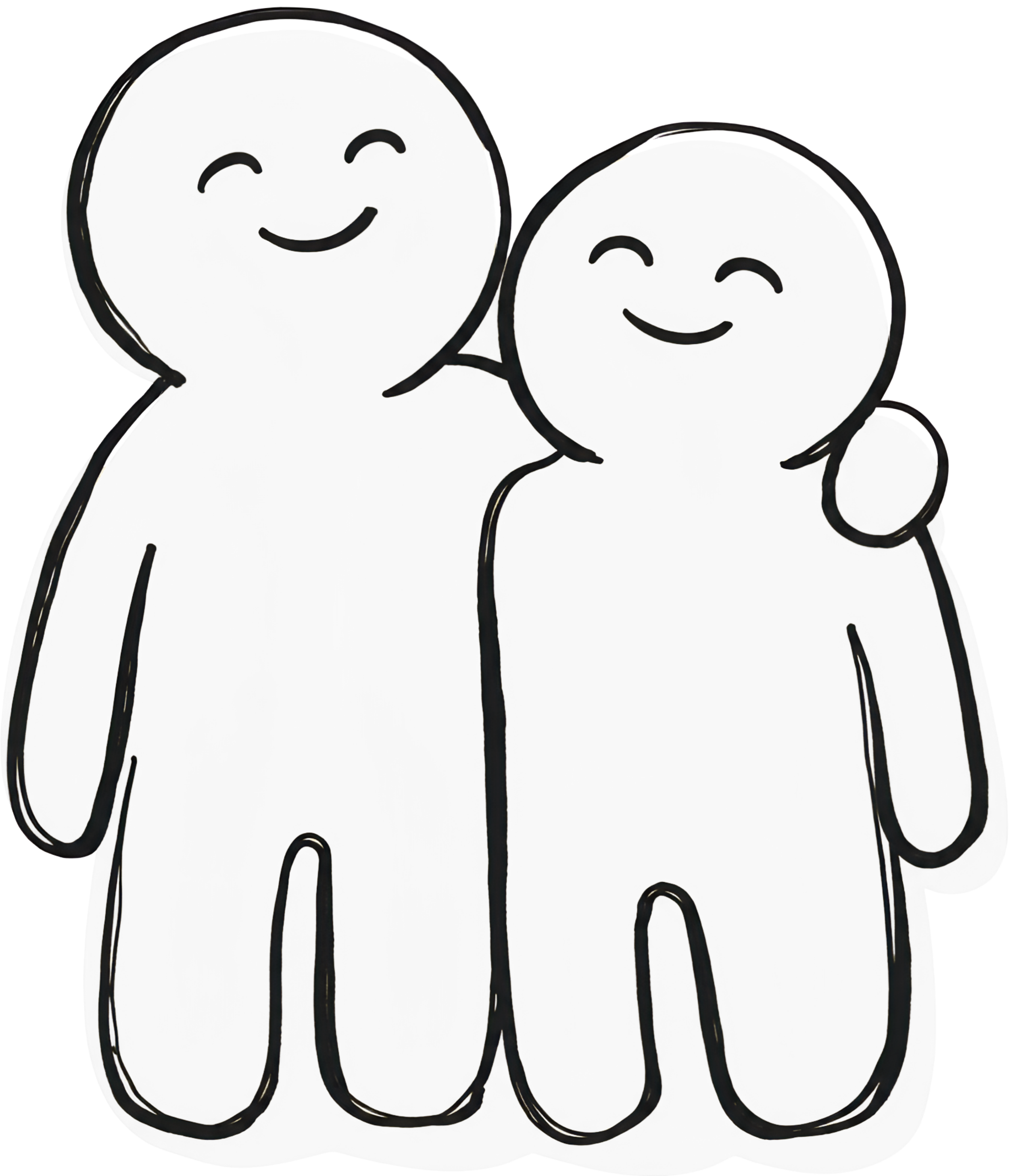
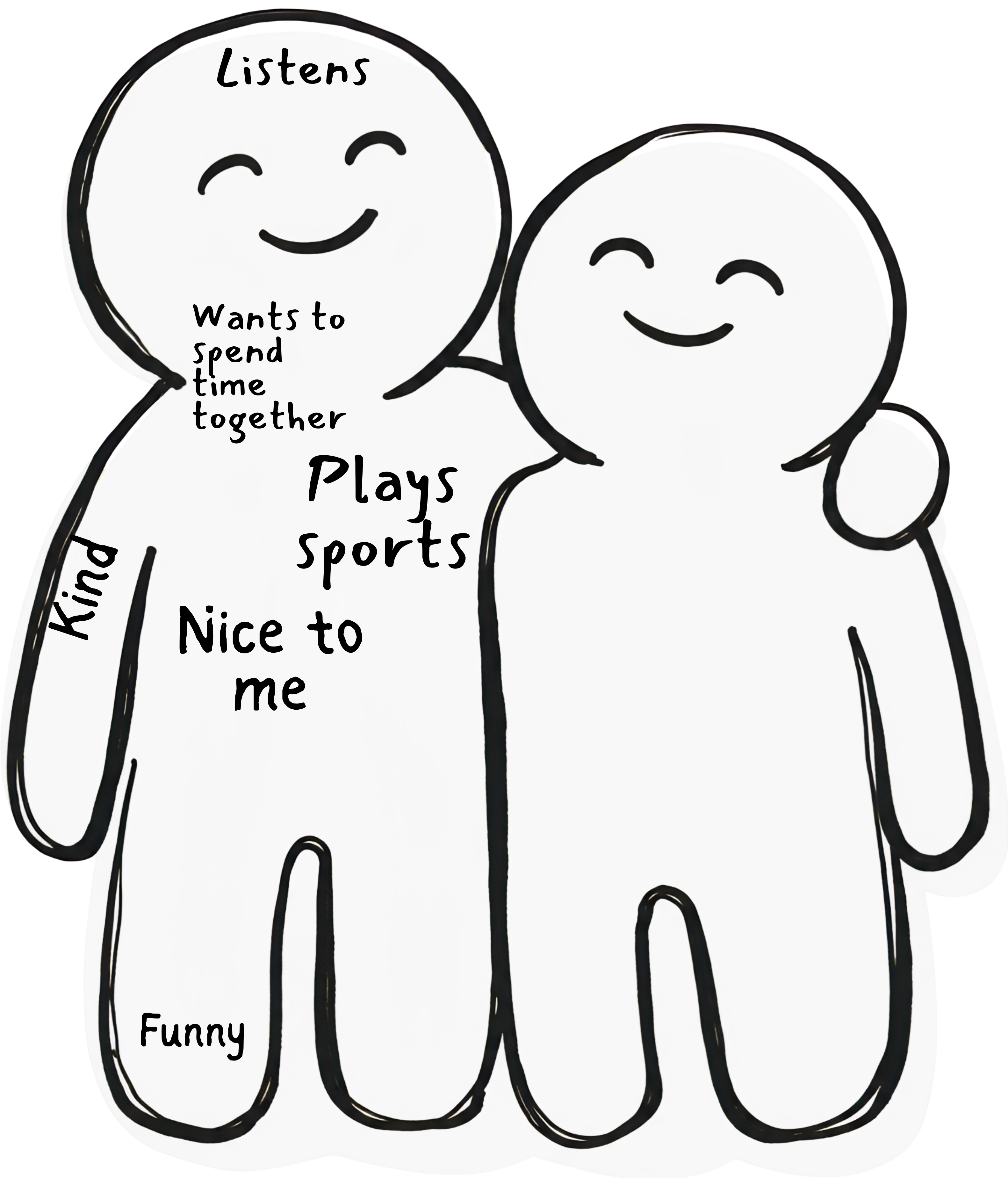


What kind of friend?

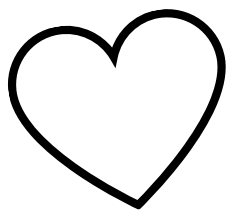


What kind of friend?



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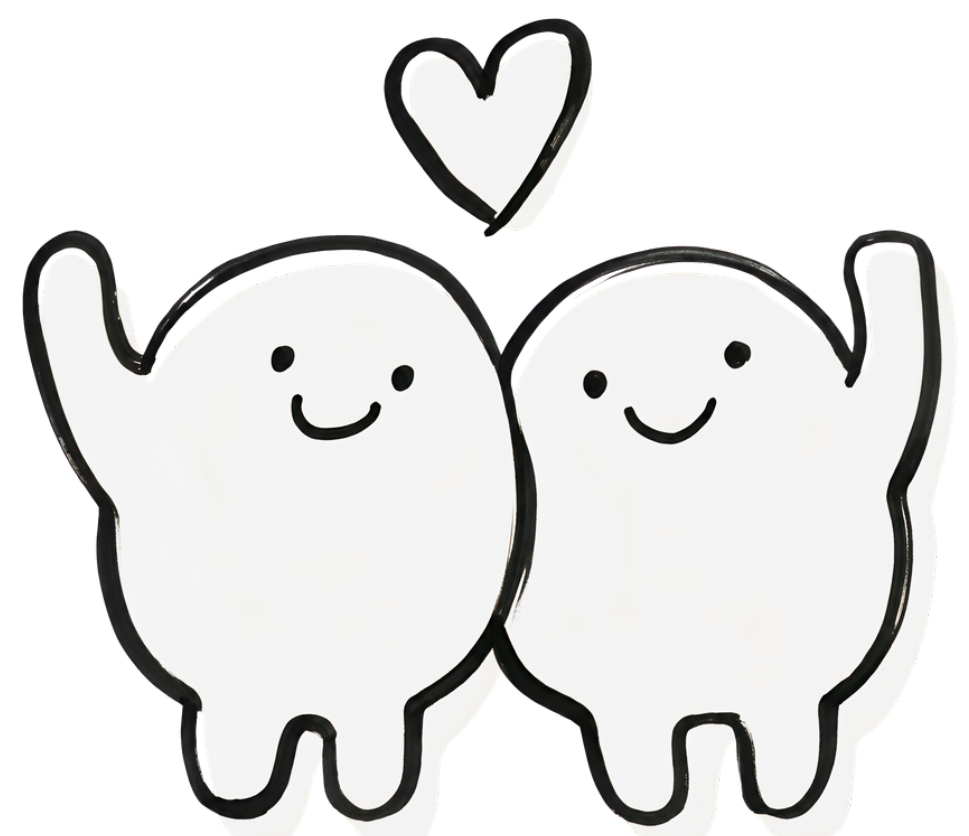


Friendship

This simple activity is a way to talk about friendship with your TCK. Making new friends on the field can be hard. It takes time and often takes becoming “part of the culture” before one is accepted. It can be hard for us as adults to not have local friends in the initial season we are living in the field, or even for many years while living on the field. It is even harder for children to not have friends. Research shows that one of the core needs for children to be resilient is to “have supportive friends”.

How can we help our children with this core need?

1. Help them with integrating into the local community: see if there is a sports program they can participate in or a local park or area where other children play and go there regularly. Invite neighbors with kids over to play, or have a meal (based on what is appropriate culturally), help them with language learning so they can communicate with other people their age.
2. Help them to keep in touch virtually with friends, especially with other TCKs. In the initial season of assimilation children need a safe place. While it is important for them to invest in creating local relationships, it is also important for them to not feel alone. Speaking to friends can help with this loneliness.
3. Talk about it! This exercise can help you have a conversation.
4. Pray for friends. Pray with them daily for at least one faithful, kind friend.



Friendship

How does this activity work?

1. Begin by **printing** out the outline or if you don't have a printer draw a simple outline for them, or they can do it themselves.
2. Start by asking: "What kind of friend would you like to have?" What are the qualities that are important to you in a friendship? **Allow them to write down everything that is important to them outside the figure** without correcting or minimizing their feelings.
3. **Ask questions:**
 - a. Why is this quality important to you?
 - b. How do you think we can find a friend who likes sports?
4. When they have finished start on the second stage. Ask them to **write inside of the figure what kind of friend THEY should be?** Ask them to write down what kind of friend they think they should be. What can they do in order to be a good friend? The kind of friend that people want to get to know. Don't criticise or minimize what they say. Encourage them for thinking of qualities that they want to show. However, if you know things that are culturally inappropriate or more culturally appropriate, encourage those qualities instead:
 - a. "I noticed that children here don't give hugs very often. How do they greet each other? Have you noticed?" This is just an example question to help them reflect on culturally appropriate ways of interacting which may help them make friends easier.
5. **Ask questions**
6. It can be helpful if the qualities that they wrote for what kind of friend they want are too many or too specific to ask them to circle the qualities that are the most important to them. You can explain that while we can have an ideal friend, and even pray for that type of friend, that people are still learning and growing and may not have all of the qualities that we desire. For this reason it might be helpful to pick the qualities that are the most important (you might help them with this selection).
7. **When they are done pray together.** Hang the picture somewhere in their room and begin to pray together daily. Pray that God will bring them the kind of friend that they are hoping for, but also that they can be the kind of friend that they need to be.
8. **Help them notice when a local child shows one of the qualities that they said were important.** For example: if they wrote "nice" and a child is nice at the playground, you can say, "That boy was very nice to you this morning. That is something that we have been praying for."