



SHORT-TERM MISSION



Evangelical Lutheran Church in America
God's work. Our hands.



MISSION
GATHERING

SHORT-TERM MISSION

Who is this workshop for?

This workshop is for everyone who is interested in organizing or participating in short-term mission trips.

Why is this workshop for you?

This workshop will give you tools to engage in short-term mission planning and implementation with accompaniment values.

When and where will it be held?

In a morning and afternoon workshop track during the Glocal Mission Gathering.

What will I learn?

By the end of this workshop you will have:

1. Described mission in the 21st century
2. Assessed promise and problems of short-term mission trips
3. Identified three communities of mission
4. Differentiated three phases of short-term mission
5. Applied accompaniment values to organizing short-term mission travel or projects
6. Examined and adapted materials and worksheets for planning and organizing a short-term mission trip

Topic 1: Communities of mission

Learning objective: By the end of this session, you will be able to:

- Describe forms of mission in the 21st century
- Assess the potential short-comings of short-term mission
- Identify the three communities of short-term mission
- Identify accompaniment values in short-term mission

Topic 2: Accompaniment in short-term mission planning

Learning objective: By the end of this session, you will be able to ...

- Differentiate the three phases of short-term mission
- Apply accompaniment values to short-term mission phases and organizing
- Adapt the worksheets provided to help organize and plan your mission trip

Appendix: resources and worksheets



Readings for Topic 1: Communities in mission

SHORT-TERM MISSION: PROMISE AND PROBLEMATICS

What is “mission” for us?

What does “mission” mean today, in a world where:

- most countries have established Christian communities?
- many of the largest Christian churches are located in Africa, Asia, or South America – sometimes called the “global South”?
- there are immense inequities in power and wealth between Christians from different areas?
- Christians and people of other faiths are working to establish peaceful relationships between religious groups, in a world sometimes stunned by violence in the name of religion?
- many Christians and people of other faiths are unable to live in dignity, peace and reasonable well-being because of economic inequity, violence and ecological destruction?
- due to poverty and violence, many people are migrating away from their home nations for years at a time, or even for life, trying to build relationships and lives in new places?

The world has always been a complex place, but in our modern global society, the connections and contradictions might be more intricate than we expect. As we look closer at the world, where do we see the “signs of the times” that can guide our understanding of God’s mission in Christ? Where is the Holy Spirit at work? How can we be of service to God’s purposes? Where can we lend ourselves to this mission?

What do you think “mission” might mean in our 21st-century global world?

Short-term mission trips and projects can be an amazing journey, one where our faith, compassion, patience, humility and self-awareness are challenged to grow. With all the cost, time and work it takes to organize and commit to a short-term mission trip, we hope and pray that the experience will have real marks on our lives, and that our relationship with the people we meet will be positive and real. We hope that our work, if we engage in a project or a team effort of some kind, will provide real service to the people we are visiting, something that they really need and couldn’t have done without our help. We hope that the people we meet will remember our visit with pleasure and want to know us better in the future, and that we, too, will develop relationships and memories that will not be only a one-time reality. We hope to grow in faith and understanding, with results that will echo through our lives and commitments.

Unfortunately, sometimes the seeds of change don’t grow in the way we had hoped and believed. Scholars examining the ways in which short-term mission experiences really affect people have found that many who have gone on a mission trip:

- Do not increase financial giving for mission purposes.
- Do not share their experiences with their congregations beyond an initial listening session.
- Do not develop relationships with people from their host country or community, spending their time largely with other North Americans during the trip.
- Do not talk about their spiritual responses and questions about what they have seen.
- Continue to think of their own culture as superior to others.
- Are not able to hold to commitments to change or question material and spiritual priorities.



Aside from the question of whether there is a real transformation for the travelers on a mission trip, it seems as though even service trips can go awry with the best of intentions. Again, scholars and trip leaders have found that:

- Project-oriented trips can lead to further isolation of the mission trip participants from their host communities.
- Projects and material gifts often impact host communities negatively, or do not address what the community really needed.
- Host communities can develop habits of dependency on mission projects and mission agencies, no longer doing for themselves what they have been able to do in the past.
- Projects, donations and medical brigade visits can lead to long-term strife within the community over access to the “free” goods.
- Environmental costs of travel are often not considered.

Many of these problems can be traced back to a lack of preparation, as well as a lack of commitment by the community “back home” to ongoing support for and interest in mission. Without good soil, sometimes the seed of transformation and service is not able to grow.

What would “success” look like for you, as you are considering a short-term mission experience?

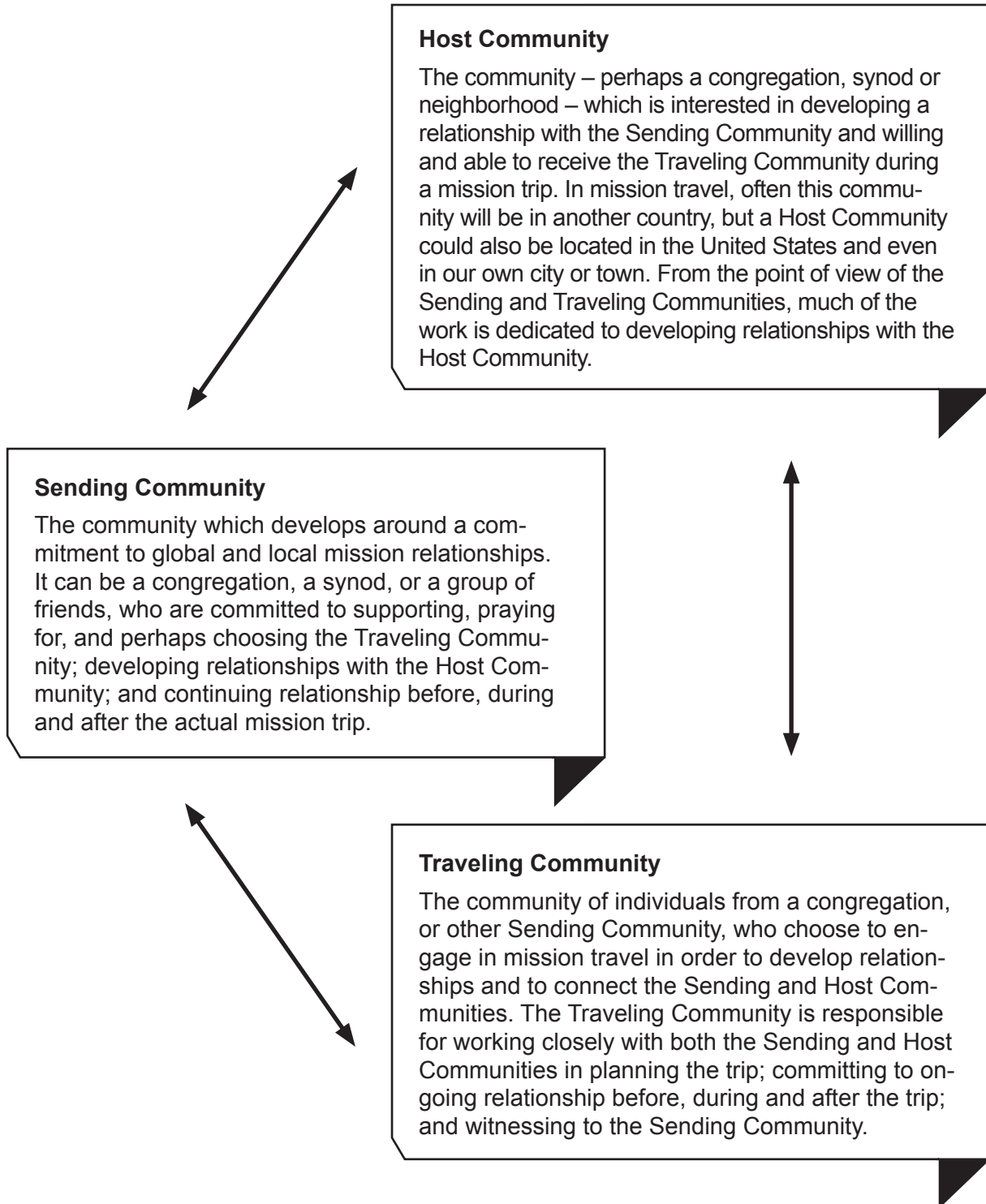
What do you think about the reported problems in short-term mission? Are these things you have encountered yourself? How do you think they can be addressed?

As we know, we are broken people, and God’s love for us, God’s mission, works with our brokenness. We do not have to be perfect in order to love and serve, and we can’t avoid all problems no matter how good our intentions. But knowing the pitfalls of short-term mission, we see that many of them can be traced to a lack of attention to prioritizing relationships. We can avoid or minimize many of them by choosing to develop our short-term mission experience in the context of accompaniment, focusing on building relationships, walking together on the Emmaus road.



COMMUNITIES IN MISSION

Engaging in a successful mission trip means developing relationships between both individuals and communities. It can be helpful to think about the communities which are involved and the ways in which they are interdependent in creating accompaniment relationships.





ACCOMPANIMENT VALUES

In the plenary sessions, and in the Accompaniment binder material, we learned about the accompaniment model of mission. Short-term mission trips are outstanding opportunities to develop mission that emphasizes accompaniment values.

- Mutuality** Focus on developing reciprocal relationships with members of the Host Community. Consider how both communities in the relationship can help one another build capacities to proclaim and serve, rather than emphasizing inequality as “donors/recipients.”
- Inclusivity** Create a diverse group of participants — the Traveling Community — and include many members of the Sending Community in the travel plans and follow-up. Concentrate on including as many voices and viewpoints as possible in planning and decision-making for the trip. Reach out beyond the usual people around the table.
- Vulnerability** Members of the Traveling Community are challenged to practice receiving hospitality, to give up control of their experience, and to open themselves to reflection and change.
- Sustainability** Work to create a sustainable, ongoing relationship between the Host Community and the Sending Community that lasts beyond the mission trip itself, and beyond connections with only a few people on either end. If a project is part of the planned trip, make it a priority to communicate with the Host Community about people’s capacity to sustain the project after the mission trip is over.
- Empowerment** Commit to respecting the decisions of all communities in planning, experiencing and following up on the trip. Be aware of differences in power, including economic power, between the communities and between different members of the same community, and work to include those with less power in planning and experiencing the trip. Design a decision-making process that is transparent and open.

FACILITATING ACCOMPANIMENT IN ACTION

- Resource sharing** What are the resources each community can offer? How will the Sending Community support the Traveling Community with finances, prayer, expertise and other resources? How will the resources of the Sending Community be shared with the Host Community, and how will the resources of the Host Community support the trip and the development of relationship?
- Expertise recognizing** Who is the expert on trip design, planning and implementation? Why? Is the expertise of the Host Community recognized and valued? What about the expertise of local people beyond the congregation? What kinds of expertise do we value, and what expertise are we missing, perhaps because we do not value it?



- Storytelling** How will we tell the story of our trip experience and of this developing relationship? To whom, and for what purpose? Consider who has the power to tell stories — who is holding the camera, the pen, the laptop — and the work that our storytelling can do within the communities we connect with.
- Network building** What networks are we a part of? How are we developing new networks through this trip experience and commitment to relationship? How do our networks support us in relating beyond the individual level? Develop relationships with people and organizations in the Host Community as well as with local people and organizations who are working for justice and equity locally and globally.
- Decision making** Who gets to make the decisions, and how are those decisions made? Have all voices been heard, from the Host Community and from the Sending Community? Have those who are marginalized been asked to contribute to decisions? Is the decision-making process clear and open so that everyone involved can understand it?

Resources

Short-term missions and long-term mission strategy (Armstrong, 2006) - http://www.nazarenemissions.org/Stories/docs/Resources/NMI_Convention/WS18ArmstrongRole%20of%20STM%20in%20LTMSstrategy.pdf

The cost of short-term missions (Van Engen, 2000) - <http://www.ajs-us.org/joannsarticle.pdf>

Readings for Topic 2: Accompaniment in mission

THE ARC OF THE JOURNEY: THREE STAGES OF SHORT-TERM MISSION

The three communities of short-term mission relate to each other in three overlapping stages: Planning the journey; Experiencing the journey; and Returning for witness.

Each of the communities has special responsibilities during each of these stages.

During the Planning stage, the Host and Sending Communities make decisions about when and what the mission trip will be, while the Traveling Community prepares themselves for the experience.

During the Experiencing stage, the Traveling and Host Communities relate to each other during the special time of the actual journey, while the Sending Community prays for and follows the reports of the Traveling Community.

During the Returning stage, the Sending Community receives the stories of the journey from the Traveling Community, and together they commit to advocacy for and ongoing relationship with the Host Community.



PLANNING THE JOURNEY

The first question in short-term mission, of course, is whether to go at all. Here are opportunities to develop the values of accompaniment in the areas of decision making, network building, and expertise recognizing. Consider:

- Have we been invited?
- Does the Host Community welcome us?
- Is the Sending Community ready to offer support?
- Can we organize a Traveling Community responsible and accountable to both the Host and Sending Communities?

In addition, there are two areas of planning which particularly call for the wisdom of accompaniment values: creation care and the choice of a project-oriented focus or relationship-oriented focus to the mission trip itself.

Creation care

One of the challenges to short-term mission is the environmental cost of travel. Some scholars estimate that 10 percent of all carbon emissions are from plane travel, and that is a significant concern for short-term mission — a long trip for a short visit which might disproportionately damage the environment. It is also a justice concern, because in many parts of the world, people are beginning to suffer from drought, heat, flooding, lack of water and loss of land area due to rising temperatures and changing climate patterns. Because of this, it is worth making environmental care a focus of the decision-making, resource-sharing, expertise-recognizing, and network-building aspects of the trip. In fact, environmental issues in short-term mission are a great example of how accompaniment action areas come into play in real life.

- Resource-sharing: Pay a carbon offset. The carbon offset is one calculation of how much it would cost to remove the carbon from the air caused by your plane flight — by, for instance, planting trees, or creating wind power. These calculations are complex, but are explained on several websites we can use to consider this option, including:
 - <http://carbonoffsets.org/>
 - http://www.nativeenergy.com/pages/travel_calculator/465.php
- Decision-making: Plan to limit unnecessary travel once we have reached the country we are visiting.
- Network-building and Expertise-recognizing: Learn about ecological challenges in the Host Community.

Project or relationship?

Another important choice to make is between project-oriented and relationship-building focus for the mission trip. Project-oriented trips sometimes lead to pitfalls of creating dependency, distortions of the local economy and undermining local relationships, but they also can give the trip a positive focus and provide an opportunity to work together with people in the Host Community, as well as giving them something they need — if it is done with attention to the accompaniment values of inclusivity, empowerment and mutuality. The Sending and Traveling Communities must be honest as well about what they wish to get from the experience, why they are interested in it, and what is important to them.

How do they choose the trip emphasis?

- Talk to the Host Community about what they want or need.
- Learn about past projects and mission work in this area — is there a history of dependency or other

negative effects from projects? Try to talk with others who have visited, local pastors, missionaries, mission trip leaders and national church leaders.

- Remember that project-oriented work has disadvantages as well as advantages. A relationship- and educational-oriented focus is important even in a project-oriented trip.

Planning for the Sending Community

What is a Sending Community?

It might be a congregation or group of congregations or a synod, or a group of people from different congregations, or even a group of friends and neighbors who are willing to support the journey with their prayers and their own commitment to the mission of God in the world. The Sending Community doesn't end when they return from the trip. The Sending Community supports the commitment to the short-term mission because of a call to experience and be part of God's transformation of the world.

Transformation happens in a community. If Traveling Community alone are taking the trip, with no one to support, share, ask questions, challenge and welcome, then the transformation will not occur. And without the Sending Community's engagement in long-term commitment, the Traveling Community won't be able to develop long-term learning, relationships and advocacy with the Host Community. The hope of the Traveling Community for real growth in faith and change in congregations, lives and relationships depends on the engagement of the Sending Community.

During the planning period, the Sending Community might be responsible for or involved in:

- Choosing and commissioning the Traveling Community
- Planning and fundraising for the mission trip itself
- Learning about and developing relationships with the Host Community
- Committing to advocacy and further learning after the mission trip is over
- Developing worship and devotional practices that support positive relationships with Christians in other cultures
- Reaching out to immigrants and people of other cultures within the local community

Creating the Sending Community is an opportunity to use accompaniment values of mutuality, inclusivity and empowerment in the areas of decision-making, network-building, and resource-sharing.

Resources

In the Appendix:

- Timeline
- Trip Program Development Planning Sheet
- Budget Worksheet
- Sample Application Form
- Application and Payment Tracking Form
- Fundraising Tips

Planning for the Traveling Community

Choosing the members of the Traveling Community is important for the Sending Community. Although it is easiest to choose people who clearly have the time and money to make such a journey, trying to organizing



a Traveling Community that is more diverse is also an important opportunity to practice mutuality, empowerment and inclusivity.

- Can the Sending Community afford to sponsor people who cannot pay for themselves, such as youth or less wealthy members of the congregation?
- Is the Traveling Community diverse in terms of ethnicity and gender?
- Can the Traveling Community be multi-generational, rather than all adults or all youth?

The Traveling Community's role is not only to engage in a meaningful personal journey, but to witness for and to the Sending Community. Without a commitment to witnessing and returning, the short-term mission will be, indeed, short-term — it won't lead to the important transformation that inspired us to go.

During the planning period, the Traveling Community might be responsible for:

- Learning about the Host Community and sharing what they learn with the Sending Community
- Developing relationships with the Host Community
- Planning the itinerary and projects for the mission trip along with the Host Community
- Preparing for the trip through orientations, training and reading
- Committing themselves to sharing about the mission trip with the Sending Community when they return
- Engaging in regular pre-trip meetings for orientation and cross-cultural training
- Learning about our country's involvement with the history of our Host Community, and thinking critically about the ways in which our identity as North Americans might affect our relationship-building

Resources

In the Appendix, you can find the following resources for planning with the Traveling Community:

- Sample Orientation Activities
- Emergency Info Form
- Covenant and Release of Claim Form
- Sexual Harassment Form
- Packing List

Online, you can also find Cross-Cultural Orientation Exercises, from "Maximizing Study Abroad." While these were originally intended for students, they are very helpful for anyone considering interaction with and learning about other cultures.

- Culture-Specific and Culture-General Learning
www.carla.umn.edu/maxsa/samples/SG_Culture-Learning.pdf
- Responding to Stereotypes About You - www.carla.umn.edu/maxsa/samples/SG_Stereotypes.pdf
- Cultural Learning Strategies Inventory (can be done alone or as a group orientation)
www.carla.umn.edu/maxsa/documents/CultureLearningSurvey_MAXSA_IG.pdf
- Core Cultural Values and Values Mapping (can be done alone or as a group orientation)
www.carla.umn.edu/maxsa/documents/Cultural%20Values_MAXSA_IG.pdf



Planning with the Host Community

Creating an accompanying relationship with the Host Community is the real destination of mission travel. In planning mission travel, one needs to work to understand the needs, priorities and gifts that the Host Community can offer to.

We can imagine developing this relationship in terms of the Emmaus road story. The Host Community is made up of brothers and sisters, companions on the road — but they are not well known yet. The Traveling Community may know how the Host Community as they have been represented in storytelling by the media, but since they have not been met yet, that is the only story that is known.

To develop relationships between the communities, the values of mutuality, inclusivity, vulnerability and empowerment must be practiced. These values are embodied in decision-making, storytelling, resource-sharing, and expertise-recognizing.

For example, choosing when and where to visit can be done in conversation with the Host Community. They need to be part of the decision-making about the itinerary and emphasis of the trip. The Traveling Community needs to hear the storytelling of the Host Community about themselves, about the Traveling Community and about their own lives. The expertise of the Host Community in solving their own difficulties needs to be recognized. and the Traveling Community needs to value the gifts the Host Community has to offer, rather than think of themselves as the only gift-givers. And working in an accompaniment model is just as important when developing relationships within one's own city as it is when developing relationships with a community half a world away.

Relate to the Host Community during planning by:

- Contacting leaders in the Host Community, such as church leaders or leaders of NGO's, about the hoped-for trip, and working to hear from them about what they think of it and what they suggest the itinerary be.
- Learning about the culture, history and language of the Host Community.
- Contacting immigrants from the Host Community in the local community, and inviting them to share their experiences and culture.
- Integrating prayers and songs from the Host Community's culture into worship.
- Planning to stay with members of the Host Community, or to break bread with them, during travel.

Working to develop values of mutuality and inclusivity with the Host Community can be challenging because of historical wounds and cross-cultural issues, particularly in communication style. Vulnerability is important in responding to these challenges.

Resources

In the Appendix, you can find a resource on itinerary planning to help in planning with the Host Community.

Planning with a professional sending agency

Some people go on trips where the logistics, projects, meeting points, etc., are set by a professional sending organization, such as Global Volunteers or YouthWorks. These organizations can provide a valuable service in taking care of logistics, but the nature of the trips they put together can make it more difficult to engage accompaniment values and to focus on building relationships. The Traveling Community can still be actors in planning the trip, even with professional sending agencies — it's up to the Traveling Community to be open and clear about hopes and expectations with the agency that has been hired.



If the trip is organized by a professional agency, engage in accompaniment values by talking clearly with the organizers about:

- Cross-cultural orientation
- Building time for reflection into the itinerary
- Issues of sustainability and travel
- Opportunities during the trip to meet with, work with, eat with, stay with and worship with members of the Host Community
- The input of the Host Community regarding choosing the project to work on, if it is a project-oriented trip
- Patronizing locally owned businesses, restaurants and hotels, instead of internationally owned tourist-oriented businesses

Engaging the local community to create a Sending Community of support even when an agency is responsible for the logistics of the trip.

EXPERIENCING THE JOURNEY

The special opportunity in mission travel is to engage in vulnerability as much as possible. During that short time actually away from home, there is an opportunity to open one's selves to the experience, to relationships, to receiving gifts, to being dependent upon the Host Community and learning from them. Members of the Travel Community, especially if they are staying with members of the Host Community in their homes, may well feel vulnerable and uncertain, even uncomfortable. This is part of the journey.

During the journey, participants

- begin relationships
- engage in reflection on the experience with others
- listen to stories and share their own
- try new foods, new clothing, new habits of life
- commit to remembering for witnessing to the Sending Community back home
- trust God to be present in the shared time

Members of the Traveling Community are accountable to the Sending Community to bring back the memories and stories of the trip. Part of these memories will involve group reflection, some will be individual memories, and some will be the stories of the Host Community.

Creating memories might involve:

- Journaling about what is seen, heard, learned, are troubled or excited by
- Taking thoughtful pictures — always with the permission of the person being photographed
- Blogging about experiences for the Sending Community to read.
- Buying souvenirs and examples of local crafts to bring home.
- Tasting local food, when safely prepared.



Reflecting might involve:

- Gathering daily with the Travel Community to talk about experiences and perplexities
- Remembering that perplexity is an opportunity to learn and grow, not an indication of failure — closely engaging with another culture can be uncomfortable and tiring
- Praying together for an opening and transformation of hearts among the group, as well as for the community being met
- Acknowledging one's own discomfort and challenges as well as the experiences of beauty and grace.

Listening to and telling stories might involve:

- Eating with and worshipping with the Host Community to learn about their daily lives and priorities
- Sharing photos and stories about families, workplaces and congregation
- Playing with local children to learn about their games
- Visiting local non-profits and environmental groups to learn about the challenges the community faces in living a dignified and healthy life
- Hearing about the accomplishments and gifts of the Host Community

Resources

In the Appendix, you can find the following resources for the Traveling Community to use during the trip:

- Reflection Session Activities
- The Eight Understandings

RETURNING FOR WITNESS

Without an opportunity for community sharing and reflection, short-term mission experiences always risk remaining solely individual — like the seed which falls on the rocky ground. The Sending Community provides the place for listening, sharing and growth — the good soil in which the seed can grow and transform. This is a long process, unfolding over years of faithful interpretation. Remember, the Traveling Community will share over time, repeatedly, working with all the members of the Sending Community.

Many studies have connected the lack of long-term transformation in short-term mission with the fact that many people are unable to share their experience with a community of support. When they return, they are isolated and eventually their inner transformation is forgotten. Only when change can be shared with a community can the change truly enter into the world.

Accompaniment in witnessing is focused around vulnerability in remembering the experience, and in mutual-ity, inclusivity and empowerment in telling the stories. While troubling things may be seen, such as poverty, pollution and violence, one needs to remember to balance those realities with the gifts that the Host Community offers.

When the Traveling Community returns, the Sending Community can provide a space for re-integration by:

- Welcoming back the travelers with ritual and celebration.
- Organizing conversations about consumerism, poverty and economic globalization. Ensuring that there is ongoing space for conversation and sharing, not just one event.



- Offering for everyone in the community to reconsider their understandings of economic and historical realities.

In responding to the realities of poverty and oppression, emotions might tempt toward two poles: romanticism and “quick-fix.”

- Romantic: emphasizing only “happiness” and Christian perseverance in the face of difficulties, avoidance of learning about and challenging the causes of poverty
- Quick fix: emphasizing poverty, oppression and disease, one moves immediately to “how can we help?” and thinks about sending money and creating projects; one risks belittling the true capacities, gifts and strength of the Host Community, failing to listen to people’s own analyses of their needs and values.

In both ways, the possibilities of really developing an accompanying relationship are short-circuited. And one misses out on receiving the real gifts of the Host Community.

Witnessing through storytelling can be the most challenging part of mission travel, yet is also the most transformative. That is why the storytelling area becomes so important in witnessing to mission travel. Development of mutuality and inclusivity is needed as one thinks about how the story of the mission will be told. During the trip, there were opportunities to learn about the Host Community’s stories. Now is the time to share those stories, both inspiring and challenging, without either romanticizing or “fixing” them.

Witness and share stories through:

- Adult education offering and photos of the trip and people who were met
- Sermons to the congregation
- Blogging online
- Celebrations in worship, hymns and prayers of the Host Community integrated into worship
- Continued adult education on the history and culture of the Host Community
- Youth presentations and programs in the children’s worship and lessons
- Exchanging letters with people who were met in the Host Community
- Regular post-trip meetings and meals to talk about ongoing witness and advocacy efforts
- Developing stewardship plans to support ELCA Global Mission and international aid programs

Perhaps the group engaged in some service during the short-term mission trip, but real service continues when they return and engage with their own community in North America. In living out their witness and service upon return, the Traveling Community and Sending Community can join together in:

- Advocating with elected representatives for the needs of the Host Community in this country’s international policies regarding aid, economic trade, etc.
- Building relationships with local immigrant communities and advocating for the rights of immigrants
- Supporting fair trade and international environmental protection efforts
- Holding conversations to support people in the congregation in committing to simplicity and justice in their way of life
- Continuing to learn about history, culture and economic globalization as they affect relationships with local and global communities



- Working with the Host Community to learn further about their needs and gifts
- Commitment to ongoing relationship with the Host Community

Resources

In the Appendix, you can find the following resource for witnessing and remembering your journey:

- Evaluation Form

There are also many online resources about advocacy, including ELCA Advocacy - www.ELCA.org/advocacy

PLANNING INFORMATION FOR THE SENDING COMMUNITY

Timeline/Flowchart*

“Decently and in Order”

A helpful tool for planning is a timeline or flowchart for the months preceding and after the trip. It will help you sort out the details and give you monthly reminders of what is to be done. Below is a typical flowchart that you may wish to use and adapt to your particularities.

18 months

- Form planning committee or leadership team
- Set meeting dates or telephone conference dates for next five months, at least once a month
- Decide who will be the convener for the planning committee
- Decide on the purposes of trip and target group(s)
- Contact the national offices for information and resources; order resources

16-18 months

- Discuss purposes, possible itinerary, leadership team responsibilities, numbers of participants, criteria for participant selection
- Identify and write to liaisons in countries to be visited, discussing purpose of trip and hopes for visiting with them
- Begin to gather cost estimates
- Research insurance coverage available from sponsoring body (church, presbytery, synod, General Assembly Council); decide on additional coverage needed; review policies and cost

12-15 months

- Select travel agent after obtaining bids
- Decide on itinerary with overseas partners
- Establish budget, projecting income and expenses
- Establish per participant cost
- Develop, review, and print brochure

12 months

- Place advertisements and articles
- Identify sources of funding for scholarships or fund-raising activities
- Identify mailing lists for brochures
- Mail brochures

- Plan other promotional activities
- Plan for evaluation and follow-up

11 months

- Prepare application forms
- Prepare endorsement and other forms
- Prepare liability waiver, medical release forms, and covenants
- Research visa requirements and how to obtain
- Respond to inquiries
- Continue correspondence with liaisons

10 months

- Review correspondence from overseas liaisons and be specific about what you are requesting when the group arrives
- Review applications that have been returned
- Review and select pre-trip reading materials and develop preparation instructions for participants
- Order People, Places and Partnerships for each participant from Presbyterian Distribution Service

6-10 months

- Meet with planning committee/leadership team to review completed and remaining tasks
- Have leadership team identify their roles and responsibilities
- Select and begin correspondence with participants



Budget Work Sheet*

Number of Participants (P): _____

- Transportation
 - Airfare (\$** _____ X P) _____
 - Airport transportation (\$ _____ X P _____) _____
 - In-country bus (\$ _____ X P _____) _____
 - In-country train (\$ _____ X P _____) _____
 - In-country car/van rental
(Rate _____ X # of days _____ X # of vehicles _____) _____

Subtotal: _____

- Lodging (\$ rate _____ X # rooms _____ X # days _____) _____

- Meals (\$ per day _____ X # of days _____ X P) _____

- Fees/Gratuities
 - Visas _____
 - Entrance Fees _____
 - Gifts for hosts/Gratuities _____
 - Honoraria _____
 - Interpreters' fees _____
 - Contract fees (in-country organizer/support) _____

Subtotal: _____

- Group supplies (material aid, first aid, gifts) _____

- Insurance coverage _____

- Pre and post-trip expenses
 - Mailings, phone calls, fax charges _____
 - Meals _____
 - Photocopies (brochures, flyers, reading packets) _____
 - Mileage (# of miles _____ @ \$ _____ per mile) _____

Subtotal: _____

- Emergency funds _____

TOTAL: _____

Cost per participant: \$ _____ (Total divided by P)

Adjusted cost: \$ _____ (Cost per participants + (Leader expenses divided by P))

*Adapted with permission from *When God's People Travel Together: A Trip Leader's Planning Manual*.

** As you budget, be aware that prices often are based on the US dollar and that payment and exchange for local currency may require the use of US currency.



Sample Application Form*

Name of Seminar: _____

Dates: _____

Personal Data

Name (as it appears on your passport): _____

Address: _____ City: _____

Province: _____ Postal Code: _____

Phone: _____ Fax (if available): _____

Email (if available): _____

Gender: _____

Ethnic/Racial Identity: _____

Occupation: _____

Special Interests: _____

Passport #: _____

Country: _____

Date and Place of Issue: _____

Expiration Date: _____

Date of Birth: ____ / ____ / ____
 DD MM YY

Place of Birth: _____

General Health Condition

Excellent Good Fair

Do you smoke? Yes No

Do you have any allergies? Yes No

If yes, please explain:

Any physical challenges? Yes No

If yes, please explain:

Any emotional challenges? Yes No

If yes, please explain:

Any dietary restrictions? Yes No

If yes, please explain:

(Note: In some cultural contexts, it may be impossible to accommodate strict vegetarian diets.)

Are you currently under a physician's care?

If yes, please explain:

Have you purchased travel health insurance that covers illness and accident while you are abroad?

Yes No

Name of Insurance Company and its emergency contact information:

Are there any other special considerations that we should know about in processing your application?

If so, please explain:

In case of emergency, whom should we contact?

Name: _____

Phone Number: _____

Relationship: _____



Application and Payment Tracking Form

Second/Final Payments Received (Date/Amount)					
Deposits Received (Date/Amount)					
Postcard Sent					
Other References					
Congregational or Presbytery Reference					
Covenant					
Liability Waiver/Medical Release					
Biography					
Essay					
Received/Complete					
Application Sent					
Name/Address Phone/Fax/Email					

Fundraising Tips for a Mission Exposure Trip*

Setting a Good Foundation

1. Set Goals. Write down how much you will need to raise and project sources for funding. Decide on goals for each part of your fund raising. The more specific that you can be the better.
2. Begin as early as possible. Raising money takes time and energy. As you contact people and work to raise funds, you will think of more ideas and become more skilled. Most people find it easier to start with people who they know will be receptive such as friends or relatives. They may be willing to let you practice with them and to offer encouragement and suggestions.
3. Divide your fund raising into several parts. For most people, this is more realistic than expecting to raise all of the money needed from one source. You may be surprised by how much money you can raise from some sources. Set the target amount above what you actually will need in case you don't receive as much from your target sources. Here is a sample fundraising plan:

\$400	Your own contribution (It may help raise money from others if they see that you are committing your own resources.)
\$400	Your immediate family
\$600	An appeal letter sent to 50-80 friends, relatives, acquaintances (see tips below)
\$400	Your congregation, civic group, or community organizations
\$400	Rummage sale, bake sale or other earned income
\$200	Donations collected from post-trip presentations
4. Think positive. It helps to focus on the goals and value of your trip. You will be doing people a favor by allowing them to support a good cause, and your fund raising helps to connect others to the mission exposure experience.
5. Get help. Don't be afraid to ask for assistance, advice, and encouragement. Consider how the group that will be traveling can work together to raise funds.

The 1-Metre Rule

This rule comes from an experienced and successful fund raiser who says that whenever he gets within one metre of anyone he talks to him or her about his project. Essentially, he asks just about everyone for support and usually gets it. Here are a few suggestions for approaching potential supporters.

1. Make a list of everyone you might ask. Brainstorm a long list. You can decide later if you actually approach all of the sources on the list. Consider:
 - Co-workers (yours and those of your family members)
 - Uncles, aunts, cousins, siblings
 - Members of your congregation, temple, mosque, clergy, synagogue
 - Members of clubs you currently belong to or belonged to in the past
 - Holiday card lists
 - Neighbors (past and present)
 - Organizations with which you or other family members are associated
2. Write a letter. Include the following:
 - Statements about how you will benefit from the trip and why it is important to you
 - Statements of how you plan to share the experience with them and with other upon your return
 - Information about the cost of the trip and your plans for fundraising including goals for fundraising
 - A flyer, press release, or brochure with additional information about the trip and a self-addressed, stamped, return envelope to make it easier for donors to respond

PLANNING INFORMATION FOR THE TRAVELING COMMUNITY

Orientation Activities

1. KWL: Simple Way to Begin

Objective: To allow participants to share what they Know about the issue and what they Want to know as a way of directing facilitator's comments and activities to the interest and needs of the group. After the activity follow up with what have participants Learned about the given issue.

Materials: Flip chart or black board for recording responses.

1. Begin session by asking participants to share what they know about topic. Record responses.
2. Ask what they want to know. Record responses. Allow their responses to shape further discussion.
3. If session is part of a longer process or program, participants can later be asked what they learned. Record responses. See how the three lists compare.

2. Empathy Exercise

Objective: To encourage participants to put themselves in the place of various people from your host country and to imagine their world from that perspective.

Materials: Cards/slips of paper with brief biographies of people you knew in your host country. Include gender, occupation, family status, personality, aspirations, etc.

After presenting brief information about your host country (religion, food, customs, socio-economic statistics), hand out bio cards to participants. Give them 5 minutes to think about the information you provided and to imagine how the person described on the card lives that reality.

With a small group, have each participant introduce his/her "other self" and describe what his/her life would be like if he/she were the person described on the card. With a larger group, divide into smaller groups for this discussion. Finally, ask participants to consider what their lives would be like if they

lived lives equivalent to their Canadian lives but in the host country?

This exercise can lead into more detailed sharing of your experience with the group, connecting your impressions and information to participants' comments about how the life in your host country would be. (e.g. you can describe further how the people on the cards actually live; what are their challenges; what are their aspirations; what work did you do with them; etc.)

3. Education Autobiography

Objective: a) For participants to introduce themselves; b) To identify the different experiences, histories, and ways of looking at the world that each brings to the mission exposure trip; c) To think about and discuss attitudes about education and differences in learning styles.

Materials: Paper and markers or other supplies that the participants can use to draw, sculpt, or perform their education autobiographies.

1. Ask participants to illustrate their educational autobiographies-their personal histories of learning and education. They can use words, pictures, symbols, sculptures, music, etc.
2. Divide group into pairs and have each share his illustration with his partner.
3. Return to large group. Ask each person to describe his most powerful learning experience.

4. Hopes and Fears

Objectives: a) To begin to think about the trip and to consider what each participant expects from the trip; b) To discuss any misgivings they might have; c) To identify areas in which participants can support one another and facilitate each other's learning.

1. Give each person paper and a pen and ask them to list hopes for the journey in one column and fears in another.
2. If parents or friends are participating in the activity, form two groups-participants and family/friends. Ask each group to record its hopes and



fears on a large newsprint. If only participants are involved in the activity, record the hopes and fears that they have listed.

3. Look at the hopes and fears. Identify similarities and differences. Discuss ways to support hopes and address fears. Revisit hopes and fears in subsequent sessions.

5. Group-building games

Objectives: a) To introduce participants to one another and to help them know more about one another; b) To begin working together as a group; c) To have fun together.

A. Nobody Knows

1. Explain that this is a game to help them get to know one another.
2. Give each person a piece of paper and a pen and instruct them to write something about themselves that nobody else in the group would know—a job, an experience, a family fact. Ask them to fold the piece of paper and put it in a pile with the others.
3. Mix up the papers and ask a volunteer to read them one at a time. After each is read give a moment for people to guess who wrote it. On a count of three, each person points to the person who she thinks the paper describes. When all the papers have been read and the group has taken its guesses, individuals tell which “fact” was theirs.

B. People Pass

1. Explain that as they travel and learn together they will need to rely on and trust each other. This is a game about trust.
2. Everyone sits in a circle, feet touching, knees bent. One person stands in the middle and the rest push their feet against hers.
3. The person in the middle closes her eyes and folds her arms. The others put their hand sup ready to catch her. She keeps his body rigid and bends at the ankles, leaning backward or forward and allowing the others to pass her around without letting her fall.

4. Each person gets a turn. Afterwards ask what it was like to be passed around, and what it was like to be a passer.

C. Trust Walk

1. This is another game in which participants practice trusting each other and taking care of each other.
2. Form pairs. One person in the pair is blindfolded. The other is instructed to walk the blindfolded partner around the building, guiding him so that he doesn't get hurt. After 5 or 10 minutes switch so the other person in the pair is led around.
3. Debrief by asking what it was like to be led around and to lead.

D. Self Portrait

1. Each person is given a sheet of news print and markers or crayons.
2. Ask each person to use pictures, symbols, or words to illustrate who they think people see when they first meet them, or what people think they are like.
3. Next instruct them to draw who they want people to see or who people will see after they get to know them.
4. Each person shows and explains their drawings, with a chance for the others to ask questions.

E. Knots

1. Group stands in a tight circle facing each other. Each person reaches across the circle and grabs two hands, making sure that they are the hands of two different people. Tell the group that what it has is a knot which it must untangle without letting go of hands. Give no further instructions and allow the group to work out on its own how it will untangle.
2. Debrief by asking how well they worked together. What roles were assumed by different members of the group?



F. Island

1. Spread out a blanket in the middle of the room and ask everyone to get on it.
2. Tell group that it is on a desert island in the middle of shark infested waters. It needs to make sure that no one is touching the water.
3. Now explain that global warming has raised water levels and ask everyone to get off of the blanket, fold it once, and ask them to get back on. Repeat until it becomes impossible for all to be on the blanket, encouraging the group to work together.
4. Debrief by asking how well they worked together. What roles were assumed by different members of the group?

tions of the bodies can indicate how they relate together, what roles each plays, etc. Allow the group to discuss group dynamics and to decide on sculpture positions on its own with out prompting from the facilitator.

2. If an instant camera is available, photograph the group. If no camera is available, ask participants to look at the sculpture as best they can from their positions. Discuss why the sculpture looks the way it does. Talk about how they feel about the dynamics illustrated and describe any changes that they might want to see as the group continues to be together.
3. Based on their discussion, group can begin to formulate a covenant in which all participants promise to do something for the others. Relate to the use of covenant in scripture.
4. Give each person a piece of paper and ask him to think about how the group has worked together so far. The sheet should have 4 columns. Across the top will be "What I need," "What I offer," and "What the group offers." Tell them that along the left band side there will be several areas given one at a time that they should fill in for each of these three areas. Take the group through one area at a time. The final sheet will look like this:

6. Group Covenant

Objectives: a) To think and talk about individual talents and needs; b) To establish basis for talking about how group functions and how members can help one another; c) To begin to agree on how they will act and work together as a group.

1. Tell them that they are going to make a sculpture using their bodies. Begin by having them pose all of the participants' bodies in a way that illustrates how they see the group so far. Posi-

	What I need	What I offer	What Group Offers
Talking			
Listening			
Learning			
Understanding			
Spirituality			
Decisions			
Conflict			
Support			
Time Alone			
Time with Group			
Hopes			
Fears			
Other			



5. As a group, share what was written and ask them to identify any connections. Encourage conversation about what each needs and how participants want to be treated. Based on the discussion, ask group to write statements on how they want to act, to be treated, and to work together around these areas. This is the basis for the group covenant that each person can be asked to sign prior to travel. It can be revisited throughout the mission exposure trip as a means of checking up on group dynamics.

7. Socio-economic tour

Objective: a) to practice using senses, observing, talking to people, making connections, and describing experience as prescribed by Circle of Praxis model for learning; b) To begin making connections between local reality and that of the host country.

1. Explain that they will be going on a walking tour of the neighborhood. Remind participants that the mission exposure trip is not just about learning about the host country, but also about developing skills to observe and analyze the global reality in any location-including their own neighborhood.
2. Hand out map of neighborhood including list of things for which they should be looking as they walk. For example, services, types of people, activities, environmental conditions, etc.
3. Form pairs and send in different directions.
4. Upon return, pairs share what they observed. Based on observations, group creates a large drawing of the neighborhood using symbols, words and pictures.
5. As drawing progresses ask questions about connections that might emerge. Ask participants to describe their feelings about their experiences and observations.

8. Culture Shock

Objectives: a) To explore issues of culture and how it shapes us; b) To prepare for being in a different culture and for what individuals might experience being away from their home culture; c) To offer tools for addressing the shock of being in a different culture.

1. In pairs ask participants to describe a time when they were outside of their familiar culture.

This might have been a change in schools, a move to a new city, or a trip abroad.

Describe the following:

- a) How did you know that you were in a different culture?
 - b) How did you respond?
 - c) What past experience helped you to respond in your new environment? What made it more difficult?
2. Pairs report to the large group. Record differences identified on newsprint and discuss how those perceived differences are informed by culture and how it teaches us to respond in situations, how to dress, what to eat, and how to interact with others and with our environment.
 3. Culture shock curve: Initial fascination-Culture shock-Surface adjustment-Mental isolation-Integration-Return anxiety. Culture shock has emotional, psychological and physical impact on individuals that will affect how they function during the mission exposure trip.
 4. Discuss how participants can support one another as they experience the different culture. Suggestions for participants: get plenty of rest, let others know how you are feeling, eat regular meals and drink plenty of water, anticipate feeling uncomfortable or confused, keep a journal to help process what you are feeling.



The Shape of the World: An Exercise on Observation and Perception

Background: This stimulating exercise helps a group share their perceptions of the most important things happening in the world. It develops interest in the forces that are shaping and changing the world, for better or for worse. The structure of the exercise allows for participation of persons with different learning styles, both extroverts and introverts, and draws on both right and left sides of the brain. For groups whose members come from very different backgrounds it may be helpful to do a listening exercise before starting, to ensure that people try to understand one another's points of view. If done in this spirit, the exercise can lay a basis of trust in a very diverse group and provides a common experience for many types of analysis.

Time: 1 ½ to 2 hours.

Materials: Newsprint, markers, crayons, individual papers, tables for groups to work.

Method: Ask participants to form mixed groups of five and sit around tables where newsprint, markers, crayons, and individual papers are provided. Explain that there are five steps in the exercise, and that you will explain each, one at a time, and illustrate on newsprint on the wall.

1. Main illustration

- Ask each person to draw a circle on a sheet of paper. Explain that this circle represents the world in which the participants live.
- Ask, "If you could draw a picture or symbol of the world, what would be its main illustration?" Give time for each person to reflect on this and make their own drawing on a separate sheet of paper.
- Now ask each person to share their drawing and what they were trying to express with the other group members.
- Have each group make a common picture on newsprint that includes everyone's ideas. They can either plan a new picture that includes all the ideas, or draw different ideas in different parts of the circle. (Warn them not to draw the circle too large, or to draw outside the circle, since they will have to use the space outside the circle later).

2. Future new impacts

- Ask each small group to discuss this question. "What do you believe is having an impact on the world now, and over the next few years will continue to affect it strongly?"
- Have the groups show this by drawing arrows into the circle and labeling them. Arrows directly into the center show the most direct impact, while arrows into the periphery describe a less direct impact. Groups may want to use one color for negative forces and another for positive forces.

3. Influences dying out in the future

- Next, ask each small group: "What things are dying out in the world (or other reality) or will continue to do so in the next few years?"
- Have them show this by drawing arrows out of the circle and labeling them. Arrows leaving from the center represent important influences dying out; arrows leaving from the periphery describe weaker influences fading away.

4. Long-range impact

- When all are finished, ask the groups, "What things do you believe will one day have an impact on the world but which are now five or ten years or more away?"
- Have them indicate these by labeled arrows adjacent to the circle.



5. Implications

- When all the arrows have been drawn, put the names of the group members in the corner of the drawing and hang the drawings in different places around the room. Take 10 minutes of quiet time for participants to look at what the different groups have drawn.
- Now ask each person to take five minutes to reflect quietly and write answers to these questions: “What is the major insight this process has given me?” or “What are the implications of this for me and our group?”
- Ask the small groups to discuss their points, and write on newsprint a summary of the insights and implications they have discussed. Have each group try to summarize these in one sentence that can be attached to their drawings.

(Optional) Have participants pair up and take 10-15 minutes (perhaps taking a walk or sitting outside) to talk about the implications for them.

- Debrief the exercise in a large group. Allow people to ask questions of each group and their drawings.
- What do people perceive overall is the shape of the world?
- What are some of the important implications of this?
- How was this exercise? Was it helpful? What helped, what blocked the experience? What does it say about how we communicate as a group? (TT)



Emergency Information - Confidential (for use by Travel Seminar staff only)

Please print

Name: _____

This section University or College Faculty, Staff, or Students only.

Institution: _____

ID#: _____

Academic Program/Department: _____

Email: _____

Passport #: _____

Nationality: _____

Host: _____

(provide name and contact information for your host abroad)

MEDICAL INSURANCE

OHIP/UHIP Number: _____

Do you have any supplementary health care coverage? Yes: _____ No: _____

Name of other insurer(s) and policy number(s): _____

Name of Policy Holder (if not participant): _____

Participant guarantees that additional insurance is in force for the duration of the program.

Signature of Participant or Policy Holder

Date

HEALTH INFORMATION

Please list any allergies, drug sensitivities, regular medications and other information (e.g., medical condition) that might be of significance to the university, a physician or hospital treating you in any emergency situation. (Use back of this form if needed).



Covenant and Release of Claim Form

Journey Name: _____

Date of Journey: _____

Participant's Name: _____

The guidelines listed below are recommended for those participating in this journey. You go not as a tourist, but as a guest of another church and country. It is very important to be willing to adjust to the expectations of your host.

Therefore, in consideration of the opportunity to participate in the journey described above during the dates given, and in consideration of other obligations incurred, I hereby agree as follows:

1. I agree to share my faith in an appropriate Christian manner.
2. I agree to cooperate at all times with the journey leader concerning our work and life together, including daily assignments, food, lodging, and transportation, and to stay with the group from beginning to end.
3. I agree to abstain from habits that may offend our hosts while on the journey. (The use of alcohol and tobacco is unacceptable for Christians in many parts of the world).
4. Further, I hereby release and discharge the organizations that helped in these arrangements, their agents, employees, and officers, from all claims, demands, actions, judgements, or executions that I have ever had, or now have, or may have, or which my heirs, executors, administrators, or assign may have or claim to have, against the organizations, their agents, employees, and officers, and their successor or assigns, for all personal injuries, known or unknown, and injuries to property, real or personal, caused by, or arising out of, the above-described journey. I intend to be legally bound by this statement.
5. I hereby acknowledge that by engaging in the above-described journey, I am subjecting myself to certain risks voluntarily, including and in addition to those risks that I normally face in my personal and business life, including but not limited to such things as health hazards due to poor food and water, diseases, pests, and poor sanitation; potential danger from lack of control over local population; potential injury while working; and inadequate medical facilities.

With respect specifically to the travel group, I also agree as follows:

1. I understand that group cooperation is essential to the success of the journey; I hereby agree to be present at all group fund-raisers and orientation events prior to the journey unless prohibited by illness or another commitment that has been cleared by the group leader, and I will be responsible for information given at events I must miss.
2. I understand that every group member is expected to share freely from their particular blessings and talents, whether that is skills such as interpreting, music, art, carpentry, or basic hard work. I hereby agree to participate in these ways as fully as possible.

Participant's signature: _____

Address: _____

Phone: _____ Date: _____



Sexual Misconduct Policy Form

(To be signed by leaders and participants)

Definitions Related to Sexual Misconduct

Sexual harassment is defined for this policy as follows: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or a condition of an individual's employment or their continued status in an institution;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, or offensive working environment.

Sexual misconduct is the comprehensive term used in this policy and its procedures include the following:

1. Child sexual abuse
2. Sexual harassment, as defined above
3. Rape or sexual contact by force, threat, or intimidation
4. Sexual conduct (such as offensive, obscene, or suggestive language or behavior, unacceptable visual contact, unwelcome touching or fondling) that is injurious to the physical or emotional health of another.
5. *Sexual malfeasance* defined as sexual conduct within ministerial (e.g., clergy with a member of the congregation) or professional relationship (e.g., counselor with a client; lay employee with a church member; presbytery executive with a committee member who may be a layperson, a minister, or an elder). Sexual conduct includes unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature. This definition is not meant to cover relationships between spouses, nor is it meant to restrict church professionals from having normal, mutual, social, intimate, or marital relationships.

Volunteer is the term used for persons who provide services and receive some benefits (e.g., food, shelter, transportation, risk management insurance, or the like) but no remuneration. For purposes of this policy, volunteers are treated the same as employees.

Please complete the following certification: I certify that (a) no civil, criminal, or ecclesiastical complaint has ever been sustained or is pending against me for sexual misconduct; and (b) I have never resigned or been terminated from a position for reasons related to sexual misconduct.

Signature: _____ Date: _____

(Note: If you are unable to make the above certification, you may instead provide a description of the complaint, termination, or the outcome of the situation and any explanatory comments you care to add.)

Packing List for Participants

Climate: Before you go, learn about your host climate. Talk to someone who has been there. Check out worldclimate.com or do research at the library. Many regions have seasonal or altitude changes that affect temperatures. Indoor heating and cooling may not be used, so your comfort depends on clothing.

General: You may go to a place where people have fewer material possessions than you are used to. Keep it simple, comfortable and modest. A few guidelines:

- Layer: light shirts and sweaters that can be worn together.
- Lightweight: clothes that can be rinsed out and will dry quickly. Clothes that pack well.
- Comfortable shoes. You may do more walking than usual on rough sidewalks, dirt trails, etc.
- Leave valuable jewelry, clothing, and luxury technology at home.
- Avoid electrical appliances. If needed, check type of local power and bring appropriate adapters.
- Take only what you need. Anticipate that you may acquire local attire while you're away.
- Avoid military-style clothing and clothing with provocative slogans or symbols.
- Assume that you can purchase site-specific items (rubber boots, work gloves, etc.) in-country.
- Leave at home photocopies of traveler's cheques, ATM card and passport and travel documents.

Essentials

- Passport (and photocopy) that is valid beyond your length of stay (check specific country requirements)
- Visa (if applicable)
- Airline ticket
- Certificate of immunization (if required)
- Sturdy water bottle for refilling
- Small flashlight
- Shower shoes
- Prescription medication (in original containers)
- Medical ID bracelet (if applicable)
- Sun protection (hat, sunscreen)

Clothing (warm climate)*

- 2-3 light cotton shirts
- Cotton pants
- 1 shorts (optional-for lounging at home-not generally for street use)
- 2 light, long-sleeve shirts
- 1 light sweater
- 1 casual but dressy outfit
- 1 pair closed walking shoes
- 1 pair sandals
- 3-4 pairs of light socks
- Light rain gear

Health

- Sun protection-even if you never burn, latitude makes a difference-a sun hat is essential
- Prescription medication-in original containers and sufficient amount for your stay OR arrangements for additional supplies. Your medication may not be available in your home site
- Personal first aid: insect repellent, ibuprofen, band-aids, antacid, lip balm
- Sturdy water bottle-drinking enough water is essential to staying healthy.
- Hand washing towelettes-frequent hand washing is another key to staying healthy. Carrying a clean bandana to be used as a hand towel is a good practice. Anti-bacterial "dry hand washing" lotions are available, but good soap and water is easier and will draw less attention to you.

Other

- Notebook, pen
- Camera and film
- Basic personal hygiene products
- 1-2 bandanas
- A few zip lock bags-protects camera from water; minimizes damage if bottles burst
- Earplugs (optional-but if you are bothered by noise at night, they might be useful)
- A few favorite snacks that don't melt
- Pictures of friends and family
- Small personal gifts (postcards or small items from your region)



Packing List for Leaders

In addition to personal gear, leaders will need to carry some additional items for the group. Those items might include:

- Group gifts
- Video camera and tapes
- First aid kit
- Thank you cards
- Bright ribbon or tape to mark luggage
- Copies of all passports and airline tickets
- Daily bookkeeping materials (notebook, blank receipt form, envelopes for receipts, small calculator)
- Emergency contact information
- Evaluation forms
- Extra money (cash, credit card, or traveller's cheques for emergency expenses)
- Local contact information (consulate mission personnel partner church)
- Group journal

Medical Kit List

Individual participants may carry personal first-aid items such as sunscreen, ibuprofen, band-aids, etc. The trip leader should prepare a more extensive first-aid kit for the group. Travel clinic personnel may have further suggestions for items to be included in the group first aid kit.

First Aid

- Cotton gauze and cotton balls
- Adhesive tape
- Alcohol swabs
- Antiseptic
- Band-aids and butterfly closures
- Tensor bandage, triangular bandage/sling
- Burn ointment
- Disinfectant (hydrogen peroxide)
- Insect sting emergency kit
- Safety pins, scissors, tweezers, pocket knife
- Medicine
- Antacid (Tums, Mylanta, Benadryl, Robitussin)
- Antihistamines
- Cough medicine
- Decongestant
- Diarrhea treatments-Immodium, Pedialyte or rehydration solution (2 tbsp sugar, ¼ tsp salt, ¼ tsp baking soda-to be added to one liter of puri-

fied water. ½ cup of orange juice may be added for potassium replacement and for flavor)

- Pain/fever (Tylenol, aspirin)
- Laxative
- Skin care (antibiotic cream, calamine lotion, antiseptic, antifungal ointment)



PLANNING FOR HOSTING A COMMUNITY

Itinerary Planning Sheet

Trip: _____ Dates: _____

Leaders: _____

	Date	Sites/Lodging	Notes
Day 1			
Day 2			
Day 3			
Day 4			
Day 5			
Day 6			
Day 7			
Day 8			
Day 9			
Day 10			
Day 11			
Day 12			
Day 13			
Day 14			

DURING THE TRIP

Reflection Session Activities

1. Bible Study Model

This is a simple framework used in many groups to guide Bible reflection.

1. Participants are asked to describe the situation or to identify an issue that is facing them
2. Participants then reflect on Bible passages that seem to address the issue. What does God (through God's word) tell us or say about the issue?
3. Participants, finally, reflect on their responses to the issue. What does God (through God's word) ask us to do?

2. Grab Bag Exercise

Objective: To encourage participants to think about what they already know about the issue or host country that you plan to discuss.

Materials: Bag full of pictures, objects, etc. that relate to the issue or host country to be discussed.

Each participant draws something from the bag and then each person shares something about how that item relates to the issue/host country. Facilitator can use their responses in shaping his/her presentation.

3. Perception Exercise

Objective: To allow participants to examine images and impressions that they already hold and the sources of those impressions.

Ask participants to stand up and to start walking in a circle. As they walk, prompt them to walk like different characters (e.g. walk like a wise person; walk like a kind person; walk like a bum; walk like a priss)

Debrief: Ask participants what images they had of those different characters (was the wise person a man or a woman? How was the bum dressed and where did you picture him/her? Have participants discuss where they had learned those images.

4. Analog

Objective: Allow participants to express thoughts and feelings which may be confusing, complex or difficult to express in words. Serves as entry into discussion.

Materials: Paper and drawing tools.

Ask participants to draw what they are feeling or thinking about a certain issue or theme. An analog is not a picture or object but rather more abstract lines, shapes, etc. that convey the feeling or thought. Participants then share their analogs and discuss.

5. Socio-Economic Tour

Objective: To engage participants in active observation of a neighborhood or specific venue highlighting issues relevant to focus of mission exposure trip.

Materials: Map of area and tour guide that you design.

Break into groups of 3 or 4 and send groups out with map to explore the area. Groups should be instructed to take notes of what they observe giving special attention to the tour guide that may emphasize environmental issues, social services, housing, poverty, faith, policies, etc. Allow a minimum of one hour for the walking tour.

Groups return and debrief what they have observed. One fun way to debrief is to have the groups work together to draw a collective portrait of the area or neighborhood explored. Discuss.

6. Review and Synthesis

Objective: To focus participants on what they have heard and seen in the past few days and to make connections among the various perspectives heard.

Materials: Newsprint and markers or a large chalkboard and chalk.

Ask participants to name the meetings and experi-

ences of the past few days from memory-to whom have we spoken? What have we seen? Record responses. There are several ways then to reflect upon those experiences:

- a. Ask participants to review the experiences listed and to identify which one stands out for them and why.
- b. Select one significant quote or statistic from the experiences, and ask participants to reflect upon how it relates to the other experiences they have had.
- c. Ask each participant to choose one person she has encountered during the week and to reflect upon how the world would look to her if she were that person.
- d. Based upon what the group has heard and experienced, ask participants to identify what forces are impacting upon the situation. Draw a diagram of those forces. Discuss.
- e. Ask participants to identify the various actors, issues, and influences in the reality about they are learning. Discuss.
- f. Ask participants to draw a large diagram of their responses, including connections among the actors, influences and issues.

7. Responses to Poverty

Objective: To reflect upon poverty; to analyze common responses; and to assess programs addressing issues of poverty. Exercise based on *Introducing Liberation Theology* by Leonardo and Clodovis Boff (1986 Orbis Books).

Responses to poverty (as identified by Boff and Boff):

Aid

- offered by individuals moved by the spectacle of widespread destitution
- “band aid” approach.
- Treats current condition
- Poor are seen as collective objects of charity
- Failure to see that poor are oppressed and made poor by others
- Does not address root causes
- Increases dependence of poor

Reform

- improve situation of the poor, but always within existing social relationships and the basic structuring of society

Liberation

- strategy to change social conditions
- oppressed come together; come to understand their situation through a process of conscientization, organize themselves, act in a coordinated fashion.
- Transformation of society in direction of a new society.
- In small groups review issues raised during post-trip sessions and while abroad. Identify how individuals and groups were responding to issues of poverty, and put those responses into one of the categories identified by Boff and Boff. Discuss.

8. Time line

Objective: to reflect upon situations of inequality and to identify actions that will lead toward change in the situation.

1. Present the following two quotes:

There are two “Utopias” in the world. The first is the version of the north; utopia is to consume more and live better, to have everything that you want. This is a false utopia. There simply isn’t enough resources in the world to allow everyone to live this way. The second utopia, the true utopia, is the one that is shared by the rest of the world; that everyone have the basics of life, enough to eat, have a home, have health, to not be despised. The only thing that stands in the way of this true utopia is the false utopia. For as long as some strive for what they want, there will not be enough for all to have what they need.

- Jon Sobrino S. J. UCA San Salvador

We in the North, because we have so much, have a permanent low-grade confusion about what is really important in life, and because of that it is much more difficult for us to live the life of a disciple.

- Dean Brackley S.J. UCA, San Salvador



2. In small groups on newsprint describe way the world is today. Encourage them to draw upon meetings and experiences from the mission exposure trip. Have each group read what the others have written.
3. Return to small groups and describe “utopia”- the way you would want the world to be. Again, have them draw upon the mission exposure experiences. Have each group read what the others have written.
4. As a large group, prepare a time illustrating what needs to be done to go from the way the world is to the way they would want the world to be.

The notes from this exercise can be used to inform post-trip discussions.

9. Miscellaneous learning exercises for anytime during mission exposure trip

- a. **Barometer:** Ask participants to place themselves on an imaginary barometer with one end being “strongly agree or in favor” and the other “strongly disagree or disapprove.” Opposite ends can be identified in anyway depending on the nature of the discussion. Participants physically situate themselves among peers based on their opinion on the given time.
- b. **Brainstorm:** Write down everything you know about x issue. Turn to partner and share. Report common areas of knowledge or new learning to large group.
- c. **5 minute Write:** Ask participants to write about a given subject for five minutes as a way of preparing for conversation.
- d. **Role-Playing:** Assign roles to participants who then play out a given dynamic. This can be brief as a way of entering discussion or can be more complex allowing participants to process information as they work on developing role play.
- e. **Daily check-ins:** These can be done at any regular time of each day such as before a meal or before daily worship or devotions. Ask each person to say briefly how she is doing and feeling. Other questions can be posed such as: What image stands out? What words are

significant? What about the world looks different today? What has been difficult today?

Post-Trip Activities

1. Check-In

- a. Participants given 5 minutes to reflect along quietly upon the following questions. They may wish to write, draw, or simply meditate.
 - Since returning to whom has it been easy to talk? To whom has it been difficult to talk? Why?
 - Has the trip changed you? Why or why not? If so, how?
- b. Allow each participant to share her reflections. Ask questions of clarification. Allow for further discussion among group.

2. Sharing Photographs

- a. Participants invited to show pictures, newspaper articles, etc.
- b. Participants asked specific questions about presentations, interviews, etc. they have done since the trip. Each participant encouraged to describe presentations that he has done. What kinds of questions were asked? How did people respond?
- c. Allow for free conversation about pictures, interviews, presentations, re-entry.

3. Time Line

Objectives: a) To encourage conversation and reflection on what to do with the trip experience now and in the future; b) To integrate the re-entry experience of the past month with needs that they identified while abroad; c) To reflect on ways in which they personally are/can be part of the process of addressing those needs.

1. Review itinerary from the mission exposure trip and recall group reflection sessions in which participants may have identified areas for action-responding to poverty, supporting a partner with a project or program, undertaking education and/or advocacy back home. Notes from a time line session done during the mission exposure trip can also be used as basis for this post-trip discussion.



2. Discuss. Are the needs you identified to be addressed abroad, in Canada, or elsewhere? Given your experience since returning, what would you add, refine, or change in your analysis?
3. Further refine assessment of areas for action and create a timeline for taking action. Draw timeline on a large newsprint divided into sections indicating range of time and steps toward addressing needs. What needs to happen short-term? What is more long-term?
4. Reflect upon and discuss the following: Where have you or do you hope to plug into this chronology in both the short term and the long term? Dream-what do you see yourself doing between now and 2049 to be part of the change you identified?



Robert Moore's Eight Understandings

Robert Moore is a Presbyterian Church, USA mission staff person in Guatemala. He has developed a spiritual practice for mission groups that encourages the groups to consider the trip a pilgrimage—a spiritual journey. He has developed a list of eight “understandings” that serve as signposts along this journey. Robert Moore has kindly given us permission to use these understandings.

One possible way to use these understandings is to study them as a group before you travel and also use them as daily devotions for eight days during your trip.

1. We should seek to open ourselves to God's leading us into a balanced Christian life in which community, worship, spirituality, study, compassionate outreach and evangelical outreach become essential to life. Isaiah 11 and 65, Mark 1: 14-15, Matthew 13:44-45, Revelation 21
2. By distancing ourselves from God as we fail to critically engage our culture and as we increasingly live an illusionary life, we lose sight of God's vision for human life. Isaiah 40: 6-11, Isaiah 59: 1-4, Luke 16:19-31; Romans 8: 12-17
3. A mission trip provides an opportunity to gain freedom from our enslavement within culture and our blindness to God's reality. A mission trip frequently becomes a point of departure leading us into a full life with Christ. Romans 12: 1-2, Galatians 5:1, and 13-18, Colossians 2: 6-8 and 20-22
4. During a mission trip we are uniquely free to experience a full Christian life. To facilitate this transformation, it is essential to have a trained person to serve as a “spiritual guide.” Matthew 4:23-5:12, 1 Corinthians 2: 1-16, Ephesians 2:13-22, Colossians 2:6-15, John 10:14-21
5. Harmony with god, with neighbor, and with all of creation is a fundamental goal of Christian life, and it is the goal of a mission delegation to learn how to see and understand how disharmony is destructive to human life, and then to act in new ways out of these understandings. Psalm 104, Isaiah 25: 4-9, John 15: 1-17, Romans 6:1-11, Colossians 3:1-17, Hebrews 12:1-13
6. Unity with our brothers and sisters, and understanding their reality, is a first step to finding freedom from our own captivity within the structures and systems which dominate our world. Such unity binds us firmly to one another through love and the grace of God. Matthew 4:23-5:12, Romans 12:1-20, 1 Corinthians 13:1-13, Galatians 3: 26-4:7
7. Having their gifts and talents valued by visiting mission groups, and being included in meaningful community in which planning, making decisions, and work are shared, enables marginalized people to value themselves as equal members within God's family. Psalm 133, Luke 6:46-49, II Corinthians 5:11-5:2, Ephesians 2:11-22 and 4:1-7, Colossians 3:1-17.
8. Continuing a daily spiritual discipline when we return to Canada provides a foundation for our evangelical and social action as we critically engage the culture, the systems and the structures of our home reality. Psalm 133, Luke 11:1-13, John 6:28-59, James 2:14-2.



RETURN FOR WITNESS

International Travel/Study Seminar or Mission Trip Evaluation Form

Trip/Seminar: _____ Trip Dates: _____

Leader(s): _____

How did you find out about this seminar/trip?

Your responses to the following will help us to improve future programs. Please circle the number that most closely matches your experience and comment on that item. Thanks!

1. Fulfillment of my expectations for the trip, given trip purposes:

Much room for improvement Fully satisfactory
1 2 3 4 5 6 7

Comments: _____

2. The program activities of the trip:

Much room for improvement Fully satisfactory
1 2 3 4 5 6 7

Comments: _____

3. The registration/payment of fees process:

Much room for improvement Fully satisfactory
1 2 3 4 5 6 7

Comments: _____

4. The pre-trip material (and orientation, if any) for preparing for the experience (What do you wish you had known ahead of time?):

Much room for improvement Fully satisfactory
1 2 3 4 5 6 7

Comments: _____

5. Travel arrangements and accommodations:

Much room for improvement Fully satisfactory
1 2 3 4 5 6 7

Comments: _____



6. Leadership of the seminar/trip (if more than one, please rate and comment on each):

Name: _____

Much room for improvement Fully satisfactory

1 2 3 4 5 6 7

Name: _____

Much room for improvement Fully satisfactory

1 2 3 4 5 6 7

Name: _____

Much room for improvement Fully satisfactory

1 2 3 4 5 6 7

Comments: _____

7. The most significant part(s) of the trip for me were:

8. My greatest disappointment was:

9. I plan to share what I learned and experienced in the following ways:

Please send completed evaluation form to:

Name: _____

Address: _____

