

As you gather, in table groups describe where your organisation is on the continuum.

- ❖0 ~ NO PFO FOR KIDS
- ❖2 ~ TALKING ABOUT DOING IT
- ❖4 ~ BEGINNING
- ❖6 ~ SOME (good practice but not delivered consistently)
- ❖8 ~ LOTS (good practice)
- ❖10 ~ CONSISTENT (detailed country specific PFO for all kids in all age groups!)

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PRE FIELD ORIENTATION FOR TCKS

**EUROTCK CONFERENCE 2017
Janet Chapman and
Yolanda Jerrard**



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CASE STUDY 1

Your agency ask you to spend Saturday in the home of a family whose children are 4, 6 and 8. They will go to serve in E. Africa. You previously went to this country on a short term mission's trip. They leave in 6 weeks time for 3 years.

- Who/what might help you prepare?
- What might be the 3 most important elements to cover?
- What resources might you take in your travel bag (you will be taking the train).

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CASE STUDY 2

You will run a pre-field orientation day at a local Bible College. There will be 15 children, aged 5-11, going to 8 different countries in Africa, Asia and South America. Families will work with a variety of agencies. The children all share the same passport country.

- Indoor and outdoor space is unlimited. Consider how you might use this to your advantage.
- List what you hope the children will gain from such a day.
- Consider some of the challenges of this scenario and ways to overcome them.

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CASE STUDY 3

You are running a week long European pre-field orientation at your agency's headquarters. There will be 3 families all going to serve in Asia. There will be 6 boys aged 8-10 and 1 girl aged 13.

- Consider how many adults you will need to help supervise and what roles they might play.
- What might be some of the advantages of this scenario?
- What might your plan include for day one?

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WHO ARE YOU & WHO IS GOING WITH YOU?

- ❖ You are special and unique
- ❖ Family values, traditions and mottos
- ❖ The family team



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WHERE HAVE YOU BEEN AND WHERE ARE YOU GOING?



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WHY ARE YOU GOING?

- ❖ God's command
- ❖ Dad/Mum's jobs



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WHAT WILL IT BE LIKE?

- ❖ What do you know already?
- ❖ What are you wondering about?
- ❖ How can you find out more?
- ❖ Culture, language and food
- ❖ Facing challenges



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HOW DO YOU FEEL ABOUT IT ALL?

❖ expressing my feelings



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HOW DO YOU FEEL ABOUT IT ALL?

❖ expressing my feelings
❖ personal distressors



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5 love languages

- Time
- Touch
- Acts of service
- Gifts
- Words of affirmation



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SAYING GOODBYE

❖ *"My son is going to have so many goodbyes as a TCK I don't think we should make an issue of it."*



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SAYING GOODBYE

- ❖ Thanks and Sorry
- ❖ Making plans to keep in touch



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WHEN ARE YOU GOING?

- ❖ When is the best time to do PFO?
- ❖ Counting down...



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WHAT WILL YOU TAKE?

- ❖ sorting my stuff
- ❖ taking some treasures



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HOW WILL YOU GET THERE?

- ❖ Preparing for travel



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STORIES from other TCKs



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Isaac - *Don't be scared if people come up to you and start speaking to you in a different language or call you cute. When we first arrived we didn't know much Japanese at all but now we have learnt lots!*

Grace - *I was worried people would reject me because my skin is a different colour but they didn't. I was worried about having new teachers but they were really kind.*

When I first arrived in Japan I didn't like much of the food but now I am getting used to it. I pray to God when I am worried about something as there are lots of new things.

REMEMBER...

- ❖ Celebrate the end of the PFO (certificates, gifts etc.)
- ❖ Share with parents what was covered
- ❖ Preparation is important but it is impossible to prepare children for everything!



Factors to consider when planning a PFO.

- ❖ Time frame:
 - ❖ 3 hours, 3 days, 3 weeks?
 - ❖ make sure important points are covered
- ❖ Name for the programme:
 - ❖ come up with a fun appropriate name



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Factors to consider when planning a PFO.

- ❖ Leaders:
 - ❖ skills (teaching, admin, crafts, cross-cultural experience etc.)
 - ❖ Selection and safeguarding
- ❖ Space:
 - ❖ indoor or outdoor
 - ❖ making the space child friendly



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Factors to consider when planning a PFO.

ANY OTHER IDEAS?



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