

Team Training Session

It's exciting that you've got to this point of your trip preparations. This guide should help you successfully navigate through leading a Team Training Day that prepares your team for what's ahead.

Whilst you have hopefully been meeting regularly as a team in the lead-up to this, a Team Training Day is vital to help the team prepare themselves for all that they will experience during the trip. It is important to acknowledge that people may come to this day with lots of different emotions. Assuring them that this is OK at this stage is key. Hopefully, by the end of the day they will feel less nervous about their trip.

It is anticipated that this training session would need a full day to unpack fully. Below is a proposed timetable. This can be adapted to the needs of your group but do ensure you give enough time to explore each of the sections.

10.00-10.30 – PART 1: IN HIS HANDS

5 mins	Outline of the day
15 mins	Worship
10 mins	Icebreaker

10.30-12.00 – WHAT IS POVERTY?

15 mins	What's in your hands?
45 mins	What is poverty?
15 mins	Family of Five activity
15 mins	Voices of the Poor activity

12.00-1.00 – LUNCH

1.00-1.10 – ENERGISER

1.10-2.00 – WHAT IS CULTURE?

15 mins	Cultural Iceberg
10 mins	Hot and cold climate cultures
10 mins	Engaging with a new culture
15 mins	Personal challenges and safeguarding

2.00-2.15 – BREAK

2.15-3.30 – SEEKING WISDOM



30 mins	Diamond activity for 10 Tips
15 mins	Personal reflection
15 mins	Creating your profile
15 mins	Writing to your partners
15 mins	Reminders

3.30-4.00 - PRAYER TIME

The majority of this has been structured with notes to help you steer your group through the day. At certain points throughout the session, a script is provided to help ensure the key information gets across to the group. This information is presented in italics. You will also need to edit and use the accompanying PowerPoint presentation throughout the day.

Please note: slides with highlighted text will need editing before the day. Create and use a separate worship PowerPoint slideshow or the slide references will be out of sync.

Team Training and Team Orientation

This Team Training Day is all about the bigger picture of your trip – the whys and hows of good practice.

The Orientation Day is more about the practical nitty gritty of getting ready for your trip – please see Team Orientation Day resource.

Each is split into four parts of between 60 and 90 minutes.

In this Team Training session, we suggest the following focuses:

Part 1: Welcome and worship – setting the spiritual tone for the trip

Part 2: What is poverty? – learning from those with different life experiences

Part 3: What is culture? – preparing for the joys and the challenges

Part 4: Developing wisdom – learning from good international development practice

What we've provided is what we think will prepare your team in as holistically a way as possible.

But feel free to adapt the plan, resources and timings so your Team Training Day is most helpful to your group and to the destination you're heading to.



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Learning Aims

- Feel more inspired and committed to trip
- Get to know your Participant's Journal (PJ), chance to reflect
- Understand that the way they think about poverty and culture will affect how positive their impact is
- Feel mentally better equipped for their trip

Part 1: Welcome and worship

Setting the spiritual tone for the trip

As they arrive:

- Here's your journal / pack of sweets / pen / chewing gum etc
- What's this a picture of?

Welcome and Introduce the Journal (Slide 2 | J.01-03)

Welcome the group to the Team Training Day.

Explain to them that there are four parts to the day:

1. Enjoy the journey
2. Take care of yourself
3. A few words of advice
4. No 'I' in team

These relate to the corresponding section of the Participant's Journal. To make the most of the day, you should make sure everyone has a copy of this to reinforce the points you will be covering.

Share with the group that this is an exciting opportunity they have ahead of them. It's an opportunity to grow in their relationship with God and those around them. It may feel uncomfortable at times, but that's exciting as it means they will grow.

Explain that throughout this first session you will be unpacking your understanding of poverty and thinking about what you may encounter during the trip. But to start with, you're going to look at yourselves.



ABC: Aims, Breaks, Caretaking

Take notes on J.05

Learning Aims (Slides 03-04)

Go through these, highlighting the importance of the day so the team have high expectations for what they will learn. Make reference to the Team Orientation Day too, in terms of comparing how it and the Team Training Day differ in terms of content.

Breaks and Timings (Slide 05)

Take them through the plan and timings for the day so they know what to expect.

Show them the slide which gives a run-down of when lunch and drinks / comfort breaks will be.

Caretaking – Additional useful info (Slide 06)

If you're not in a normal venue (or if you are but there are visitors in your group) let them know the fire safety advice, location of toilets, any other important information regarding the venue.

Your Participant's Journal (Slide 07)

Instruct them to make it their own by completing page 1 and then reading pages 2/3.

Worship songs / reflective music (Slide 10)

Ensure you have created and use a separate PowerPoint slideshow or the slide references will be out of sync.

Begin with a time of worship together to thank God for:

- bringing you here
- preparing the way for your trip
- all that you will learn and discover during your travels

If your group is comfortable, you may wish to begin with a period of sung worship.

Icebreaker selection (Slide 11)

Icebreakers are a great way of getting to know people better. Whether the group are already familiar with each other or not, during your trip you're going to get to know each other a whole lot more, so it's good to encourage the group to bond. Here are a few different icebreakers to get you started – pick one or two from the list below or use one of your own:



- **Getting to Know You:** Split the group into pairs and get them to tell each other their name, where they are from and three interesting facts about themselves. Then ask each pair to introduce each other to the group.
- **Silent Order:** Ask the group to stand side by side in a line facing you. Then ask them, in silence, to arrange themselves into height order. This shouldn't be too difficult to do in silence. Then get them to re-order themselves into the following (each of these should get progressively harder to do in silence): alphabetical order of their first name, their birthday, how far away they live from today's venue.
- **Question Web:** Throw a spool of string around the group - start off by asking someone to share something common about themselves (something that at least one other person in the group shares, but not everyone!). Then, unravelling enough string to keep hold of, they throw the ball/spool to another person who shares that characteristic/experience. Then ask them to share something else about themselves and repeat the process. Encourage people to be creative (avoid repetition) and keep going until everyone is holding the string. This will help show the group how much they have in common despite all their different situations, tastes and experiences.
- **Packing List:** Get into a circle and ask them to go round and say the phrase 'I'm going on a trip to X and I'm going to bring ...', each adding a new item to their list. The next person then repeats the list so far, adding their own item at the end. Doing this in alphabetical order may help make it easier to remember, but the items don't necessarily have to be useful things for the trip (and will probably be funnier if they're not!). Keep going until you get to the end of the alphabet, or until it becomes too difficult to remember.

From the dust (Slide 12 | J.06-07)

Ask everyone to turn to Psalm 113 in the Bible (or distribute printouts of the passage) and read this psalm quietly to themselves. They can also find the passage in the Journal (see page reference above).

Then ask people to read out a verse or section which resonates with them ahead of this trip. It doesn't need to be in order and it's OK for verses to be repeated. Allow space for people to discuss and claim these verses for themselves and on behalf of the group, and also to write responses in their journals.



What's in your hands? (Slide 13 | J.08)

The aim of this exercise is to establish and acknowledge each team member's hopes, fears and expectations for the trip. There may be lots of positive feelings, excitement, anticipation, but also anxieties and concerns about the trip. Allow the group to verbalise these feelings and be sure to acknowledge these.

Ask the group to break into twos or threes to consider these questions:

- *What are you taking with you?*
- *What would you like to bring back?*

There is space in the travel guide to write these down. If the group is comfortable, ask them to write their responses on sticky notes / flipchart paper and display these around the room. Give the group time to then walk around and see what each other has written. This will help them see that others may share their fears as well as their excitement. These could also be helpful to look back on during the debrief session, so do keep them to refer back to then.

Bring the group back together and discuss: it's important to acknowledge that each person may be experiencing lots of different feelings at this stage. There are no right or wrong feelings as we are all different. People may be apprehensive of the unknown, excited about the adventure, anxious about time away from family and friends. Encourage the group, validate that these feelings are normal and OK.

Read John 14:26 (NIV):

'But the Advocate, the Holy Spirit, whom the Father will send in my name, will teach you all things and will remind you of everything I have said to you.'

Holy Spirit prayers

Finish this time by praying for your group: for all that you will each see of God today and throughout your trip, and for God to use you for his purpose and glory.

Part 2: What is poverty? (Slides 15-16 | J.09)

Learning from those with different life experiences

Share and discuss as a team.

Before an overseas trip, it's helpful to begin thinking and engaging with current issues surrounding poverty and the group's understanding of this. You may already



have been exploring this as a group, which is great. But whether you've already explored this or not, this section is really important to get the group thinking about their preconceptions and how this will inform their actions and interactions during the trip.

In this section the team will grapple with the following questions:

- What is poverty?
- What does it look like?
- What does it feel like?

Ask the group to spend a couple of minutes individually thinking about how they would define poverty. They can record this in their travel guide if they wish. After 2-3 minutes encourage them to get into groups of two or three and create a group definition. Ask the groups to write their answers on flip-chart paper and feedback to the wider group. If you can, you may want to display these around the room.

Shalom /The perfect life (Slide 17 | J.10)

Read passages from Genesis 1:27-31 and Revelation 21:4 (NIV):

"He will wipe every tear from their eyes. There will be no more death" or mourning or crying or pain, for the old order of things has passed away.'

The following should be delivered by you to the group. Feel free to adapt this to come across more naturally, but do ensure that all the information below is shared.

Bryant L Myers is a leading Christian development thinker who believes the best place to look to understand poverty is the Bible. Let's start at the beginning of creation and have a look at how God intended life to be:

Genesis 1:27 says, 'So God created mankind in his own image, in the image of God he created them; male and female he created them.' God created us in his image to be in relationship with him. His desire for us is to live life to the full, wherever we live in the world.

Myers argues that we are created for four key relationships, the most important being with God; and then out of our relationship with him flow three other key relationships:

- *Relationship with SELF*
- *Relationship with OTHERS*
- *Relationship with the rest of CREATION.*



Breakdown in Relationship

But then, as we see in Genesis chapter 3, Adam and Eve disobeyed God and as a result our relationship with God was damaged. This relationship is still there today, but it is weaker. Some people don't acknowledge God at all, and even as Christians we don't always reflect him in the way we live.

Because the other three relationships (with ourselves, each other and the rest of creation) flow out of our relationship with God, when our relationship with God got damaged, so did everything else. And we see the effects of this all around us today.

Use the following examples to help prompt or support the discussion if necessary:

- SELF: Because our relationship with ourself is damaged, we may not always love ourselves or realise our worth as a person uniquely made in the image of God.
- OTHERS: Because our relationship with others is damaged, we don't always love others as we should, and people face daily hurt and discrimination.
- CREATION: Because our relationship with the rest of creation is damaged, we don't always care for our world, resulting in pollution and damage.

(Slide 18)

In light of that, Myers defines poverty like this:

'Poverty is the result of relationships that do not work, that are not just, that are not for life, that are not harmonious or enjoyable. Poverty is the absence of Shalom in all its meanings.'

Poverty exists therefore because these four relationships are damaged.

At this point check the group understands what 'Shalom' is. This is a Hebrew word meaning: peace, harmony, wholeness, completeness. Shalom is more than just simply peace; it is a complete peace. It is a true feeling of contentment, completeness, wholeness, wellbeing and harmony.

Ask the group for their reaction to this. If this is a new idea for them, then ask them what about this would match with their understanding and experience of poverty. If the group has already been journeying through this as part of their preparation, ask if and how it has changed their opinion about the reality of poverty as a result.

The results of this can be seen in a whole manner of different ways in our communities and in those you will be visiting.

¹ *Walking with the Poor* by Bryant L Myers



WATCH (Slide 19) A short video produced by Tearfund which explores this further:
<https://www.youtube.com/watch?v=U5qig9HIJ7k>

What's important to remember, then, is that we are all poor in some way because we are all not experiencing these four relationships in the way that God intended.

DISCUSS (Slide 20) Ask the group for their reactions to this. Can they recognise the poverty in their own lives?

This will need to be handled sensitively. The aim here is not to make people feel bad. But acknowledging this can help to remove any sense of superiority over the people you will be visiting and approach the trip with a humble attitude of learning rather than helping (which we will unpack more later).

But at the same time it is important to remember we are also equally loved and valued by God.

Separate lives (Slide 21 | J.11)

List the ways the following passages talk about separation, poverty:

- Genesis 3 (initial separation)
- Genesis 13:5-12 (Abraham and Lot)
- Genesis 16:-6 (Hagar and Ishmael)

Ask the group: *Where can you see examples of this separation in your own lives, community and world?*

Family of Five activity (Slide 22)

To prepare for this activity: print out enough coloured copies of The Family of Five activity PDF in advance, cut out and separate all the sections of the pie chart and distribute these between smaller groups. One pie chart per group.

It's important to help the group recognise and make sense of the causes of poverty and understand that poverty is much more than a lack of material things. However, whilst on an overseas trip material poverty will likely be the most evident and striking to you. This exercise will help the group think more about the challenges those living in material poverty face.



Divide the group into two. Explain to the group that we are going try to put ourselves in the shoes of people who live in poverty and consider the challenging decisions that you must make when you are living on very little money.

Present the scenario to the group:

Here is a family made up of mum, dad and three children. Mum can't work because she needs to stay home to look after one of the children who is unwell. Therefore Dad is the sole breadwinner and he brings in £75 per month. Life costs more than that per month so you're going to have to choose what to spend your money on.

NB. This information is taken from data collected about families living in a slum in Nairobi, Kenya. So this is the reality for many families.

- Schooling – This is the cost of school fees (per child) – it doesn't include books, uniform etc.
- Basic household items – eg soap, bedding/blankets, cooking utensils, detergent, hygiene products

Give them a few minutes to come to a collective decision on how they will use their money.

Ask each group to feed back about the choices they made and why they came to this decision. Was there agreement, or did different members of the group have different priorities?

The purpose of the exercise is to get a small insight into the challenge of living in material poverty. Hopefully it will highlight the impossible choices people have to make that have far-reaching and serious consequences, such as having to choose between paying to feed your children or sending them to school, or whatever choices your group wrestled with. Also remind the group that poverty goes beyond the material, and this is something you are going to explore together during the next activity.

Levelling the playing field (Slide 23 | J.12-13 (p13 optional))

Give the group a chance to go through these pages and write their responses to the questions individually. They can always come back to these pages at a later time if there is not enough time to read and reflect on it properly.



Voices of the poor activity (Slide 24 | J.14-15)

To prepare for this activity: Print off the downloadable PDF and place each quote around the room.

We have talked about what you think poverty is and had a small glimpse of what it can be like practically for families who live in poverty. But what does poverty feel like?

During the 1990s, the World Bank asked more than 60,000 poor people from more than 60 poor countries the question, 'What is poverty?' Their answers have been put into a three-volume book called *Voices of the Poor*².

We have printed out some of the answers that were given by those considered poor. They are spread out the room.

Walk round and read the answers that were given. Spend time thinking about these. Stand by the one that resonates with you the most.

Points to help discussion:

- Why did you stand by this one?
- What particularly stood out to you and why?
- Did anything surprise you?
- How is this answer different from the answer you gave to 'what is poverty'?

The group has now looked at what they think poverty is and explored what it can be like practically for families to live with material poverty. You have also looked at poverty from a biblical point of view. This section will get the group thinking about what poverty feels like.

LUNCH BREAK (Slide 25)

¹ Naraya, Deepa; Patel, Raj; Schafft, Kai; Rademacher, Anne; Koch-Schulte, Sarah. 2000. *Voices of the poor : can anyone hear us ?* New York : Oxford University Press. <http://documents.worldbank.org/curated/en/131441468779067441/Voices-of-the-poor-can-anyone-hear-us>



Part 3: What is culture? (Slide 26)

Preparing for the joys and the challenges

Energiser: Would you rather? (Slide 27)

Start with a quick energiser to get everyone focused again after lunch. Here are a couple of suggestions, or feel free to use your own.

Ask the group a series of 'Would you rather' questions, getting them to move to one side of the room or the other depending on their answer – ensure you point and allocate which side is for each answer for every question.

Here are a few to get you started:

- Beach holiday or ski holiday?
- Chinese takeaway or Indian takeaway?
- TV or book?
- Comedy or drama?
- Dogs or cats?
- Shower or bath?
- Football or rugby?
- Savoury or sweet?
- Get up early or stay up late?
- Town or countryside?
- Super strength or the ability to fly?
- Electricity or running water?

Link this icebreaker to the next part of the day which focuses on culture.

Wherever you are visiting, it is important to acknowledge the beauty as well as the poverty of every situation. In your local community there will be examples of both, and this is true of any community you will visit as well.

Therefore it is important to make sure as a group you look out for the good and the bad; what people have as well as what they are lacking. While you are likely to be confronted with a number of different examples of poverty (material and otherwise), you will witness a lot of richness too. If not materially, then this may be in terms faith, family, relationships and culture.

It is this that we are going to explore now ...



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Your Cultural Iceberg (Slide 28 | J.16-17)

Encourage the group that whilst on this trip we are there to learn. It's important throughout the trip to remember what you explored earlier; that we all experience some form of poverty. Our poverty may look very different, but it is still there. This trip can be an amazing opportunity to learn from each other and embrace our mutual brokenness. We are not there to 'save the day', but to learn.

An Iceberg (Slide 28)

Explain to the group that understanding a new culture can be like looking at an iceberg. From above the water you may only see 20 per cent of the iceberg; it's the same with culture. Often you can only easily identify a small number of the customs, values and beliefs. It's only by engaging with local people, observing and asking questions, that you find out more. Create your own example of this by adding ideas to the slide and reflect the seen and unseen characteristics of your culture.

ACTIVITY (Slide 29): As a group, use a big sheet of paper to draw your own iceberg. Imagine you are preparing to explain your local culture to a group of friends coming from a different country. Use the prompts and areas on the PowerPoint presentation to direct this activity. The idea is that this should help the group think about how our culture is made up and how other cultures may differ.

Hot and Cold Climate Cultures (Slide 30 | J.18-19)

The book Foreign to Familiar by Sarah A Lanier states that there are broadly two types of cultures: Hot and Cold. There are significant differences within these two types of cultures. Understanding these is a helpful way of learning more about the culture you are about to step into.

Introduce the following characteristics of Hot and Cold cultures to the group:

<u>Hot Climate Cultures ...</u>	<u>Cold Climate Cultures...</u>
<ul style="list-style-type: none">• Are relationship-based and have an abundance of time.• Communication = indirect, it must be friendly.• Group-orientated culture.• Inclusion is key. Everyone is welcome always.• Hospitality is spontaneous.	<ul style="list-style-type: none">• Are task and time-orientated.• Communication = direct, this shows respect for the person's time.• Individualistic culture.• Privacy is key. Space and time for yourself is important.• Hospitality is mostly planned in advance.



According to this, the UK would be best described as a Cold climate culture. It's highly likely that most western cultures fall into this category. There are of course a few exceptions to this rule.

QUESTION: Ask the group where they think they fit in. If you have people who grew up in different areas or countries, it may be useful to unpack any similarities or differences related to each person's experiences.

Explain to the group that these are generalisations and not everyone within these two different types of cultures may behave the same. However, it can be a helpful guide to understanding more about the differences that can exist.

As your group is likely to be visiting a Hot climate culture, you will see a number of differences from our culture here in the UK. It's important to remind the group that 'It's not wrong – it's just different'. Encourage them to hold this in their mind throughout the trip.

Give the group a moment to look at the questions and mark the scale in the PJ on page 19.

Engaging with new culture (Slide 31 | J.20)

ACTIVITY: Ask the group to briefly think of any different cultural norms from around the world that they know of.

Examples could include: eating with hands or other types of cutlery, greeting others with a set number of cheek kisses (in France, Argentina and Brazil), greeting with bows (across Asian nations), slurping while eating ramen (in Japan), kneeling / lying face-down to greet elders (in Nigeria, Yoruba people) etc.

Here are a few suggestions of ways the group can learn more about the new culture that they will find themselves in in a few weeks:

- Observe
- Learn with a humble attitude
- Do not judge or criticise, or laugh at things you don't understand
- Do not guess what something means, but ask questions and see if you can learn
- Be sensitive and watch carefully
- Be willing to accept the cultural mistakes that you will make



At this point, share any information from your hosts about the culture you will be visiting and things to be aware of.

Also mention that this advice isn't only relevant for the duration of the trip. This is just as important to remember once you get home, as sometimes it is harder to adapt back into your own life/culture/routine than it is to visit somewhere new. This will be explored further during the debrief session.

Culture shock (Slide 32 | J.21)

Share with the group that some people may experience what is known as culture shock. This is a struggle to adjust to the new culture that you find yourself in. This can be a perfectly normal response to arriving in a place that is very different from where you live. The key messages to share with the group are:

- *Don't panic if when you arrive you find yourself a little restless, anxious or homesick.*
- *Talk to those around you about how you are feeling. People can only help you if they know you aren't doing so well.*
- *Be kind to yourself if you do experience a struggle in adapting. It can be a normal part of the process. Just be sure to be respectful of the culture and make an effort to learn and understand what is happening and why.*

LEADER'S NOTE:

Here are a few suggestions in how to support those experiencing culture shock:

Give space for them to talk: Be sure to validate their feelings and encourage them that you are there to help and support them.

Don't leave them alone: It's often helpful to encourage the individual not to isolate themselves. Spending time with others can help alleviate the effects of culture shock and distract them from how they are feeling. See what the individual feels they can manage, but try not to leave them on their own.

Encourage them that it will pass: This will often be a short adjustment period, depending on the length of the trip. Encourage them to engage with the 'now', as the trip will not last long.

Get them involved in what the group are doing: Find a manageable task for the individual to do. It's important to still feel part of the team when experiencing feelings of culture shock.



Personal challenges (Slide 33 | J.22-23)

QUESTION: *Break into twos or threes and discuss whether you are concerned about adapting to the new culture you will find yourself in. What will you put in place to help yourself deal with this?*

The pairs may wish to commit to keep each other accountable and check in with each other throughout the trip to see how they are doing.

As a group ask for feedback. If anyone has experienced any form of culture shock before, it may be helpful for them to share how they dealt with this.

Safeguarding notes (Slide 34 | J.24-25)

See pages 44-45 of the Leader's Guide for reference and ask the group to answer the questions in their Journals.

They may want to discuss this together as a group afterwards. Make note of anything you're unsure about. If you have any concerns or questions regarding safeguarding, talk to your corps officer, your DHQ or the THQ Safeguarding Unit. You can also consult The Salvation Army's Safe From Home guidelines available from the THQ Safeguarding Unit on 020 7367 4772 or safeguarding@salvationarmy.org.uk.

Part 4: Seeking Wisdom (Slide 35)

Learning from good international development and spiritual practice

Diamond activity for 10 out of 12 tips (Slide 36 | J.110 – Appendix 1)

To prepare for this activity: download and print out the Diamond activity for 10 tips PDF. You may wish to cut out the smaller cards from the first page or use the individual pages of each tip.

The reason only the first 10 tips are included is because tips 11 and 12 are more about what happens when you're back from the trip.

Explain the instructions: The group can each get given a tip to read out loud before they begin the ranking process. If there is time, they can take turns reading out the listed bullet points under each tip heading.

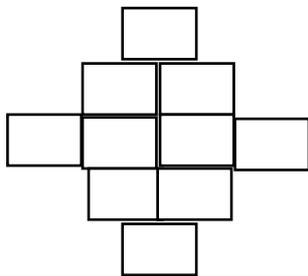
If you're short on time, however, have them just read out the main tip by itself. They must then work together to rank all 10 tips by placing them in order of importance to form a rough diamond shape (see example image on the next page).



- The most important tip at the top on its own
- Next two important underneath the top tip
- The four with 'average' importance form another row below
- Two lower ranked tips go under the row of four tips
- The last and least important tip goes at the very bottom

Number of tips per row:

- First row: 1 tip (most important)
- Second row: 2 tips
- Third row: 4 tips
- Fourth row: 2 tips
- Fifth row: 1 tip (least important)



Once they are happy with their diamond, they need to discuss why they've ranked them this way; but the point is that they're ALL important to apply on a trip.

Personal reflection (Slide 37 | J. 26-27)

Stay on this slide as they each individually ponder the questions shown, which reflect the questions in their Journals. Encourage them to spend some time filling in their Journals between today, the next time you all gather (whether that is for the Team Orientation Day or otherwise) and the final few weeks leading up to the trip.

You may want to give a quick recap of what was covered in the Team Training Day to jog their memory, eg Bible passages, poverty, culture, the sticky notes and things displayed around the room from activities, any key discussion topics etc.

Creating your profile (Slide 38)

Think about how you may want to exchange names and profiles of team members with your partners, and perhaps plan to take a team photo at the end of the session or another time you're next all together. This will allow your partners to get to know you ahead of meeting in person.



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You may want to ask everyone in the group to send you a suitable photo of themselves to go on their profiles, or perhaps you may want to create a video of each person introducing themselves and co-ordinate filming these clips. Ensure your partners are equipped with the right devices and/or internet connection to watch the video if you do film one.

Ask your partners for any appropriate photos and information about key people and locations or venues, so that you can start to pray for them and the everyday mission they are already involved in.

This sharing of profiles about yourselves, and receiving the same from real people you'll meet, may also reinvigorate members of your team and corps in their preparation and fundraising.

Write to your partners (Slide 39)

It might be nice to send something physical to your partner community in advance of your arrival, letting them know you've been praying for them by name and for the projects they're working on.

Three months should be enough for mail to be delivered even if the community is remote. Ask your partner whether this would be appropriate.

Rather than buy a card, why not ask one of the more artistic members in your group to make one, to add a personal touch? Perhaps include Bible verses and prayers that have been on your hearts. Get the whole team to sign it.

Your partners will no doubt appreciate the effort you have made to say: 'We'll be with you soon, and we're looking forward to being with you, learning from you and serving you where we can.'

If possible, it's also worth considering having someone translate your messages into the local language of your partners.

Reminders (Slide 40 | J.27)

Summarise any important actions that need to be done in the coming few weeks and have everyone make note of these in their Journals.

Ask the group if they have any final questions at this point before ending the Team Training Day with a time of prayer and committing to God the rest of all the planning for the trip, the fundraising and the team members.

