children for that.
4. Debriefing took place during travel in Bible times. Since that usually does not happen today, we suggest a “reentry” retreat after you return “home.” We will give further suggestions in the next chapter.

Chapter 8

“Home”

In Chapter 7 we noted that when the disciples returned from a time of service in their own culture, they reported to Jesus what they had done.

They were not the only people who reported. People returning from cross-cultural ministry did too. When ever Paul and a traveling companion returned, they reported.

- Paul and Barnabas “reported all that God had done through them...” (Acts 14:27).
- Paul and Barnabas “told how the Gentiles had been converted” (Acts 15:3).
- Paul and Barnabas “reported everything God had done through them” (Acts 15:4).
- Paul “reported in detail what God had done among the Gentiles through his ministry (Acts 21:19).

Of course, one part of this was that the people needed to know the information, but another part of it was that it is good for people to talk about their experiences when in transition.

Hagar was in transition when the angel found her near a spring in the desert. The angel asked her two questions.

- “Where have you come from?”
- “Where are you going?” (Genesis 16:8)

The angel had not just stumbled across this woman in the desert and was now trying to find out information about her. The angel wanted the woman to verbalize her experiences and her expectations.

Going back even further, Adam and Eve hid from God among the trees at the beginning of their transition out of the Garden. God asked them.

- “Where are you?” (Genesis 3:9).
- “What have you done?” (Genesis 3:13).

God was not having a problem with his omniscience that day. He was not trying to find them and find out what they had done. They were in a major transition, and he wanted them to verbalize.

Anyone in such a transition needs to verbalize where they have been, what they have done, and where they are going. Your children (and you as well) need to put your thoughts and feelings into words to see how this recent chapter in your lives fits in with earlier chapters and leads to future ones.

This can be done in a formal manner by attending a reentry seminar/retreat facilitated by a leader. These may be offered by your agency, or you may attend such reentry events offered by others. If you are not able to attend something like this, you may want to have your own family reentry retreat.

Suggestions for helping your children

1. Read Chapter 8 in *We're Going Home* with them. (Read it to them if they cannot read it.) Talk about it with them after they all have read it.
2. The majority of people have difficulty when changing cultures. We wrote Appendix A for our reentry book for adults, and we have included it as an appendix in this

book as well. We suggest your reading it to know what is “normal” for people changing cultures. You may want to share parts of it with your children.

3. Written by an Anglican priest in 1865, *Alice's Adventures in Wonderland* has become a children's classic and is in the public domain. The full text is available at <http://www.sabian.org/alice.htm>. If you want the original illustrations as well as the text, that version is available at <http://www.cs.cmu.edu/~rgs/alice-table.html>.

4. Give your children phone numbers they may need when they find they need information or help. You may want to use the form in *We're Going Home*.

5. Do what Jesus said, “Come with me by yourselves to a quiet place and get some rest.” While at that quiet place, have your own family reentry retreat. Here are some suggestions: (The more you can implement, the better chances of success.)

Find a quiet place (where no one will disturb your family). This may be a retreat center, someone's second home (a cabin in the woods), or even a suite at a motel/hotel.

Leave behind all electronic equipment so that your family has to talk with each other. That means no pagers, cell phones, computers, televisions, VCRs, DVD players, ipods, gameboys, PlayStations, and so forth. These all hinder social interaction and will defeat the purpose of having a retreat.

Don't make it formal time with scheduled sessions. Instead talk about it while eating, hiking, swimming, or other activity during which you can talk. Encourage

everyone to participate, but don't force. Facilitate gently and be very careful not to ridicule anything. At some time try to include at least the following three topics: (1) how they feel about being home, (2) what cultural differences they notice between their host culture and their passport culture, and (3) what changes they see in their passport culture.

We suggest downloading our reentry book for adults, *Coming "Home": The Reentry Transition*. Don't use the book as a text, but you will find many ideas in it. You will find information and sample questions about good things from past, bad things from past, the present, and plans & dreams for the future.

Chapter 9

Friends (new and old)

Nehemiah was a Third Culture Kid born in his host country. Though he had probably never visited his passport country, he was still very interested in it. When his brother came to the host country, Nehemiah asked about the people in his passport country and about its capital city.

When Nehemiah heard that the capital was in shambles and his people there were troubled and disgraced, he wept. Nehemiah, like many TCKs, was an outstanding man, and he was in a prominent position in his host country. Not only did he have compassion but also he took action.

- He fasted and prayed (Nehemiah 1:4).
- He asked his boss for a leave of absence to go to the capital of his passport country to rebuild it (Nehemiah 2:5).
- He took letters of introduction and recommendation (Nehemiah 2:7-8).
- He privately surveyed the needs before taking any action (Nehemiah 2:12-16).

Though he was an adult TCK rather than a child, his approach to the citizens there was one that resulted in making friends and mobilizing those new friends. Notice the pronouns he used when talking with them (2:17-18).

- You see the trouble **we** are in...
- Come let **us** rebuild the wall of Jerusalem,
- And **we** will no longer be in disgrace.

His identifying with them resulted in their joining him, and they replied, "Let **us** start rebuilding." Then he proceeded to use his administrative ability to organize their efforts (Chapter 3), overcome opposition (Chapter 4), and resolve disagreements (Chapter 5). The result was that a wall which had been in ruins for more than a century was rebuilt in only 52 days.

Like Moses, Joseph, Daniel, Esther, Nehemiah, and Paul, your TCKs have great potential. Though they may not fit perfectly into the cultures in which they have been raised, they are a part of all of those cultures. They are able to relate to people in various cultures.

They may need help from you in making friends as children reentering their passport culture, but later in life as adults they will realize their potential.

They may think that the problems they have in making friends is because they have lived in other cultures, but anyone moving to a new location even in the same culture faces many of them for the following reasons.

1. When moving to a new place, children there already have a circle of friends. Being accepted into that group is difficult for anyone new. It takes time, perhaps weeks or months, to become an integral part of any group.
2. "Marginal" children who are not in a group often want to befriend new children so that they can have friends too. Anyone moving faces this. It has nothing to do with being a TCK.
3. The children with whom they will have the most in common are other TCKs. It makes no difference what their passport countries are or which host countries they have lived in. TCKs are a "cultural" group

themselves and will find much in common with other TCKs from any combination of countries.

Suggestions for helping your children

1. Read Chapter 9 in *We're Going Home* with them. (Read it to them if they cannot read it.) Talk about it with them after they all have read it.
2. Well-known scholar, author and Christian apologist, C. S. Lewis, wrote *The Chronicles of Narnia* for children. Near the end of the best-known work, *The Lion, the Witch, and the Wardrobe*, Lewis shows his remarkable insight into returning to one's passport country. Dramatizations of this book often leave out this insight, so we recommend reading the book to your children, at least reading the last part quoted in *We're Going Home*.
3. Take your children places where they will meet new friends.
4. Encourage them to participate in activities in which they can make new friends.

Chapter 10

School

Many parents today believe that the state is responsible for the education of their children. This was not the case until the beginning of the twentieth century.

Several thousand years ago Moses, a well known TCK, called his people together while traveling from their host country to their passport country. After presenting God's commandments to them, Moses said, "These commandments that I give you today are to be upon your hearts.

- Impress them on your children.
- Talk about them when you sit at home
- and when you walk along the road,
- when you lie down
- and when you get up.
- Tie them as symbols on your hands
- and bind them on your foreheads.
- Write them on the doorframes of your houses
- and on your gates." (Deuteronomy 6:5-6)

It was clear that the commandments were to be taught by the parents as they went about daily life. In addition, all other education was seen as the responsibility of the parents as well.

Among those ancient Hebrews, parents were responsible for the education of their children. The

Talmud said, among other things, that the father was to “teach him Torah, take a wife for him, and teach him a craft.” Notice that the father had two teaching duties, one religious and one occupational.

Roman parents educated their own children too. Mothers taught both boys and girls reading, writing, and arithmetic. The girls stayed with their mothers, but at about the age of seven boys went with their fathers. If the father was a farmer, the boy went to the fields with him. If he lived in Rome, the boy joined him at work learning about business and government.

In the American colonies parents were still responsible for educating their children. In 1774 John Adams wrote his wife about their son, “Tell him I hope to hear a good account of his acidence and nomenclature when I return.” He went on to say that the education of his children was never out of his mind.

Problems arose when some parents and masters in the Massachusetts Bay Colony did not fulfill their obligations. The colony passed a law that the selectmen of each town were to watch the “calling and employment of children,” and “especially of their ability to read and understand the principles of religion and the capital laws of the country.” If they found children not getting such an education, they were to apprentice the children to masters who would teach them. This was a new day in education. The state began to act in the place of the parents.

It was only one more step to move from the state acting in the place of the parent to the state taking the place of the parent. Today most educators see themselves as having primary responsibility, with the parents' role being to cooperate with them. Many parents also see that as their role. However, other parents now, as parents for thousands of years did, see the education of their children as their responsibility. This is especially true of Christian parents.

This responsibility can be carried out in many different ways today, and Christian parents use a variety of those ways.

- Public school. Some parents send their children to the state run public school in their community and supplement that with a Christian perspective at home.
- Secular private school. Other parents send their children to secular private schools where they believe the children will get a better education than at public school and supplement that with a Christian perspective at home.
- Christian private school. Still other parents send their children to a Christian school where subjects are taught from a Christian perspective.
- Home school. Some parents educate their own children at home. They may use any of the variety of curriculums available, some with VHS cassettes or DVD disks available to present the lessons.
- Cooperative home school. Other parents band together with like-minded parents and share the teaching responsibilities in “mini schools” of just a few students with parents teaching.
- Home school associations. Associations of home school parents have formed in some communities where those teaching their children at home get together for special events, such as field trips, attending plays, and so forth.
- Home school and other institutions. Still other parents do some home school and some school in cooperation with other institutions. For example, their children may attend the public school for physical education, for band, and so forth. Colleges may provide science labs and music classes for local home school students in their

community.

With all of these types of education potentially available, how is one to decide which to use? Here are some factors to consider.

- Availability. Although home school and public school are always available, other methods may not be. There may be no private schools or other institutions nearby and no other home school parents who want to participate.
- Cost. Private schools and other institutions may be available, but their costs may be prohibitive. Other home school people may want to do things that you cannot afford.
- Transportation. Other means may be available and you can afford them, but you may not have transportation to get your children to and from school and events.
- The child's age. The need for learning social skills and relating to one's peers may vary with age. Kindergartners and first graders may not be as adamant about having others their own age available during school as teenagers are.
- Special needs. If your child has some kind of learning disability that requires special teaching methods, you may want to find a place where that was available.
- The child's preference. Though you do not want to base your decision solely on what the child wants, you would be wise to consider his or her preference. If the child is going against his or her wishes, other problems may develop.
- Length of time and part of the year in your host country. If you are there for three months during the summer when school is not in session, none of these factors are relevant. If you are there for four

to six months and would change in the middle of the academic year you may come to a different decision than if you were there for a full academic year.

- Family travel. If you will be traveling as a family to report what you have done or to raise support to return, that may be an important consideration. Remember that children are different. Consider what is best for each child. All children in the same family may not profit from the same kind of education, and the same child may require different kinds of education at different ages. Find what is best for each child at this particular time in his or her life.

Suggestions for helping your children

1. Read Chapter 10 in *We're Going Home* with them. (Read it to them if they cannot read it.) Talk about it with them after they all have read it.
2. List the advantages and disadvantages of the various options available to you
3. Make your decision.

Chapter 11

TCKs

Many Third Culture Kids are committed to God and live exemplary lives, such as Joseph, Moses, Joshua, Esther, Daniel, and Paul in the Bible. Children today often learn about these outstanding TCKs in the Bible stories their parents read to them or in the Sunday school classes they attend. TCKs today are also generally outstanding people. They have a much broader world-view and often live lives of service to God and others.

However, not all TCKs are good. The Bible also gives us examples of these in the family of Lot in the Book of Genesis. Let us consider the lives of Lot and his children. The story of Lot's childhood is found in Genesis 11:27-32. Lot's father, not a TCK, lived and died in Ur (now southeast Iran). After his father's death Lot's grandfather took him along with Lot's Uncle Abram and Aunt Sari to live in Haran (now southeast Turkey).

After Grandfather died, God told Uncle Abram to leave his country, his people, and his family as he moved to Canaan (now Israel). Lot then proceeded to live in a variety of cultures with Uncle Abram.

- Ur (now Iran): Genesis 11:28
- Haran (now Turkey): Genesis 11:31
- Canaan (now Israel): Genesis 12:5
- Egypt: Genesis 12:10

- Canaan again: (Genesis 13:3)
Lot lived in at least two cultures during his developmental years, making him a TCK. He went on to live in still other cultures as an adult, as many TCKs do. When he and Uncle Abram returned to Canaan, they were each so wealthy that the land could not support them both living near each other. At that point we begin to see weaknesses in Lot.

- Uncle Abram suggested that they part and gave Lot first choice of land. Rather than giving the best to the uncle who had raised him, Lot chose the best for himself (Genesis 13:11).
- Although Lot could have lived near several cities on the plain, he chose to live near Sodom where people were wicked and openly living in sin (Genesis 13:12-13).
- Later, Lot moved into Sodom itself and remained there (Genesis 14:12).
Not only did Lot move into Sodom, but also Sodom's values moved into Lot and his family. This is evident when we look at what happened.
 - When two angels were staying at his house, the men of Sodom thought the angels were men and wanted to have sex with them. Lot refused, but he offered the men his two virgin daughters instead (Genesis 19:4-8).
 - When his family was running from the city, Lot's wife disobeyed the command not to look back. She turned into a pillar of salt (Genesis 19:15-26).
 - When his daughters realized there was no one to carry on the family name, they plotted together to get Lot to have sex with them (Genesis 19: 31-35).
 - Through that incestuous relationship both of his daughters became pregnant by Lot himself (Genesis 19:36-38).

Ironically Lot carried out his proposal to the Sodomites (sex with his daughters) himself! TCKs have great potential to do things pleasing to God or things detestable to God.

Third Culture Kids Today

Dave Pollock and Ruth Van Reken wrote an excellent book about TCKs, *Third Culture Kids: The Experience of Growing Up Among Worlds*. In that book, they list many advantages and disadvantages of being a TCK.

- Expanded worldview versus confused loyalties
- Three-dimensional view of the world versus painful view of reality
- Cross-cultural enrichment versus ignorance of the home culture
- Adaptability versus lack of true cultural balance
- Blending in versus defining the differences
- Less prejudice versus more prejudice
- The importance of now versus the delusion of choice
- Appreciation of authority versus mistrust of authority
- Real arrogance versus perceived arrogance

TCKs may chose to exploit their advantages or yield to their disadvantages. They may become outstandingly good or outstandingly bad.

Suggestions for helping your children

1. Read Chapter 11 in *We're Going Home* with them. (Read it to them if they cannot read it.) Talk about it with them after they all have read it.

2. Chapter 11 in *We're Going Home* presents TCKs in a very favorable light. We did that to build their self-esteem. Encourage them to develop an appreciation of being a TCK. However, if they become proud and overconfident, please point out that they have potential for good or evil. You may want to do a Bible study on Lot the TCK as outlined above. Of course, you will want to tailor your presentation to the maturity and knowledge of your own children. The material in Genesis 19 may be appropriate to teenagers but not for elementary age children.

3. If you have children in upper elementary grades, we recommend getting a copy of David Pollock and Ruth Van Reken's book, *Third Culture Kids: The Experience of Growing Up Among Worlds* which was published in 2001 by Intercultural Press, Yarmouth, ME, USA, and Nicholas Brealey Publishers, London, UK. This book will help you understand your children as they move into their teen years, and help them understand themselves as they move through those years.

Appendix A

Acculturation Problem

At the end of the manual describing mental disorders (DSM-IV) the American Psychiatric Association has a chapter titled "Other Conditions That May Be a Focus of Clinical Attention." After 675 pages describing mental disorders, this brief chapter lists conditions that are NOT mental disorders, but they may be distressing to individuals or interfere with their functioning. These other conditions have a "V" before their code number, and they include the following as well as many others.

- V62.2 Occupational Problem
- V62.3 Academic Problem
- V62.4 Acculturation Problem
- V62.82 Bereavement
- V62.89 Religious or Spiritual Problem

Just as normal individuals may have a problem with work, with school, or with grief, they may also have an "Acculturation Problem." The DSM-IV says only, "This category can be used when the focus of clinical attention is a problem involving adjustment to a different culture (e.g., following migration)." Although the DSM-IV does not elaborate on this problem experienced by normal people, a description of what it might be like for ordinary cross-cultural workers who reenter their passport countries is helpful. We have written the following description.

Acculturation Problem (The Reentry Transition)

Diagnostic Features

When reentering their passport culture many people experience the Acculturation Problem that some people have called "reverse culture shock." During the time these people were in their host culture, both they and their passport culture have changed, so they become aliens in their own country. They find that, rather than feeling at home where there are routine interactions, predictable events, and few surprises, the environment is confusing and even disgusting or "wrong." Rather than feeling safe and secure where they can trust their instincts and be themselves, they feel vulnerable, anxious, fearful, and always have to think about what they do. This is often disconcerting because if people do not feel like they belong at home, where do they belong?

Such people may experience great disappointment when their expectations are not met. They may become angry and then allow the anger to become resentment or bitterness. They may become alienated, critical, or maybe cynical. In their frustration they may withdraw from people, even family, so that they become isolated and lonely. They may find themselves being easily offended, judgmental about their home culture, and even depressed. They may become angry at their culture for the great materialism they see, especially the great wastefulness as they see "good, useable" things discarded. These feelings are typically greater if the people had a wonderful time in their host culture and less if they had a difficult time.

Christian cross-cultural workers may become disillusioned by the church in their passport country, even

by their “home church.” As one returning cross-cultural worker put it, “Our church is comatose and doesn't even know it.” Experiencing the different worship styles, they sense a lack of spirituality in the churches they visit. When there is little response to their impassioned pleas for help for people in their host culture, they may perceive a great apathy in the church in general.

When returning home, they may see familiar faces, but not familiar people. Both they and the people they knew have changed. “Familiar” places are not familiar any more. When returning to the same church, they find that the people there are not really the same anymore; they have little in common, and they cannot break into the group again. People back home seem to have such narrow perspectives on events, and the returning ones do not know where they fit, so they sense that they are forming temporary relationships. They miss the closeness of the expatriate community in their host culture when returning to a culture that places the emphasis on the individual. They may misinterpret gestures and other “signals” so that they become marginal people who must initiate relationships rather than being sought out.

Of course, they must remember that loneliness and unpleasantness are often the beginning of insight and personal growth. In a sense they have become cultural hybrids who are temporarily homeless, at home in neither their passport culture nor in their host culture. However, when they are able to put their cross-cultural experience in perspective and see how it relates to their whole life story, they usually find out that they can still hold on to their new values and attitudes and once again feel at home in their passport culture.

Associated Features and Problems

Several other problems may occur simultaneously with the Acculturation Problem. Since the nature of work is likely to change following repatriation, a V62.2 Occupational Problem may occur. Returning to their passport country people often find their work increasing in security but decreasing in significance. Instead of being in charge, they often are expected to blend into their agency with everyone else. Likewise schools are likely to be different for children and adolescents. Instead of home schooling or schools with small classes, they may find themselves in large schools with a resulting V62.3 Academic Problem. Note that these are V-codes, and not mental disorders.

Religious people may develop a V62.89 Religious or Spiritual Problem. Religious people may experience the normal anger, cynicism and depression and come to the conclusions that something is wrong with their religion. Even though nothing is wrong, this can lead to a spiritual problem. Cross-cultural workers in particular changing from “religious work” to raising money may feel guilty about not doing what God had called them to. Again note that this is a V-code, and not a mental disorder.

Mental disorders such as a 300.02 Generalized Anxiety Disorder or a 296.2 Major Depressive Disorder may develop if the normal anxiety or depression associated with an Acculturation Problem lasts for an extended period of time. These are mental disorders and individuals with these long-term problems should seek help from a mental health professional.

Specific Culture, Age, and Gender Features

Children are often quite verbal about not wanting to return to their parents' passport country, but they usually adjust quite rapidly. The younger they are, the more rapidly they adjust. Within a few days or weeks younger children make new friends and are playing happily with them.

Adolescents, likewise, may not want to return. Relationships with one's peers are extremely important during the teen years. Suddenly leaving peers and trying to break into a new group in a society of teenagers can be a very difficult task, so adolescents may want to avoid it and have great difficulty when forced to do so. This may involve acting out and result in getting into serious trouble.

Relationships are also very important to women. Giving up a close-knit group of friends on the field and trying to find like-minded women in her passport country may be difficult, especially since many may be working.

Men are more likely to experience a loss of identity as their job changes. On the field they may be involved in anything from church planting to construction to teaching. On home assignment they are often on the road raising funds to go back. As one man put it he was going through "making a difference withdrawal." On the field he made the difference between life and death, but back home, if he were not there, people in need could just go to someone else.

Familial Pattern

What we call "reentry" for Third Culture Kids may not be reentry at all, but really entry to a "foreign" country. That is, they are entering the country from

which their parents came, but they have never really lived there any length of time themselves. They may have visited grandparents and other relatives there briefly, but real home for them is what their parents call their host country. Thus, their Acculturation Problem is one of entry, not reentry.

Prevalence

Experiencing the Acculturation Problem upon reentry is very common in that about two-thirds of the people who return to their passport country experience significant discomfort. The other one-third reenter with little difficulty beyond a relatively rapid adjustment to technological changes. People usually expect an Acculturation Problem when entering their host culture because of the widely used term "culture shock." However, upon returning to their passport culture many people are surprised to find that there is a "reverse culture shock," and that it is often even a more difficult adjustment.

Acculturation Problems may occur each time one changes cultures. Some people report each successive reentry becomes easier, probably because they expect the problems and have learned how to adapt to them. Other people find successive reentries more difficult, particularly if the latter ones involve leaving children and/or grandchildren in the host country.

Course

Each episode typically includes three stages: leaving, "in between," and entering. The "**leaving**" stage begins several weeks or months before actual departure when the cross-cultural workers start anticipating the

return “home” and separating from the work in the host country. This stage is marked by receiving attention and recognition from others at receptions; saying goodbye to persons, places, and pets; withdrawing from their work as they turn it over to others, and generally bringing closure to their time on the field. At this time they are disengaging from their past and turning their attention toward their future. They may be in denial that it is already time to return and have feelings of rejection, resentment and sadness.

The “**in between**” stage begins when the cross-cultural workers leave for the airport and end when they unpack their minds, not their suitcases. During this time they are without status, structure, and even keys. In this time of chaos they may feel overwhelmed and isolated, as well as exaggerating their problems. Their self-esteem may drop and they may become anxious over the future and grieving over their losses in the recent past.

The “**entering**” stage begins when the cross-cultural workers have unpacked their minds and continues until the cross-cultural workers have re-engaged with their passport culture. During this time they realize that they are marginal persons and are in rather superficial, tentative relationships. Reentering cross-cultural workers may misinterpret verbal and nonverbal behaviors and make errors in responding. They may feel vulnerable, fearful, and may be easily offended. They may find it difficult to trust people and even experience depression. Some experience a “honeymoon” period immediately after they reenter when everything is seen through rose-colored glasses. Then this may be followed by a period of disillusionment when everything is viewed through rust-colored glasses so that they notice materialism and superficiality in their home culture. During this time they may become angry, judgmental, bitter, lonely, fearful and isolated.

This entering stage may take only a few months, or a year (a full annual cycle), or never be completed. Some cross-cultural workers are unable to complete this stage and remain disillusioned for the rest of their lives. Some return to their host culture after retirement to spend their final days there.

Some say that people know they have fully reentered their passport culture when they do the following things.

- They stop carrying toilet paper everywhere.
- They are not afraid to swallow water while showering.
- They do not get nervous when they eat lettuce.
- They drink water with ice in it.
- They buy cherries or grapes along the highway and eat them.
- They use tissues to blow their noses.

Again note that an Acculturation Problem is not a mental disorder, but people who do experience it should know that it is *normal*. Those who do not have similar reactions, thoughts, or feelings need to be aware of the problems other normal cross-cultural workers face. Also note that the above description is written for this booklet—all the DSM-IV says about it is “This category can be used when the focus of clinical attention is a problem involving adjustment to a different culture (e.g., following migration).”

Appendix B

Recommended TCK Books

Here is a list of TCK books that are available, reasonably priced, and helpful. The following criteria were used to decide whether or not to include a book:

- In Print. Each of the books listed are available for purchase.
- Reasonably Priced. None of the books included cost more than \$25, and two-thirds are under \$15.
- Variety. Some are written for the general public, some for cross-cultural workers.
- Complete Data. Price, ISBN number, and complete publication data are included, so when friends ask what you would like, any bookstore should be able to order the book.
- All these books can be ordered on-line at www.amazon.com and/or www.mti.org (check both for prices, including shipping). They can also be ordered from MTI by mail, by fax, or by phone.

Parents

Knell, Marion. (2001). *Families on the Move: Growing Up Overseas and Loving It*. Kregel Publications, Grand Rapids, MI (ISBN 0825460182) \$11.99. 9 chapters, Appendix, 189 pages. This is a well-written, practical book for families living overseas. It covers everything from getting ready to go, living overseas, to reentering one's passport culture. It is valuable for cross-cultural

worker parents and any others who work with MKs and other TCKs, as well as those TCKs themselves who are in high school.

Pascoe, Robin. (2006). *Raising Global Nomads: Parenting in an On-Demand World*. Expatriate Press, Vancouver, BC, Canada. (ISBN 0-9686760-3-0) \$24.95; 10 chapters, 230 pages, appendix. Written by the mother of TCKs, this book is filled with personal experiences as well as much practical advice on living in other cultures. Much has changed in our world since 1993 when the author wrote her parents guide. This update considers implications for TCKs growing up outside their passport culture in this globalized, digitized, terrorized world.

Blomberg, Janet R. & Brooks, David F. (2001). *Fitted Pieces: A Guide for Parents Educating Children Overseas*. Share Education Services, Wheaton IL (ISBN not available) \$22.50. 8 Chapters, 667 pages. With 84 articles (50 from *Interact*) appearing in the eight chapters, this is without question the most comprehensive book available on the education of third culture kids. It is a valuable resource for people considering the education of their own children overseas.

Preschool

Bowman, Crystal. (2004). *Boxes, Boxes, Everywhere!* Zondervan Publishing House, Grand Rapids, MI (ISBN 0310700620) \$4.95. 18 pages written for ages 2-4. This is a well-illustrated brief book dealing with a boy packing up things in one house, moving, and unpacking them in another. A special "Mom's Moment" from MOPS (Mothers of Preschoolers) is included at the end.

Gray, Nigel. (1988). *A Country Far Away*. Orchard Books, New York, NY (ISBN 0531070247) \$6.95. 30 pages, written for ages 3-6. This book has nearly as many pictures as it does words about life in two different countries. On each page it shows home, school, and recreational activities that look quite different in two cultures. Having a baby, going swimming and shopping in a rural African village are quite different from doing them in a town in a western culture.

Elementary School

Viorst, Judith. (1995). *Alexander, Who's Not (Do you hear me? I mean it!) Going to Move*. Alladin Paperbacks, Simon & Shuster, New York, NY (ISBN 0689820895) \$6.99. 30 pages, written for ages 5-8. As suggested by the title, this book is about a boy who has decided that he does not want to move. After investigating other alternatives, Alexander finally reluctantly agrees to pack and go—but this the last move he will ever make!

Waber, Bernard. (1988). *Ira Says Goodbye*. Houghton Mifflin Company, Boston, MA (ISBN 0395584132) \$5.95. 40 pages, written for ages 5-9. This book demonstrates how NOT to tell a child about moving and all the distress that can cause—by having the child hear about it from someone else. However, Ira finally realizes that saying goodbye is hard for everyone, hard for those who stay as well as hard for those who move away.

Blohm, Judith. (1996). *Where in the World Are You going?* Intercultural Press, Yarmouth, ME (ISBN 1877864447) \$12.95. 63 pages, written for ages 5-10. This is a book written to help children work through the process of moving. First published by the USA State

department, it suggests many things children can do alone, and some things that parents can do with them. These activities help children to prepare emotionally, as well as practically, for moving to a new country overseas or returning to one's passport country.

Van Swol-Ulbrich, Hily, & Kaltenhauser, Bettina, (2002). *When Abroad—Do as the Local Children Do: Ori's Guide for Young Expats*. XPat Media, the Netherlands, (ISBN 90-5594-262-6) \$15.95; 9 chapters, 105 pages, information for parents. Written for children ages 8-12, this guide for living another culture follows Ori, a migrating bird, through transitions. In addition to activities and assignments, this book also has additional information on Ori's website to complete the interactive format of the book.

Middle School

Brammer, Deb. (1994). *Peanut Butter Friends in a Chop Suey World*. Bob Jones University Press, Greenville, SC (ISBN 0890847517) \$7.49. 17 chapters, 179 pages. Although it is written for ages 9-12, the issues are relevant to teenagers in high school as well. Written by a cross-cultural worker mother of two daughters, this Christian fiction is fun to read. Set in Taiwan it deals with a variety issues such as making friends with those of other cultures, communicating with someone with a different language, and conflict with other expatriates. The book presents a realistic look at children finding their niche in a new school in a new country.

Fritz, Jean. (1982). *Homesick—My Own Story*. Yearling Press, New York, NY (ISBN 0698117824) \$5.99. 7 chapters, 176 pages, written for ages 8-12. This

Newberry Award winning book is a true story about events occurring in the life of the author as an MK in pre-communist China. Though about events that happened 75 years ago, these memorable moments in the life of a 10-year-old girl are timeless. They are still the ones faced by TCKs today, whether they are about happenings at school, on vacation, or those marked by violence and evacuation. Parents would be wise to read this as well to see how their 6th and 7th graders may be experiencing life overseas.

High School

Roman, Beverly D. (2003). *Footsteps around the World: Relocation Tips for Teens*. BR Anchor Publishing, Wilmington, NC (ISBN 1888891351) \$13.95. 104 pages written for teenagers. This book was written by a Navy wife who wrote a book about moving, and then she could find no one to publish it. Determined to offer practical advice to people who were moving, she has now written more than 20 books for adults, teenagers, preteens, and children. This book is a practical one including such things as crossword puzzles, find-a-word puzzles, lists one should make, and a variety of other practical activities.

Gordon, Alma. (1993). *Don't Pig Out on Junk Food: The MK's Guide to Survival in the U. S.* EMIS, Wheaton, IL (ISBN 0961775114) \$13.95. 6 chapters, 9 appendices, 8 types of resources, 160 pages, index. Written for MKs by a fourth-generation MK, this book offers helpful practical advice from MKs to MKs about all aspects of transition to the USA, from preparation to identity to relationships. Each chapter includes great illustrations, questions for reflection, and work sheets.

College & Adult

Pollock, David, & Van Reken, Ruth. (2001). *Third Culture Kids: The Experience of Growing Up among Worlds*. Intercultural Press, Yarmouth, ME (ISBN 1857882954) \$19.95. 18 chapters, appendix, 333 pages. Written by authors with many years of experience working with TCKs, this book not only reveals what TCKs are like, but also goes on to devote 7 chapters to telling how to maximize the benefits of being a TCK. This book is an excellent resource for parents and teachers wanting to understand their own TCK children or the students they work with in school. It is also an excellent resource for adult TCKs wanting to understand themselves, no matter what their age.

Appendix C

Recommended Reentry Books

Here is a list of books that are available, reasonably priced, and helpful. The following criteria were used to decide whether or not to include a book:

- In Print. The books listed are available for purchase.
- Reasonably Priced. None of the books included cost more than \$25, and two-thirds are under \$15.
- Variety. Some are written for the general public, some for cross-cultural workers.
- Complete Data. Price, ISBN number, and complete publication data are included, so when friends ask what you would like, any bookstore should be able to order the book.
- All these books can be ordered on-line at www.amazon.com and/or www.mti.org (check both for prices, including shipping). They can also be ordered from MTI by mail, by fax, or by phone.

Bridges, William. (1980). *Transitions: Making Sense of Life's Changes*. Perseus Books, Cambridge, MA. (ISBN 0-201-00082-2) \$15.95; 6 chapters, index, 170 pages. Classic work on transition written generally for people in any type of change in life, this book is applicable to the changes that accompany reentry to one's passport culture.

Miller, Susan. (1995). *After the Boxes Are Unpacked: Moving on After Moving in*. Tyndale House Publishers, Wheaton, IL, (1-56179-405-8) \$12.99; 18 chapters,

Appendix, 169 pages. Written for women moving in our mobile society, but applicable to returning cross-cultural workers as well, this book is filled with practical advice for women settling in their family after move.

Miller, Susan. (2004). *But, Mom, I Don't Want to Move. Easing the Impact of Moving on Your Children*. Tyndale House Publishers, Wheaton, IL, (1-58997-166-3) \$13.99; 13 chapters, 3 appendices, 159 pages. Though not written specifically for people in reentry, this book has many practical suggestions for people moving their children anywhere.

Pascoe, Robin. (2000). *Homeward Bound: A Spouse's Guide to Repatriation*. Expatriate Press, Vancouver, BC, 2000. (ISBN 0-9686760-0-6) \$16.95; 6 chapters, bibliography, index, 192 pages. Written by the wife of a cross-cultural worker for wives of other cross-cultural workers, this readable, humorous book is filled with practical advice for women and family life.

Storti, Craig. (2002). *The Art of Coming Home*. Intercultural Press, Yarmouth, ME, 2002 (ISBN 1-877864-47-1) \$21.95; 5 chapters, 203 pages. Written by a Peace Corps volunteer specializing in cross-cultural adjustment and repatriation, this book includes sections for the spouse and children as well as sections for exchange students, volunteers, military, and cross-cultural workers.

About the Authors

We taught for 35 years in Christian colleges as well as in public and Christian elementary schools. Bonnie taught elementary school as well as teacher education at the college level, and Ron taught psychology at the undergraduate level in college. Our three children are all married and have families of their own. As member care consultants with New Hope International Ministries of Wilmore, KY, we are now retired and, as volunteers, provide member care for cross-cultural workers. We are not licensed health care professionals, but we emphasize care, encouragement, growth, and prevention of problems rather than treatment of severe problems. Rather than working as professionals for pay, we provide member care as amateurs in the original sense of the word—out of love rather than for money.

We do whatever we can to help cross-cultural workers. We do not belong to any sending agency but help others as someone with no official connection to their organization. Listed below are things we are currently doing, but we are always open to new ways to help. Let us begin with the most general forms of help, continue with helping cross-cultural workers through their years of service, and end with specific ministries.

Website. Our website, www.crossculturalworkers.com contains 40 “brochures” on topics relevant to cross-cultural workers and four E-books. Cross-cultural workers anywhere in the world can visit this website to read, download, print, copy and

distribute the information free of charge to anyone who can use it.

Books. Four E-books are available on the website and may be downloaded free of charge by anyone, anywhere, anytime.

What Cross-Cultural Workers Ought to Know... is a 230-page book about living in other cultures. This book has 36 chapters in seven sections: Basics, challenges, problems, sexuality, relationships, care, and ending well.

Coming “Home”: The Reentry Transition is a short 50-page book with six chapters related to the challenge of returning to one’s passport culture after living in another culture.

Third Culture Kids and Adolescence: Cultural Creations is a 150-page book written for adolescent TCKs. The book has 17 chapters in five sections: Before adolescence, adolescence invented, identity lost, sex forbidden, and work forbidden/school required.

Understanding Adolescence is a 175-page book written for parents of adolescents. Its 13 chapters parallel to the *Third Culture Kids and Adolescence: Cultural Creations* book.

Brochures. The chapters of *What Cross-Cultural Workers Ought to Know...* are also available as individual brochures. Each chapter stands alone and a worker may be interested in reading only about a few topics and not want the whole book. We give permission on each brochure for it to be copied and distributed as long as it is given to others free of charge.

Caring for Cross-Cultural Workers by Radio. Trans World Radio broadcasts in 180 languages to reach people through radio. TWR has begun a daily 15-minute program in English aimed at Christian cross-cultural

workers in situations where receiving information through other means may be difficult. The program is broadcast so that it reaches from Central Asia through North Africa, and one can find out more by visiting www.mcbr.org. TWR is adapting the brochures to a format suitable for broadcast to let Christians working in this area of the world know that they are neither alone nor forgotten.

Seminars. We present information on various topics to a variety of cross-cultural worker groups. We have done seminars on third culture kids, leadership, generational differences, conflict, anger, adolescence, maintaining mental and physical health, and psychology from a Christian perspective. We have made these presentations to groups as varied as the entire cross-cultural worker force of one organization, cross-cultural workers on a field, seminary students, university students, field directors, national pastors, retirees, and appointees.

Cross-Cultural Workers in Our Home. Cross-cultural workers have stopped by our home to discuss issues that concern them. We have talked with individuals and couples about a variety of topics ranging from grief to interpersonal relationships to debriefing when they return to the states. These are people who have met us in larger group settings such as conferences, retreats, orientations, seminars, or even discovered us on our web page.

Cross-Cultural Workers on the Field (from Our Home). Cross-cultural workers serving on their fields are unable to stop by our home, so we have communicated with them in a variety of ways. Of course, telephone conversations are always helpful, but may be quite expensive between some countries. E-mail is free,

but the time between sending a message and receiving a reply may be rather long.

On-Site Visits. Occasionally at the invitation of cross-cultural workers, we visit them on the field to help them cope with various issues. We do this only if everyone involved wants us to come, and we have the blessing of the organization. At these times we have talked with individuals, couples, and groups of cross-cultural workers. We are not sent by the organization, but go only when invited by the cross-cultural workers themselves.

Care of Cross-Cultural Workers in a Geographical Area. We are just beginning to see the realization of a dream we have had for several years, a dream of providing care for cross-cultural workers from many different organizations in a given place. We want to go on a regular basis to the same cross-cultural workers so that they will get to know us and feel free to talk with us, rather than just going to help in a crisis situation. We have begun by spending a couple weeks in Bolivia talking with 30-35 cross-cultural workers from five different organizations several times. We also presented seminars on various topics to different groups of cross-cultural workers.

Reentry. We facilitate reentry retreats for cross-cultural workers in transition as they return to the USA. This includes a group debriefing as we talk for two days about where they have been, where they are now and where they are going. As a part of this we have written *Coming "Home": The Reentry Transition*, which is available on our website, www.crossculturalworkers.com, for anyone to download and use even if they are unable to

come to a retreat. Currently we do about half a dozen reentry retreats each year.

Third Culture Kids. Since we live near a college that has a rather large number of TCKs, we were very involved with them while we were teaching at the college. Of course, now that we are retired and travel more, we are unable to keep up the same active relationship. However, we do let them know that we are available to help them however we can, and they contact us for everything from taxes to borrowing things to personal problems.

As a result of this contact with TCKs Ron wrote *Third Culture Kids and Adolescence: Cultural Creations* for the TCKs and revised *Understanding Adolescence* for their parents. These free E-books are available on our website, www.crossculturalworkers.com. We also work with youth pastors who serve TCKs in international schools.