

*Perspectives on the World Christian Movement*  
**Cross Cultural Investigation through Interview/Cultural Exchange**

July 25, 2007

**Certificate Students Only**

**I. Introduction**

This project will help students taking the *Perspectives* Course to personally interact with someone from another culture and envision the possibilities of reaching the world at our doorstep.

**II. Goals**

With the completion of this project, the *Perspectives* student will:

1. Conduct one interview with a person from another culture (preferably someone from a part of the world that has many unreached and least evangelized peoples, who is not a Christian, and has been in Canada for only 1 to 2 years) and write a strategy paper drawing on the interview experience and insights. The goal is not to evangelize, but to engage someone from another culture and envision what might be done to reach the group they represent locally.
2. Adopt the learner role in the interview process and seek to understand the elements of the international student or immigrant's culture and worldview.
3. Learn how to connect with an international student or immigrant as well as understand the importance of reaching internationals with the gospel.
4. Envision a ministry that draws upon the things learned in *Perspectives*.

**III. Facilitation**

1. The *Perspectives* Coordinator(s) will explain the project and answer students' questions about it after lesson four.
2. Students will be directed to a nearby campus or other locale to conduct interviews.
3. Some preliminary research on where best to meet internationals is necessary.

**IV. Conducting Interview/Cultural Exchange**

1. Invest some **time in prayer prior** to asking an international student or recent immigrant for an interview. Though the focus of the interview is not evangelism, but you may be sowing seeds for the gospel just through your interaction. Ask God to give you sensitivity and open communication.
2. Clearly state that you are **coming as a learner**. Explain the interview process. Indicate that this is part of your requirements for a class examining differences in beliefs, values and behaviors of people from different cultures.

3. Choose an international student or recent immigrant that can understand and speak English well but whom has recently moved to Canada. All interviews must be done with a **person of the same gender**.
4. All questions during the interview should be done in the **context of conversation**, not in a clipboard clinical manner. Take notes on the ideas behind the questions and nonverbal communication, as you will need to turn in interview notes with your paper. The more natural and relational the interview, the better the responses will be. Familiarity with the questions prior to the interview will be helpful.
5. Get answers to at **least 4 questions** out of **each section** in part VI **“Questions for Interview/Cultural Exchange”** with your international student or recent immigrant. Ask ahead of time how much time he or she has for the interview. It will usually take about an hour to conduct a good interview, although it an adequate interview may be done in 30 minutes minimum. To cover more of the questions, you will need more time. Prioritize your questions. Enjoy a long conversation if you can! Most internationals will be delighted that you are interested in them and will be glad to spend the time. [But you need to keep focused or you will not finish the interview process before you run out of time.]

## V. Summarize and Strategize

Consider this scenario: On your college campus or in your community are hundreds, maybe thousands of international students or recent immigrants from all over the world. They have come to Canada to study or live, but they want to meet Canadians and learn about Canadian culture. Sadly, few international students or recent immigrants will ever realize this hope. You can change that. Not only can you bless those that have voluntarily come to this country, you can potentially impact God’s Kingdom as a result!

Your assignment is to develop a strategy for reaching international students or recent immigrants similar to the one you interviewed. Drawing on insights from your interview as well as from what you have learned in *Perspectives*, **develop a plan for implementing a ministry to meet their felt needs as well as mobilizing other believers to reach out to them.**

**Your strategy paper must have two parts:**

### 1. Summarize the interview: 1 to 2 pages (in addition to your interview notes)

- Describe your overall thoughts and impressions from the interview. What surprised you? What met your expectations? How has this experience helped to understand how to connect with people of other cultures?
- Turn in your interview notes along with your paper.

### 2. Envision a ministry to internationals: 3 to 4 pages

- Envision starting an international student or recent immigrant ministry. You will be graded based on thoroughness of ideas regarding the development of ministry outreach using insights from the interview.

- Give a rationale for international student ministry or ministry to recent immigrants in Canada. Why is it important to world evangelization and the completion of the Great Commission? How might you mobilize people to reach out to internationals?
- How would you encourage others to be involved in meeting specific needs of your target group?
- What are some way you would try to develop relationships between international students or recent immigrants and Canadian friends?
- Integrate 2 or 3 *Perspectives* concepts into your strategy, giving clear references to the source. Formal citation is not necessary. You will be graded based on your thoughtfulness and creativity of application.

**Total: 4 to 6 pages double-spaced, 12-point font, 1 inch margins (plus interview notes)**

Grades are not based on writing down correct answers, but rather on well-reasoned application of concepts found in *Perspectives*. The above guidelines given above are designed to stimulate your thinking. Be creative.

If you use sources outside *Perspectives* to enhance your project, you need to cite them in your paper.

This project is for certificate students only. If a credit student completes it, he or she will also need to complete the People Group Research Paper to meet the requirements of our credit granting institutions.

## **VI. Questions for Interview/Cultural Exchange**

### **A. Personal and Cultural Background**

*Notes for interviewer: Goal of Section – The first part is to learn some overall information about the people group. The second is to understand influences that have shaped their perceptions and differences in expectations. Other interviewer notes will be in italics throughout the questions.*

1. What is your name? How long have you been studying English? How do you say “Hello” in your language? [Be vulnerable and try it!]
2. What other languages do you speak? What language do you speak in your home?
3. Why did you come to Canada? [Be sure to welcome them!]
4. What country are you from? What part of (country) is your family from? What is it like there?
5. In many countries there are many groups with distinct cultures [language differences, different foods, different customs, etc} that make up the population. Does your family represent any particular ethnic group?



## B. Generational Information.

*Notes for interviewer: Goal of Section – Compare the generations in the importance placed on family versus peer group. Who holds the most influence in this person's life?*

1. In (country), what differences did you see between your generation and your parent's generation? (or between yours and your children's generation – *if interviewing older people*).
  
2. Are you the first generation to come to Canada? If not, how many generations ago did your family come to Canada?
  
3. Let's talk about decision making in your family. As a Christian, I am taught to love, honor and obey my parents. In Canada many families make decisions through open discussion between generations. How does your family make decisions? For example, how was the decision made for you to come to Canada and how was your family involved?
  
4. Unless they have a family business, most Canadians do not have the same occupation as their parents. For example, I am [or want to be] a (occupation) and my parents are (occupations). May I ask what your parents' occupations are? *If student seems open, ask about his or her family's economic situation. It may be a touchy subject, so be sensitive.* What do you want to be?
  
5. In Canada most people marry a friend, someone their family knows, or someone introduced to them by a friend. In (country), who decides who you will marry? How do you think your children will choose theirs?

6. Let's talk about family responsibilities. In Canada many parents do not wish to live with their adult children and/or adult children do not wish to live with their parents, but we are responsible for our parent's care as much as possible. We also try to choose someone in our family who will take care of our children if we die while our children are young. What are the responsibilities of the family members to one another in (country)? What are your specific responsibilities? How does being in Canada change your responsibilities?
  
7. My religious practice is Christianity. This is the (same/different) from my parents. What are your parent's religious practices? What are yours?
  
8. In Canada, each generation can has a distinctive set of values, but many values remain the same within families. Does your family have different values between generations? If so, which ones are different? The same?
  
9. In Canada we value a good education but also we honor high achievers who succeed without an education who learn as they live out their lives. We value those who can make something of their lives out of nothing or out of a poor, humble beginning. How important is an education to you and your parents? How important is achievement as a part of learning to you and your parents?





