

NO PASSPORT NEEDED

MINISTERING TO INTERNATIONAL
STUDENTS IN NORTH CAROLINA



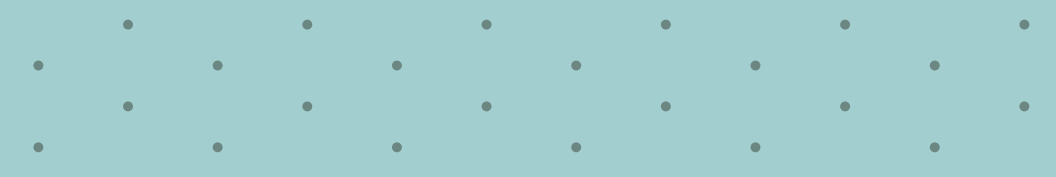
FORWARD

Working with international students is a “front line” mission work. Just as missionaries must make a decision to reach people at the far ends of the earth, so we must make a decision to reach the thousands of international students who do not know Jesus. It will take prayer, determination and sacrifice.

This training material is born out of 14 years of working with international students in North Carolina. It is designed to help an individual or small group think through the process of building a team out of a church or group of churches to reach international students in the local area. It also points to possible “blind spots” for those who have not worked in a cross-cultural context. Each section also has a list of questions to help the individual or team reflect on what they need to do as next steps. Having the team read the questions together with a time for discussion is preferred.

A list of resources is also included in the appendices so that more study can be done while building the team. It is not an exhaustive list, but it certainly would get one started in the right direction.

We hope this material will help to encourage you to begin to work with international students and to strengthen the team that will work among them.



After I got to the USA I felt like someone had cut off my legs. I cannot drive and realized I could not go anywhere without a car.

— “ANN,” A STUDENT FROM CHINA —

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INTRODUCTION

In the United States of America, there is a trend growing. It is not known by many people, but for those who work on college campuses and universities it is well known. It is the movement of hundreds of thousands of international students coming to the United States to attend school to learn English and receive degrees.

These students are coming to us. This is a cross-cultural opportunity to share the gospel with many students. And the best part is that no passport is needed. Well, not for the Americans living here. We can do international missions right here in the U.S. We can be “cross-town” missionaries who do not need to spend thousands of dollars to travel to another country.

Another great help is that most of these students already know English to some extent, and most are curious, if not eager, to engage with Americans about their culture. They are here, and they want to interact with us.

The exciting part about this movement of people is that many of them are from countries with few or no Christians ministering to them. While studying here these students can be reached with the gospel, disciplined and helped to reach others in the people group back in their home country or wherever they decide to live. It is a wonderful opportunity to minister to those who otherwise would not hear the gospel. The big question is: “Will we invest our time, energy and treasure to reach these students that God has brought to our doorstep?”





REASONS TO MINISTER TO INTERNATIONAL STUDENTS

REACH ALL THE NATIONS

In Matthew 28:19, Jesus commands us to make disciples of all the nations. In the Greek, the word “nations” is the root from which we get the word “ethnic.” Jesus is telling us to reach all the different ethnic groups of the world. In one “nation,” which is really a political title, hundreds of different ethnicities can exist. Today, many missiologists use the term “people groups” to refer to these ethnic groups. According to International Mission Board (IMB) statistics, there are 11,239 people groups.¹ Of those, 6,543 people groups have only 2 percent evangelical Christians in their midst, while a further 3,059 people groups have no Christian witness at all. Working with international students is one part of reaching the diverse people groups of the world. Some of these students represent people groups with little or no Christian witness. Many of these students have not heard the gospel or even met a Christian. Ministering to international students is about reaching those who have never heard.

STRATEGIC FOCUS

Working with international students here in the United States allows more people to engage unreached people groups. Not all Christians can go on a mission trip or become full-time missionaries. Yet, all Christians are called to reach the nations. One practical way to do this is by ministering to international students here. There is no red tape to cut through, and the cost is minimal. Also, for those who may go on a mission trip, it is a good way to experience the feel of cross-cultural ministry before going. What about those Christians who go on a mission trip and upon

¹IMB Website, <http://Public.imb.org/globalresearch/Pages/default.aspx>



returning say, “Now what?” Doing international missions locally allows them to put into practice what they learned on their mission trip.

While reaching international students in the U.S. will never replace going to those unreached places yet to hear the gospel, it is still an inexpensive, complementary ministry to global missions.²

LEARNING

If you like to learn, international student ministry is for you! Students from all across the globe come here to study. They bring with them a whole new perspective on the world and current events. You might learn how an article or news report is over-simplified. You might learn new ideas about history, language or religion. No matter what you explore, you will learn something new. By learning from these students you will also understand their context so as to be able to speak the gospel to them in a relevant way. We need to take different approaches due to different cultures. It is also a great way to introduce the world to your children or grandchildren. Rather than just read a book about Africa, speak with someone from there. Share a meal and find out what it is really like. More importantly, introduce your family to the concept of world missions and a perspective bigger than just the United States.³

Being a part of an international student ministry is first and foremost in accordance to Jesus’ command to go out into the world, share the gospel and make disciples. But it is also a blessing to be part of a ministry where volunteers are able to meet students from other cultures and offer them friendship.

FUN

Lastly, working with internationals is fun. Not only can we learn from them, but we can have fun while learning and ministering to them. Do you like to cook? Then try some new recipes from international students. Got a hobby? Include an international student. Empty nesters who would like to spend time with a student? International student ministry fits the bill. The main point is to be a friend and

²Ralph D. Winter and Bruce A. Koch, “Finishing the Task: The Unreached Peoples Challenge,” in *Perspectives on the World Christian Movement, 3rd Ed.* Ralph D. Winter, ed. (Pasadena: William Carey Library 1999), 509.

³David Bryant, “What is means to be a World Christian” in *Perspectives*, 702



enjoy the learning process. As relationships develop there will be many good ways to share your faith with students.

QUESTIONS ON REASONS TO MINISTER TO INTERNATIONAL STUDENTS

1. How does being a learner make you feel? Does it seem like wasting time?
2. What advantages does being a learner lend itself to?
3. Can you explain how international student ministry fits into a global perspective of world missions?
4. What is your idea of a missionary? How do you view yourself while working with international students?
5. What spiritual disciplines need to be honed, started or taught to others to prepare for missions work?
6. How can you incorporate the concept of a “World Christian” into your family or network of friends?





WHO ARE THESE STUDENTS?

According to the Institute of International Education (IIE), a record 819,644 international students were studying in the United States in the academic year 2013-2014.⁴ This was an increase from previous years. The top five sending countries were China, India, South Korea, Saudi Arabia and Canada.⁵ Just looking at these countries we can see that four of the top five senders are countries with little or no Christian witness. To travel to these countries costs thousands of dollars, and requires a “platform” of work to be in the country. However, to minister to students from these countries in the U.S., no passport is needed, travel is minimal, and the cost is pennies on the dollar compared to international travel.

Students can also be categorized by different levels of academic achievement. Students at different levels will need to be reached in different ways and on different timelines.

LEVEL 1 | ENGLISH LANGUAGE STUDENTS

Students at this level are in North Carolina to learn English. They could be at a community college or at an English learning “institute” connected with a college or university. They are here to prepare for the next step which is usually to enroll in a degree program. They may or may not stay in the same area where they study English. These students are usually the typical college age of 18-22, and they have low levels of English. Depending on the level of their English when attending the English program, they usually stay six months to two years to study.

⁴www.iie.org/en

⁵<http://www.iie.org/Who-We-Are/Annual-Report/Highlights>

LEVEL 2 | EXCHANGE STUDENTS

Students at this level are typical exchange students. They are in the local university to take classes which count as credit back in their home university. However, it is usually the first time for them to take classes totally in English. These students come from a wide variety of countries and have different levels of English. They usually are the typical college age of 18-22 years, only stay six months to a year and they usually also want to experience many different aspects of American culture.

LEVEL 3 | UNDERGRADUATE STUDENTS

Students at this level are in the United States to receive a B.A. or B.S. degree. They are studying in English. These students usually have better English. Many of these students or their families are paying to go to school here. They may be from a more wealthy family. Many times they have also traveled more and have more money to spend. These students are usually the traditional age of college students.

LEVEL 4 | GRADUATE STUDENTS

These students are here to pursue an advanced degree. These students will be older than other college students, and they may be married and have children. Many of them are studying on a scholarship if they are in a Ph.D. program. If in a master's program, they may be paying for it themselves. These programs can last from two to four years. If from a science background, these students may still have problems using their English.

LEVEL 5 | VISITING SCHOLARS

Visiting scholars are not students. They are here to do post-doctorate work in various fields. They usually stay from one to two years. Sometimes they are only here for six to eight months. Most of them are married and perhaps have teenage or young children. Depending on the country, they may need help with English. Some programs allow them to bring spouses and children with them. Depending on their program, they may have extra time to explore American culture.





NEEDS OF STUDENTS

While we know that international students cover a large range of ages, countries, religions and personality types, there is some commonality regarding their needs. Most students will be arriving in the United States for the first time. Most will also be arriving to academic work in a different culture and collegiate philosophy for the first time. With so many countries represented, they will be bringing many cultural concepts of academic learning styles, cultural communication and perceived ideas about life in America.

However, once here, students quickly learn that things are different from their home country in ways they could not have envisioned. Students may need help with transportation, finding furniture, help with English idioms or where to find a store which sells their home-country groceries. Legal issues also abound such as getting a social security number, driver's license or ID printed. At the same time, the volunteers who want to help may be trying to go directly to spiritual questions that the student is not ready for.

In psychology, Abraham Maslow in his 1943 paper *A Theory of Human*

No matter what countries are represented, when we sit down to eat together, everyone really just wants to get along, be friends and understand each other a little better. Although there might be language and cultural differences, basic human nature is the same everywhere.

Motivation, explained different levels of needs that humans have.⁶ The needs can be arranged in a pyramid that places basic needs like food and shelter at the bottom, love and belonging in the middle, and self-actualization at the top. While not writing from a Christian perspective, this pyramid does help us think about arranging a new student's needs upon arriving at the local college or university.

We know that a person's greatest need is God. However, lost in the swirl of the first few weeks of campus, most students are not thinking about that need. Their most pressing needs are: where will I live; who will greet me at the airport; how can I find a grocery store; who will be my friends and support group while living here, etc.

As Christian volunteers, we can help meet those students' basic needs, and by doing so, build common bonds that allow us to speak to spiritual needs.

⁶Maslow, A.H. (1943). A theory of human motivation, *Psychological Review*, 50(4), 370-96.





MINISTERING TO INTERNATIONAL STUDENTS

WHO DO YOU WANT TO REACH?

With so many different students from different countries, your team may want to focus on just one type of student or scholar (see levels above), country, people group or age. On the other hand, your team may want to minister to all the students. Who to focus on will be determined by the demographic mix of students in the area, breadth and depth of your team, etc. You may want to also think about ministry models (see appendix A) as you think about your strategy. Also, most universities make public the international student enrollment. You can contact the office of international students and scholars to find that information. Sometimes it is posted on the university website.

QUESTIONS FOR “WHO DO YOU WANT TO REACH”?

1. What is the student population of the colleges near your church? What are the top sending countries and what are the students' degree programs?
2. Do you already have certain people groups in your church or network who could assist in reaching similar students?
3. Does your missions team already interact with certain countries? If so, how could you use their help in reaching international students at the local level?
4. Do you want to reach different types of international students, or do you want to focus on one type?

5. How would you need to approach students based on their different levels of scholarship and length of stay in the U.S.?

BUILDING A TEAM

In looking at the variation of international students, one quickly sees that students cover a wide diversity of countries, ages and academic achievement. Because students are so different, teams that are created to reach them should also have diversity or be tailored to help that student/scholar profile. Generally, American students and volunteers are able to help others younger than themselves rather than older than themselves. For instance, an American freshman is not going to relate well to a graduate student or visiting scholar. However, an American family should be able to reach out to a college-aged international student learning English or a married graduate student. Take time to think about the different ages your team wishes to reach. Here are some examples of team members: American college students, Christian international students, singles, married couples with children and those who are retired.

How is the team arranged?

As you start to get a vision of who you want to reach, you can begin to think about your ministry team and how it will function. You will need to think about ministry models, but also how the parts of the team will work together. Here are a few sub-teams for the bigger team.

Prayer Team

This might be overlooked in the effort to be “hands and feet” of Christ, but prayer is important. Many students are steeped in traditional religions or hard secular propaganda. Even though our love and apologetics may cause them to think, only the Holy Spirit can change hearts. Find prayer warriors and those who want to be involved but may not be able to meet with the students. They can do great work through prayer.

Transportation Team

Many students will not have a car. They will be limited in where they can go. You might have a great event, but if no one can get there, what is the use? Ask churches if you can borrow a van, or sign up volunteers to pick up students at their dorms. Find American and international students with cars and ask them to drive also. When friends take friends, it helps dramatically with the transportation issue. Planning events on campus can also help relieve the need to always coordinate transportation.



Events Team

You will need a group of people who will help to organize, publicize and run the events. If you are having a meal one weekend for students, someone needs to find the location, get out the word and make sure it is well organized. This team could easily be an intergenerational team or teams from different churches.

Bible Study Team

Not everyone is gifted in teaching, especially teaching the Bible to students who already have Ph.Ds! But there are those who would love the challenge of helping those who have never heard the gospel. Find people who are gifted teachers and who have patience to explore concepts with students. It may take several years to get past cultural and religious, or atheistic baggage to help them understand the gospel. But do not forget, people are more likely to listen to those who care for them, not just those who have all the answers.

QUESTIONS FOR BUILDING A TEAM

1. Who can you recruit to be on your team?
2. Who do you need to consult with on staff at your church?
3. Is there a missions team or special committee that can help?
4. What resources could be used from your church or in partnership with another church?
5. List five people who could pray for you and your work.





HOW TO MEET STUDENTS

One of the most practical questions is, “How do I meet these students?” Finding these students seems daunting at first. But the key is how you approach ministry. If your goal is to bless the university and the different student groups long-term, it will shape your ministry dramatically. Here are a few ideas:

Become a friend family.

Many colleges recruit families from the community to be a friend with a student during the year. Usually the student does not live with the family, but will visit at least once a month. This is a great way to be in relationship with a student. You also help the college or university by meeting their needs! Meeting with a student to take him or her shopping, having them over for dinner, explaining an American holiday—all of these will help your student or scholar friend greatly.

Create a friendship family program.

Should your local college or university not have a host program, perhaps your team or church could create a similar program that would match students with a family that would like to be friends during the school year. The word “host” can cause confusion with volunteers who may think the student will live with them. A “friend family” has a much more limited commitment, and it may get more people to inquire about it.

This is a ministry that the whole family can participate in, and life-long friendships can be made. It is a privilege to see God at work in these friendships where both the students and volunteers are blessed, where God can soften hearts so seeds of the gospel can be planted, and where volunteers can serve and share for God's glory.

Create a student group on the campus, or help an existing one.

By having a recognized student group on the campus, you have basic recognition by the campus that your group is legitimate. International students may be shy of strangers on the campus. By being a recognized student group, both the college administration and the students have more confidence in your presence on the campus. If you cannot create a student group, consider helping an existing group. They may need volunteers both on and off the campus.

Recruit American students.

Many churches have American students already on the campus. They can play an important role building bridges back to their church or other local churches that want to help. Many universities have international coffee hours or conversational partner programs that are great places where American students can build relationships with international students. Once the relationships are built, the American students can invite international students to church events, Bible studies, fun activities or just to hang out as friends. Some of the best “gospeling” is done not in church but on a camping trip, during a coffee break or over a meal.

Create an English conversation time.

Since most students are using English as a second language, they are usually looking for an opportunity to increase their skills. Having a place where they can practice with native speakers is very attractive. Provide some snacks and caring and trained volunteers, and promote on the local campus or through the students networks. You will have takers.

Organize a welcome event.

Organizing an event on campus is also a good way to meet new students. Use free publicity through the university network or by word of mouth through American students or others who have contacts with the university. It is okay to start small. If you do a good job, the word will get out.

Get to know your International Student and Scholar Office (ISSO).

Go to the university website and look at the site for the International Student Office. You may see important information that could help direct your focus. Does the office need a volunteer or part-time employee? Are there other needs the office has? You will never know if you do not know the office. If you or someone on your team is a host or friendship family, make sure you participate in the events the ISSO plans so you can get to know their team.



Help with airport pickup or short-term home stay.

There is no better “in” with someone than showing genuine hospitality and love. Many students arrive at school after an exhausting trip to a foreign country. Being the face that welcomes them at the airport or hosting them for one or two days till the dorm opens goes a long way in opening a great friendship that allows trust and openness.

Regardless of what events or methods are used to meet students, remember that the first month of the academic year is crucial. Most students will fall into patterns of behavior and will make friends early in the school year. If your church or team is ready to meet with them early on, you will have the whole year to help build on those relationships.

QUESTIONS FOR MEETING STUDENTS

1. How well do you know your local campus? Do you know anyone (student, faculty or employee) who could tell you more or take you on a tour?
2. Consider prayer walking your campus. Keep an eye out for popular locations, event signs and different types of students.
3. What events would work well for your church to sponsor? What about locations on campus? How would you reserve space to host an event on campus?
4. Talk to any students from your church about how to be recognized on campus as a group, or ask them what events would work well with students.
5. How would you promote a “friendship family” program at your church? Who would be the key people to make it happen at your church?

Through being a “friendship family” and building relationships with particular students over time, my husband and I have learned about countries and cultures through the eyes of these students. After establishing a solid relationship with students and serving them, we have had opportunities to share the good news of Christ and host discussion Bible studies.



WELCOMING STRANGERS INTO OUR MIDST

Welcoming people who are not like we are can be a scary proposition. However, if we are going to reach international students with the gospel, we are going to meet people who are very different from us in culture, nationality, race and religion. Having a welcoming spirit is paramount to true communication. In his book *Cross-Cultural Servanthood*, Duane Elmer lays out a blueprint of servanthood for those wishing to communicate the gospel. The process of servanthood has several aspects: openness, acceptance, trust, learning, understanding and serving.⁷ These aspects are steps that build on one another. The first step is openness. Elmer writes that “openness with people different from yourself requires that you are willing to step out of your comfort zone to initiate and sustain relationships in a world of cultural differences.”⁸ The path to servanthood all starts with openness and with leaving our comfort zone. Here are the steps with a very brief explanation.

Openness: The ability to welcome people into your presence and make them feel safe.

Acceptance: The ability to communicate value, worth and esteem to another person.

Trust: The ability to build confidence in a relationship so that both parties believe the other will not intentionally hurt them but will act in their best interest.

Students love being in our homes. This has helped my family keep an outward focus on serving others.

⁷Duane Elmer, *Cross-Cultural Servanthood* (Downers Grove: Intervarsity Press, 2006), 37.

⁸Ibid. p. 39.

Learning: The ability to glean relevant information about, from and with other people.

Understanding: The ability to see patterns of behavior and values that reveal the integrity of people.

Serving: The ability to relate to people in such a way that their dignity as human beings is affirmed, and they are more empowered to live God-glorifying lives.

In order to serve and communicate the gospel in a culturally relevant way, we need to know those with whom we are speaking/serving. Because so many of the international students are coming from countries with a totally different culture, it is imperative that we spend time to learn from them so we can communicate effectively. *Cross-Cultural Servanthood* is an excellent book to explore how we do this.

QUESTIONS ABOUT SERVANTHOOD

1. How good are you (or your church) at welcoming people not like you into your midst?
2. How good are you at welcoming non-Christians and people of other nations?
3. How can you or your team become more welcoming?
4. Reflect and talk about these verses: Leviticus 19:33-34; Psalm 22:27; Matthew 9:9-13; Acts 10:24-25.
5. How can you be open and accepting without agreeing with everything someone else believes?
6. Are you willing to learn from international students?





CROSS-CULTURAL COMMUNICATION

Working with international students from other countries can be an exciting and wonderful experience. It can also be a frustrating and confounding experience.⁹ Dealing with people from other countries offers many challenges. One of the biggest is differences in communication styles and behavior. In this section we will deal with how to prepare for these differences.

In her book *Foreign to Familiar*, Susan Lanier divides the communication world into two main realms: the “hot” and “cold” worlds of communication.¹⁰ Hot cultures are those that are more relationship-based while cold cultures are more task-oriented. According to Lanier, cold cultures include north Europe, the northern states of the U.S. and many places where the British colonized such as Australia and New Zealand. Hot cultures include south Europe, the southern states of the U.S. and many parts of Africa, Asia and South America.¹¹ Of course there are exceptions, and we need to understand these are large, sweeping generalizations, but she does make a good case for two macro level styles of communication. She then breaks down the issues that come up when people from the two different worlds interact. Here are some of the major differences:

- Relationship vs. Task Orientation
- Individualism vs. Group Identity
- Direct vs. Indirect Communication
- Different Concepts of Time and Planning
- Inclusion vs. Privacy

⁹Paul G. Hiebert “Cultural Differences and the Communication of the Gospel” in *Perspectives on the World Christian Movement*, p. 373.

¹⁰Susan A. Lanier, *Foreign to Familiar* (Hagerstown: McDougal Publishing, 2000), 15.

¹¹*Ibid.*, p. 24.

Relationship vs. Task Orientation

Relationship-based cultures value the person over efficiency and time. Conversations are usually in a “feel good” atmosphere where questions about family and home are important. Business is important and will be discussed, but first there should be some face time. Task-oriented cultures, in contrast, are much more interested in efficiency and time in doing the task. Communication must provide accurate information and “saving face” is not important. The task should be done in a timely and efficient manner.

Individualism vs. Group Identity

One of the most glaring differences among different groups of people is how they view the individual vs. the group. For most “cold” cultures, including Americans, individualism is paramount. This focus on individualism is also present in much of Europe. Much priority is placed on individual “rights” and “speaking your mind” as an individual. However, in many countries the focus is on the group and how the group thinks about an issue. Students coming from “hot” countries may see Americans as too self-focused or as “loners” not working with the group well. Students may feel lonely if not included in a group setting. They may not share their true feelings so as to be part of the group.

Direct vs. Indirect Communication

In “hot” countries communication will be more indirect. It will take into account the feelings of others and try to save “face” when possible. Direct questions are not always the best, and answers are not always what they seem. In “cold” cultures, however, the communication style can be very direct without regard to the feelings of

We too have learned about other cultures — what they are proud of, what are normal activities and what are special events in their homeland.

others. Getting to the point is often the regular way of speaking. Taking time to make small talk and the concern for feelings is secondary. Hot cultures may see cold culture communication style as rude, while cold culture countries may see hot culture communication style as wasting time. Students from hot cultures will sometimes agree with one, not because they really want to do something or believe something, but to make another person feel good. Some will even make a profession of faith to please someone even without truly believing. It is important not to push people too directly.

Different Concepts of Time and Planning

Nothing spoils a party like someone who comes an hour late or someone who does

not know when to leave. Different cultures differ greatly on the use of time and planning. Hot cultures are not as oriented to the clock as cold cultures. People may be an hour or two late to events and may stay late into the day or night talking and fellowshiping. There is more of a give and take to what is going on at that moment rather than a strict time schedule. Cold cultures, by contrast, try to keep events in thought-out patterns that are sometimes scheduled months, or even years in advance. Helping students understand our use of time may help tremendously while here.

Inclusion vs. Privacy

Crossing certain norms can cause embarrassing moments or even anger. Knowing what to ask and what not to ask is important in fitting into a culture. However, different cultures have different behaviors. Hot cultures tend to be much more inclusive. They are group-oriented and do not stress privacy “rights”. Possessions are much more likely to be shared and enjoyed by the group. Cold cultures, however, tend to value time and space by themselves. Possessions are attached more to a person than a group.

These contrasts in cultural communication will not cover all areas of differences, but they do help volunteers and students see important areas they need to be aware of and work on. An interesting book to explore with students about this subject is Bill Perry’s *A Look inside America*. In this book, he describes most U.S. holidays, but he also spends time in the introductory pages on the United States’s cultural values. This could be a great way to bring up these topics in a one-to-one situation or in a group setting.

QUESTIONS ON CROSS-CULTURAL COMMUNICATION

1. If working with a group, share any cross-cultural experiences you have had.
2. After reading about different communication styles, what was the most surprising to you?
3. Where do you see yourself or group needing to grow to communicate more clearly in a cross-cultural context?
4. In thinking about which students you will be working with, what might you need to include or change in your ministry approach?
5. What did you learn by taking the questionnaire, “How Does Culture Influence Values?”



HOW DOES CULTURE INFLUENCE VALUES

Take the following questionnaire individually and then share the results with the rest of your team. This questionnaire can also be used with international students for a discussion on different culture values.

HOW DOES CULTURE INFLUENCE VALUES QUESTIONNAIRE

Select the response that most reflects your feelings:

1. Which of these situations would be the most confusing?
 - a. Being asked to attend a meeting but not knowing why.
 - b. Being told you were a friend but never invited to that person's home.
 - c. Being asked to be in charge of a function but not having the authority to make decisions pertaining to it.
 - d. Being told your pastor also drives a truck for additional income.
2. Which of these actions would seem the rudest?
 - a. Someone asking you how much you paid for an item.
 - b. Someone handing you a gift using only one hand.
 - c. Someone not showing up for an appointment with you and not calling to explain why.
 - d. Someone stopping you in a store to ask about your opinion of a dress they were thinking of buying.
3. Who should have the most authority in society?
 - a. The elected officials
 - b. The eldest or ascribed leaders
 - c. The most educated/knowledgeable
 - d. The ones with the most power/money
4. Which of these would be the correct response?
 - a. Yes
 - b. What the one asking wanted you to say
 - c. Your opinion
 - d. What your parents thought
5. Who has the most control of what happens to you?
 - a. The government
 - b. Your family
 - c. Yourself
 - d. Nature/fate

Taken from *A Beginner's Guide to Crossing Cultures*, by Patty Lane. Permission granted to photocopy by Intervarsity Press, Downers Grove, Illinois 60515.





SPIRITUAL ENGAGEMENT

Once we know which students we want to engage, and once we know how to find them, welcome them, love them and engage them spiritually. Spiritual engagement is much more than just “Bible study.” Studying the Bible is always a great use of time for those who want to study it. But it is only one way of spiritual engagement. Spiritual engagement also incorporates exploring spiritual questions one-on-one, building platforms of plausibility for Christianity, having worship experiences in a corporate setting, praying for students and other activities. All of these means are ways to engage spiritually. We also want to make sure that we see the validity in engaging students in many venues, not just a church building. Spiritual engagement can take place in homes, coffee shops, parks and a host of other places. In fact it needs to take place in a variety of places.

Let’s think of spiritual engagement in three stages: dialoguing spiritual questions, focused Bible study and discipleship. Let’s talk about these stages as separate types of spiritual engagement remembering that they can overlap or occur at the same time. Just remember the ultimate goal is multiplication: disciples making disciples. There is a difference between addition and multiplication.

DIALOGUING SPIRITUAL QUESTIONS

We want all students to hear the good news about Jesus Christ. We also want them to be disciples. However, for some students, we may only be able to begin to answer questions they have about who Jesus is. Students will come from many different backgrounds with various attitudes and assumptions about Jesus. Some will think He is a great moral teacher, others a prophet. Some will be indifferent while others are hostile. Others will simply not have time to truly understand the gospel or process it.



In this type of engagement we may be planting seeds of the gospel or building plausibility platforms for them to understand Christianity for the future.¹² Many students will come with no background of the Bible or what Christianity is. Further, many are highly intelligent and have been trained in a scientific worldview. They may have objections to many Christian tenets much less Jesus as Lord. We need to be open to answering questions with patience, intelligence and love. In his book *Questioning Evangelism* Randy Newman calls this “dialoguing the gospel.”¹³ It is the third skill of three that are needed for apologetics. It is also one that is commonly neglected.¹⁴ Good dialoguers are good listeners. They have a true interest in those they are speaking with and do not rely on trite answers. They are willing to journey with the other in seeking answers. They will understand that many students from the “hot” countries will continue to dialogue because they value the relationship. Good dialoguers do not have thin skins and are willing to help the student get to the next step in understanding Jesus as Lord. At this level of interaction you may want to read *Conversational Evangelism*, *Questioning Evangelism* or *Finding Common Ground* to help prepare your team.

One of the things that we've learned from the international students is that many want to hear about Christianity and what we believe. Many of them have not been exposed to these teachings and are very curious.

FOCUSED BIBLE STUDY

Other students, however, may readily participate in focused or structured Bible study. This could be a group study, one-on-one study, etc. These groups could also be mixed groups of Christians and non-Christians or just of one or the other. Even though the leader will still be dialoguing the gospel frequently in the process, he or she will also be focused on the Bible in a more structured way. These studies work best before or after a social time, and with the students' schedules in mind. Do not expect non-Christian students to get up early for Sunday School. Most likely students will respond better to studies in homes, coffee shops or even places on campus. It is important also to be sensitive to students who come from countries that might not want them to explore Christianity. Some students have worried about “spies” or students who report the activities of other students. In these

¹²I Corinthians 3:6

¹³Randy Newman, *Questioning Evangelism* (Grand Rapids: Kregel, 2004), 15.

¹⁴Ibid., p 15. The other two are declaring, and defending.

situations, one may want to conduct one-on-one Bible studies in a volunteer's home.

Those leading more structured Bible studies should not be fooled that everyone present is a genuine "seeker" or "person of peace". Some students will attend out of curiosity but not out of real spiritual hunger. Some will be there to please a friend or the study leader. Some are just there to improve English skills. Some will be there to help someone "save face". For example, one Chinese visiting scholar attended a Bible study not because he was really interested but to make the leader feel valued since no one else was attending.

Examples like this help us realize that understanding cross-cultural communication differences is crucial. There are many assumptions on our part when students attend a Bible study. Leaders and volunteers need to be aware of these differences so that they do not make avoidable mistakes. We should always be welcoming, but we should also understand that different communication styles can confuse us (see the communication questionnaire *How Does Culture Influence Values*). However, we know that God's Word does not return void, and even those who at first may not be that open to the claims of Christ may turn out to be the ones who make genuine confessions.

For this level of spiritual engagement, teams may want to read or use *Passport to the Bible*, *Christianity Explored*, *T4T* or *The Hope DVD* material. However, volunteers should always be flexible in adapting the material to the students' need to ask questions and think through the claims of Christianity. Students often ask amazing questions that we do not necessarily ask in our Christian circles. We need to give them space to ask such questions without responding with, "How could you ask such a question" responses. Utilizing the steps of *Cross-Cultural Servanthood* and cross-cultural communication is valuable in the Bible study process as well. Leaders should also assume no knowledge of the Bible or how it is organized by the students. Time should be spent just helping students understand the layout of the Bible and the concept of books, chapters and verses. For those with trouble reading English, a bi-lingual Bible may be needed. Using Bibles with the same English translation is a must.

DISCIPLESHIP

When a student gives his or her life to Christ, we want to make sure he or she is disciplined in knowing God and also how to follow God. A true disciple makes other disciples. It is more than just being able to answer questions about God. It is taking up one's cross and following. It also means personal investment by those doing the discipling. As Francis Chan says in his book *Multiply*, "Share life not just information. [. . .] True discipleship involves deep relationships."¹⁵ Teams

¹⁵Francis Chan, *Multiply* (Colorado Springs: David C. Cook, 2012), 10.



will need to walk beside these students and help them in the discipleship process. Success will be new believers or strengthened believers who see themselves as disciple makers whether back in their home country, here in the United States or in another location.

The key is for volunteers to invest in students through modeling and shared experiences. Don't just read verses about how to pray. Pray together. If a volunteer is going to drop off food for a sick church member, invite the student to go along. Allow students to help in church activities. Allow them to lead Bible studies with other students. See them as a key part of ministry to other international students. Empower them to be spiritual leaders wherever they go after graduation. Allow them to experiment. Have fun together and share memories.

Make sure they do not come to see the church building as the only place where ministry and evangelism take place. Students who go back as Christians will not often find many churches to connect to. They need to see themselves as the church. They will need to live in a Christian context that is very different than the American context. Try not to see Christianity as an "American" culture. If a student is a different culture type, do not try to change him or her. Christians can be from "hot" or "cold" cultures.

Finally, help students have a vision for not only sharing their faith with others but sharing the disciple-making process with others so they too can be disciple makers. We do not want to just add to the Kingdom with converts, but multiply the Kingdom with disciples who make disciples who make disciples.

QUESTIONS ABOUT SPIRITUAL ENGAGEMENT

1. How would you describe your team's ability to find common ground with those who are different from your church members?
2. Is your team good at spiritual engagement?
3. How could your team improve in spiritual engagement? What training might be needed?
4. Where are areas outside of church that your team could spiritually engage students?
5. Describe the difference between addition and multiplication in regards to discipleship.
6. What will it take to have "deep relationships" with those your team is discipling?





NETWORKING WITH OTHER CHURCHES

One of the key decisions a church will need to make is if it will partner with other churches to help minister to international students. Obviously there are advantages to doing this, but disadvantages as well. Your church or team will need to think and pray about this question.

Advantages include: shared resources, a shared location perhaps, complementary strengths and a united witness to students. Disadvantages include: more complex systems, potential conflict over theology, methodology and command structure.

To help keep the network or team running as smoothly as possible it is important to remove as many potential problems before launching the ministry. Look at the areas of potential conflict and try to solve them early.

Networks that involve churches from several denominations may want to adopt a broad statement of faith that everyone can agree to. The statement of faith used by the Association of Christians Ministering Among Internationals (ACMI) could serve as a model see Appendix F (ACMI Statement of Faith).

The most rewarding part of working with internationals is how it gives a small taste of what heaven will be like. Someday, we will be side by side with people from all types of races and cultures praising God and worshipping Him.

Networks should also agree on acceptable methods of ministry. What are acceptable and unacceptable ways of relating to students? Many universities are wary of Christian ministries due to what they believe to be “unethical practices”. The key issue to think about is false advertising. Make sure students know what they are attending. This will build credibility with the community and the campus.

For more details for crafting guidelines to use in your group see Appendix G (ACMI Guidelines).

QUESTIONS ABOUT NETWORKING

1. What advantages do you see in your church/team networking with other churches? What disadvantages?
2. What steps do you need to take to maximize the advantages and minimize the disadvantages?
3. In your context, which churches or groups would be good partners?
4. How would you deal with a volunteer who is not following stated guidelines, and who is also a member in another church?
5. Would you be able to encourage students in their new Christian faith, even though they were attending another church and not yours?
6. If you decide to network, which churches would you want to include?



CONCLUSION

Your team is about to embark on a great journey — a mission to reach the nations right here in North Carolina. It is a journey that does not need a passport, but one that does need thought, training and prayer. It may seem like a daunting task to be a missionary to the nations right here, but with God's grace we can “do all things through Him who strengthens” us.

May the Lord bless you in your efforts.

For more help in international student or collegiate ministry contact the Collegiate Partnerships Team at the Baptist State Convention of North Carolina.

www.ncbaptist.org/collegiate

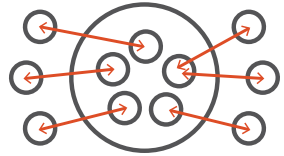


APPENDIX A

COLLEGIATE MINISTRY MODELS¹⁶

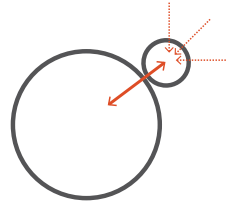
MISSIONAL COMMUNITY MODEL

This strategy seeks to produce disciples who make disciples, preparing students to “view their world” and “function within their world” as missionaries regardless of their context. Components include sharing scripture stories, telling personal stories and living the Christ-life day by day in relationship within a specific community on campus. Focus is on evangelistic/missional outreach and “iron sharpening iron” life transformation.



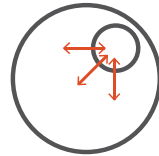
COLLEGIATE CHURCH PLANT MODEL

Aimed at planting a new congregation on or near the college/university campus, this strategy focuses on discipling college students and other members of the academic community. This strategy utilizes bold proclamation of the gospel, personal evangelism, intentional disciple-making and intensive leadership development.



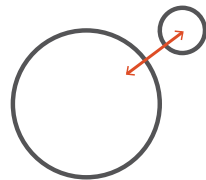
CAMPUS-BASED MODEL

Built on the foundation of having a Registered Student Organization (RSO) and a campus minister assigned to a specific campus (or neighboring campuses), this strategy is often viewed as a model for residential students on campus. The ministry serves as a missional hub of students and as the bridge between the campus and the local church. It is particularly helpful on campuses that are hostile to the presence of churches. This model often includes a weekly worship gathering, some type of small group communities and leadership development.



CHURCH-BASED MINISTRY MODEL

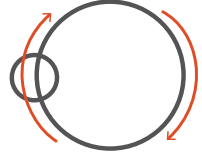
Used extensively among churches with very little assistance from the Convention, this model focuses



on creating programs within the church tailored to the needs of college students. Sometimes featuring Sunday school classes oriented for “College and Career,” worship gatherings tailored to the preferences of college students, topical book studies on relevant college issues, or programs where members adopt college students and bless them with care packages, notes, and prayers, churches working in this model relate either to their own membership who have gone off to college, the students coming from nearby colleges, or their own college students who have not left town for their education.

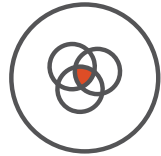
SATELLITE CHURCH MODEL

This model involves producing a satellite ministry of a congregation on the college/university campus. The satellite becomes an extension of an already established church and each venue offers a similar atmosphere and experience as one would get from the primary worship gathering at the sponsoring church. Satellites may employ live preaching, video broadcast or simulcast of the main worship service of the sponsoring church.



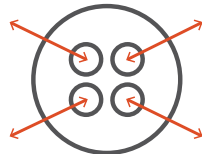
SHARED-SPACE PARTNERSHIP MODEL

In this model, churches partner together for the benefit of shared real estate. While these churches may not work together in actual ministry, they see the value of working together to have access to ministry space otherwise unavailable to them. For example, they may share office space in a building on or adjacent to a college campus, or they may utilize an actual space used for worship, wherein the partnering churches each choose a different time to meet during the week. It is most effective when churches are mutually respectful of each other and supportive of one another when resources are scarce and hard to come by.



UNREACHED PEOPLE GROUP MODEL

This model expresses a cross-cultural missiology traditionally employed by international missionaries. The campus is broken down into separate unreached communities (based on social structures, academic communities, affinity groups, etc.) so that churches can send missionaries into those communities to make and reproduce disciples. When using this model, a network of churches working together can effectively spread their efforts over an entire campus.



¹⁶This list was summarized by the Collegiate Partnerships Team of the Baptist State Convention of North Carolina.

APPENDIX B

RESOURCES FOR INTERNATIONAL STUDENT MINISTRY

ISM START UP PACK

Foreign to Familiar, by Sarah Lanier, (Hagerstown: McDougal, 2000). An easy to read primer on the differences culture makes on topics relating to time, communication, privacy, etc. Highly recommended for volunteers.

Cross-Cultural Servanthood, by Duane Elmer, (Downers Grove: Inter Varsity Press, 2006). A book written for missionaries going into cross-culture situations, but also works well here. A good step-by-step process for serving others.

www.acmi.org, Association of Christians Ministering Among Internationals. This is a good organization for some team members to join.

Understanding World Religions, by George Braswell, Jr. (Broadman and Holman Publishers: 2006) A good general introduction to the major world religions.

MISSIONS

Perspectives on the World Christian Movement, by Ralph D. Winter, Ed. (Pasadena: William Carey Library, 1999). A collection of many articles covering missions movements, people groups, cultural issues and much more. Used in the Perspectives course as a reader for the classes.

Operation World, by Jason Mandryk, (Downers Grove, IVP Books, 2010). This is a great resource for understanding the religious context of the nations in the world. Includes people groups and ways to pray.

Who is My Neighbor? Reaching Internationals in North America, Philip and Kandace Conner (Princeton: Philip and Kandace Conner, 2008).

INTERNATIONAL STUDENT MINISTRY

God Brings the World to Your Doorstep, Lawson Lau (Leadership Publishers, 2006). A collection of ideas and advice by Lawson Lau who has been involved with international student ministry for many years.



Crossing Cultures Here and Now, Lisa Espineli Chinn, (2006 International Student Ministry, IntersVarsity Christian Fellowship). A small booklet with basic ideas on how to be involved with international students.

www.isionline.org, International Students Inc.

www.intersvarsity.org/ism, IntersVarsity Christian Fellowship

www.acmi.org, Association of Christians Ministering among Internationals. This is a good organization for some team members to join.

<http://bcmlife.net/welcoming-the-nations>. The national site for Baptist collegiate ministry with ideas on how to get involved with international students.

www.firstweekinus.com. A clearing house for students to find furniture or a ride from the airport.

CROSS-CULTURAL ISSUES

Foreign to Familiar, Sarah Lanier, (Hagerstown: McDougal, 2000). An easy to read primer on the differences culture makes on topics relating to time, communication, privacy, etc. Highly recommended for volunteers.

Cross-Cultural Servanthood, Duane Elmer, (Downers Grove: Inter Varsity Press, 2006). A book written for missionaries going into cross-culture situations, but also works well here. A good step-by-step process for serving others.

Cross-Cultural Conflict, by Duane Elmer, (Downers Grove: Inter Varsity Press 1993)

A Beginner's Guide to Crossing Cultures, Patty Lane, (Downers Grove: IVP Press, 2002). More advanced than *Foreign to Familiar* and has some questionnaires that help people see the differences they have with others. Recommended for those who want to go deeper in their knowledge of how culture affects us.

Ministering Cross-Culturally, Sherwood Lingenfelter and Marvin Mayers (Baker Book House: 1986).

CONVERSATION AS WITNESS

Finding Common Ground, by Tim Downs. (Chicago: Moody Press, 1999). This book explores finding common ground with those who do not agree with us.



Conversational Evangelism, Norman and David Geisler (Eugene: Harvest House, 2009). This book looks at pre-evangelism in a postmodern world.

Questioning Evangelism, Randy Newman, (Grand Rapids: Kregel, 2004). This book looks at asking questions to help further dialogue about the Gospel.

LANGUAGE RESOURCES

www.multilanguage.com. Various Bible and other Gospel books in many languages.

www.afcinc.org/mclit. Resources for Chinese readers.

BIBLE STUDY AND DISCIPLESHIP

The Hope DVD, <http://www.thehopeproject.com/en>

A DVD that covers 12 basic stories from the Bible. It is available in 11 languages. Study guides are also available for a free download.

Christianity Explored, Tico Rice (Waynesboro, GA: Authentic Media: 2004). This is a study of Mark divided into 8 chapters. It may need to be adapted for those who do not like inductive Bible studies.

Passport to the Bible: An Explorer's Guide, Fred Wagner, Ed. (Downers Grove: Intervarsity Press, 1999). This is a longer study of 24 passages from the Bible. It may work well with those who have a longer time frame. It is for those who want to explore the Bible.

Multiply, Francis Chan (Colorado Springs: David C. Cook, 2012). This book is good for volunteers to think about discipleship in a new way. It would be a good read for team members.

T4T: A Discipleship Revolution, Steve Smith and Ying Kai (Monument CO: Wigtake Resources, 2011). This discipleship approach teaches through stories and then asks students to share the stories with others before the next meeting. Can be adapted for believers and non-believers.

More resources for discipleship are also located on the Baptist State Convention website:

www.ncbaptist.org



APOLOGETICS

These books are good for team members to read and prepare for questions about the Christian faith.

New Dictionary of Apologetics, Gavin McGrath, ed. (Downers Grove: Inter Varsity Press, 2006)

The Case for Christ, Lee Strobel, (Grand Rapids: Zondervan, 2013).

Mere Christianity, C.S. Lewis

Tactics, by Gregory Koukl, (Grand Rapids: Zondervan, 2009).

The Reason for God, by Tim Keller (Grand Rapids: Zondervan, 2010).

SHARING CHRISTIANITY WITH STUDENTS OF FAITH*

These are great books to help with backgrounds and beliefs of specific religions.

Sharing Your Faith with a Buddhist, Madasamy Thirumalai (Bethany House, 2003).

Sharing Your Faith with a Hindu, Madasamy Thirumalai (Bethany House, 2002).

Sharing Your Faith with a Muslim, Abdul-Haqq (Bethany House, 1980).

Understanding World Religions, George Braswell, Jr. (Broadman and Holman Publishers: 2006).

MATERIALS TO USE WITH INTERNATIONAL STUDENTS

A Look Inside America, Bill Perry, (Ephrata, PA: Multi-language Media, 2000). This book explores American holidays from a Christian view-point. Students really enjoy reading about holidays that do not know about.

The Jesus Film DVD, www.allnationsdvds.com. The words of Luke in a movie format.

www.jesustfilm.org. Watch the Jesus film online.

A New Testament or *Bible*. English or an appropriate language for the student.

Knowing the Bible 101, Bruce Bickel and Stan Jantz, (Eugene: Harvest House Publishers, 2003). A basic outline of the Bible and how it fits together.



APPENDIX C

EVENTS FOR INTERNATIONAL STUDENT MINISTRY

AIRPORT PICK UP

WELCOME PARTY

ENGLISH CONVERSATION NIGHTS

LABOR DAY COOKOUT

FALL EVENTS SUCH AS RAFTING TRIP, HAY RIDE, FALL HIKES

TRIP TO THE COUNTY FAIR

THANKSGIVING BANQUET

THANKSGIVING MEALS WITH FRIENDSHIP FAMILIES

CHRISTMAS PARTY

SPRING BREAK TRIPS

EASTER WEEKEND EVENTS

GRADUATION PARTIES

SUMMER COOKOUTS



APPENDIX D

HOLIDAY EVENTS

The church calendar offers up many holidays that center on some aspect of Christianity. These holidays also have cultural impact on the United States and are good bridges to talk about Christ. Here are the big five: Halloween/All Saints Day; Christmas; St. Valentine's Day; St. Patrick's Day; Easter. Thanksgiving is also included though it is not a church holiday. Bill Perry's book *A Look Inside America* can also be used to help students understand more about these holidays. Please understand that different cultures will respond to these holiday topics differently.

HALLOWEEN

Though Halloween may have a negative aspect, it is certainly a holiday that is celebrated in the United States. Many students, especially from East Asia or other non-European countries will not be familiar with it. However, this holiday will allow students to explore concepts of fear, superstition, retribution and life after death. All Saints Day will also allow for conversation about what is a saint, goodness and remembering those who have died.

THANKSGIVING

Thanksgiving allows one to talk about giving thanks to God, American history and family traditions. It is also a time of sharing food. Let's not forget that Native Americans shared food with the pilgrims. It was an international gathering. Churches may want to host a Thanksgiving banquet to invite students. Others may want to invite small groups to volunteers' homes.

CHRISTMAS

What a great holiday to share with students. One will also need to compare and contrast the secular non-Christian part of it as well. This is a great time to open one's home leading up to Christmas to share food, songs and traditions.

ST. VALENTINE'S DAY

Though thought of a day for romance, St. Valentine's Day also allows one to talk about faith, martyrdom and God's love which is not fickle like romantic love. It can also be a good time to talk about the Christian idea of marriage. Throw in



some chocolate and expect a crowd.

ST. PATRICK'S DAY

While centered around the color green and having a good time, St. Patrick's Day can be used to talk about immigration to the U.S., diversity of people groups and the story of forgiveness as St. Patrick went back to those who enslaved him to spread the gospel.

EASTER

Easter will not be well known to many students. The whole of Holy Week can be talked about. Making hot cross buns, coloring eggs and other activities can be used to help children be involved, but many adult students will also find it fun.



APPENDIX E

TOPICS FOR ENGLISH CONVERSATION

These topics are arranged according to the academic year calendar.

For many students practicing English is a huge draw to an international student ministry. English can be a bridge to make friendships and engage spiritually with students. Here are some examples to help get a conversation started especially in group settings. Some of these questions are merely to get to know the students. Some questions begin to draw out cultural differences. Other questions are designed to learn about the student's world view while allowing the volunteer to engage spiritually with the student in a natural way. The key is true conversation based on friendship and trust. More than one topic/question should not be used per session. However, props (a Christmas tree for example), pictures, PowerPoint slides, movie clips, etc. can also be used to help explain the topic or make it more interesting.

INTRODUCTORY GATHERING

Having maps or atlases available is very helpful for learning about students' hometowns.

Where are you from? What is your hometown? What is special about it? Is this your first time in the United States? Do you have a funny story about coming to the U.S.? What is the most interesting thing so far about being in the U.S.? What would you like to know more about local culture here in our city?

CULTURE GAME

After you hear the question, give the answer that is normal to your culture.

- You attend a party and your host introduces you to “Snuggles” her pet dog. What do you do?
- A new neighbor comes over to your apartment. He sees your new car and asks, “How much did it cost?” What do you say?
- You are hosting a party, and you ask a guest, “Do you want some tea?” Your guest smiles and says no. What do you do next?
- You receive an invitation to dinner at 1:00 PM. What time do you arrive?
- You are in an elevator with strangers. What do you say to break the silence?
- A new friend stops by around lunch time and says, “I am hungry. Let's go eat.” Who do you think is paying the bill?



HALLOWEEN

What scares people in your country? Are there numbers that are good or bad? Do you like to read scary books or movies? Why or why not? Do you think you should be “superstitious” just to be safe? Why or why not? Have you any questions about Halloween?

THANKSGIVING

Thanksgiving will be here soon. What are some ways in your country that people say thanks for things? Notes, gifts, verbally, etc.? What are you thankful for this year? Do you have any questions about the American holiday of Thanksgiving? Would you be able to give thanks in a bad situation?

GREED

With the holidays here soon, many people are preparing to “shop till I drop.” Is “conspicuous consumption” a problem in your country? What do you think is the balance between improvement and greed? Do you think that people are never satisfied with what they have? Why or why not? Do you plan to “shop till you drop” this year?

CHRISTMAS

Do you celebrate Christmas in your country? If so, how? Do you know these words: Nativity, Incarnation, Magi, Carols, Bethlehem, Eve as in Christmas Eve, 12 Days of Christmas? There are many other words you could use. You may want to read the Christmas section of *A Look Inside America* to get more ideas.

MARTIN LUTHER KING DAY

This month we celebrated Martin Luther King Jr. Day. Dr. King struggled for equality and fairness under the law. Does your country have any holidays named after an individual? If so, why was this person chosen? If you could create a holiday for a person, who would you chose? How would you celebrate this day?

BOOKS

What type of books do you like to read? Is there a favorite genre you like to read such as biography, science fiction, mystery, etc. Did you read a good book recently? What book has influenced you the most? Why?



VALENTINE'S DAY

Does your country celebrate Valentine's Day? If not, do you have another day celebrating love? What are some things people buy/send to celebrate love in your country? (Ex. Red roses in the U.S.) What is the best example of love?

BIBLICAL IDIOMS

One of the most influential books on the English language is the Bible. Many idioms that we use in English come from the Bible. Read these idioms and talk about them at your table.

You are the salt of the earth (from Jesus)
Turn the other cheek (from Jesus)
Go the extra mile (from Jesus)
Wash my hands of it (from Pilate)
Thorn in the flesh (something that bothers us)
A Judas (a traitor)
Scapegoat (by William Tyndale)
Double-edged sword (by William Tyndale)
Doubting Thomas (after the apostle Thomas)
A Jezebel (from Queen Jezebel)
The patience of Job
Head on a platter
Be there in spirit

EASTER

How much do you know about Easter? There are many symbols of Easter, some religious and some secular. Which ones are you familiar with? What about these terms, do you know what they mean? Holy Week: Palm Sunday, Maundy Thursday, Good Friday, Great Sabbath, Resurrection Sunday; Hot Cross Buns, Easter Eggs, Sun Rise Service, Cemetery, Easter Lily.

EARTH DAY

On April 22, many people in the United States and other countries will hold activities for Earth Day. Will you do anything special for Earth Day? Do you have a philosophy about the earth? What major problems do you see for the future? How can we deal with these problems? Where do you see the world heading? Are you optimistic or pessimistic?



APPENDIX F

SAMPLE STATEMENT OF FAITH

Association of Christian Ministering Among Internationals (ACMI) Statement of Faith¹⁷

We believe in one God who exists in three persons: Father, Son and Holy Spirit.

We believe that the Bible is God's only inspired written revelation to mankind, and that it is completely trustworthy in all matters of faith and practice.

We believe that God created man without sin, that by man's own choice he sinned and broke fellowship with God, bringing upon himself a nature deserving of death.

We believe that Christ was born of a virgin, that He died for our sins and that He rose from the dead to provide eternal life to all who trust Him as Lord and Savior.

We believe that salvation is available by God's grace through faith, and that the Holy Spirit is active in regeneration and in transforming the believer into the image of Christ.

We believe in the Church as the body of Christ, whose members are dedicated to fellowship and proclamation of the gospel.

We believe in the personal return of our Lord Jesus Christ.

In the love of God and in obedience to Christ's command, we desire to love the stranger in our midst and make known the Good News of Jesus Christ to persons of all nations.

¹⁷<http://www.acmi-ism.org/>



APPENDIX G

ACMI: GUIDELINES FOR MEMBERS¹⁸

Relationships with Internationals

ACMI members shall respect the dignity of individuals and be sensitive to their needs as internationals. Members will refer special problems of international students to the appropriate campus officials.

Members shall be forthright in the publication of any program intended for internationals. An accurate description of the purposes of any program of activity shall be included. Events which are publicized to be only social shall be just that, whereas events with religious content shall be clearly identified as such.

When members share their faith with internationals there shall be no coercion to change their religious beliefs. Members are expected to conduct themselves in accordance with the ethical standard outlined in the 1993 NAFSA/Association of International Educators Code of Ethics, particularly section 10:

Members with responsibilities in Community Organizations working with Foreign Students and scholars shall:

- a. Make certain that organizations providing programs for foreign students and scholars have a clear statement of purpose and responsibility, so that all parties can know what is expected of them.
- b. Accurately portray their services and programs, making clear the identity, the intent, and the nature of the sponsoring organization of each particular event or service.
- c. Provide appropriate opportunities to observe and to join in mutual inquiry into cultural differences.
- d. Provide adequate orientation for volunteers and participants in community programs so that they may understand each other and may interact constructively. The organization should make clear that surreptitious, deceptive, or coercive proselytizing is unacceptable.

¹⁸www.acmi-ism.org/ (Association of Christians Ministering Among Internationals)



STEPS OF SPIRITUAL ENGAGEMENT



Students can be on any of these steps or levels, but notice that even those at the top level will still be based on the other levels. For example, those being discipled will still be involved in focused Bible study and will still be dialoging spiritual questions. More students will be at the lower level than at the other two, with the fewest at the top.

TOP FIVE SENDING COUNTRIES TO THE USA FOR STUDY



