

Books and Videos about Moving and Crisis: An annotated Bibliography with notes of how these books can be used with adolescents.

The following is an annotated list of books that concern moving and similar crises of family life. It is by no means comprehensive, but based on books from my own shelves. Most should be accessible through local booksellers. Some have landed on my shelves and I do not now know *how* I got them. Regardless, I have found each valuable in talking with children, adolescents, and adults about transitions and realities in these situations.

If you work with adolescents or adults, you may wonder why the bulk of these are CHILDREN's books. I discovered many years ago that children's resources are often great tools for working with adolescents and adults (see the idea of Bibliotherapy). People are often caught off guard when they are faced with a lesson from a children's book. They expect to entirely disregard the material as below their developed selves. However in that unexpected moment, they often find messages that touch them in a hidden part of their soul. If you are unsure of this phenomenon, some weekend poll the adolescents and adults in your chapel; ask them about the content of the Sermon and the content of the Children's Sermon. Odds are pretty good that they can tell more about the message that was for the children!

I hope that this guide will be useful for you and the adolescents in your life and chapel!

Please note that Third Culture Kid (TCK) refers to individuals who are raised by parents who are in Military, Missionary, Diplomat, Corporate, and other highly mobile lifestyles.

As you read this list, you may think of other books or resources that should be on this list. Please email me about the book so that I can include it on future editions of the list. You can contact me at: rebecca.a.powell16.civ@mail.mil.

1. Addicted to Love

- 1.1. This movie is appropriate only for adults or university students the language and content are not for younger individuals.
- 1.2. Matthew Broderick and Meg Ryan are seeking revenge for being jilted by former lovers.
- 1.3. One character is French living in New York. He likens himself to Superman.
 - 1.3.1. You're French. Do you miss it? Do you ever get lonely for your own country?
 - 1.3.2. I was never so much French since I've been here. You know Superman? I am Superman. And France was like Krypton. On Krypton everybody is Superman. You make a nice sauce. Everybody make a nice sauce. You say hello to a nice woman with your French accent and everybody says "Hello!" But here on earth, I the moment I arrived I knew this was the place I had special powers. I talk about my little town and the bankers open their checkbooks and say "How great, charming and exotic you are, Anton." I could read the phonebook to a woman and they become hypnotized...."
- 1.4. The idea that living in a land that is not your passport country or speaking a language that is not your first language has certain challenges, but it does have benefits such as being perceived as special and exotic.

2. An Affair to Remember

- 2.1. Cary Grant and Debra Kerr (1957) portray two people who meet on a ship. As part of the movie, they visit his grandmother. Cary Grant describes his character's grandfather saying he "was in the diplomatic service. They traveled all over the world." The grandmother lives in France but speaks multiple languages and is of unnamed national origin.
- 2.2. The grandmother describes Cary Grant's character as always being "attracted to the place he has not been, the girl he has not met."

3. Among Worlds, www.interactionintl.org.

- 3.1. This is a quarterly magazine targeted for Adult TCKs.
- 3.2. It is a slick and professional design with articles by TCKs and resources for TCKs.
- 3.3. The September 2005 issue focuses on Cultural Marginality. Each issue focuses on a particular topic.

4. Barrett, Joyce Durham, Willie's Not the Hugging Kind, Harper Trophy, New York, 1989

- 4.1. Willie is about 8 years old and has quit letting his friends and family hug him because of pressure from a friend. However instead of feeling grownup like his friend says, he finds he misses being hugged. In the end, Willie decides that he needs the hugs and that growing up does not mean giving up hugs.
- 4.2. Many children and adolescents today get pressure from friends and culture to be cool. For some it is giving up appropriate touches and hugs from family for other the pressure is to engage in inappropriate touching (sexual behavior). Regardless of the pressure, it is important for children and adolescents to hear that everyone needs appropriate contact with other people.
- 4.3. Hugs are particularly important in times of stress, such as transition. Encourage parents to give their kids hugs regardless of how old they are particularly if things are tough.
- 4.4. Use this book in youth group and have a hugathon (play a game to see who can get the most hugs in the least time). You can also have a demonstration of good hugs (bear hugs, knee hugs, side hugs, A frame hugs, etc). Make sure to be sensitive that members of your group will have experienced inappropriate touch. Include a reminder that while appropriate touch is always appropriate, other forms of touch are not. Encourage adolescents who have experienced inappropriate touch to talk with a trusted adult.

5. Berenstain, Stan and Jan, Eager Beavers. Random House, New York, 1990.

- 5.1. The Berenstains have been writing children's books for more than 25 years. They have books on virtually any subject of childhood. Several deal with relationships between family and friends.
- 5.2. In the Eager Beavers, a new family moves into the Bears' neighborhood. They are not like the Bears in work habit or appearance. It is a good discussion for the summer as new people move into your area.
- 5.3. This book deals with having friends across differences and offering welcome.
- 5.4. A suggested scripture is Good Samaritan?
- 5.5. It could be amusing to put this with other Berenstain books for a month long series of the "Gospel According to the Berenstain Bears." Three are suggested here, a fourth could be chosen from their list of books based on the needs of your group (or select a title that is a favorite of kids in your group).
- 5.6. See also Berenstain Bears and the New Baby, published around 2000. This book, unlike the one of the same topic written in the 1970's, focuses on giving children the truthful answers to their questions with enough but not too much information. It encourages adults to offer truth but wait for children's questions. This method applies to the way parents can talk about a move with their family, giving enough information for the situation and for the development of the child.

6. Berenstain, Stan and Jan, Mama's New Job. Random House, New York, 1984.

- 6.1. See notes for Berenstain, Eager Beavers.
- 6.2. When Mama Bear starts a new career, the family has to adjust roles in the household.
- 6.3. A suggested scripture are the body of Christ or Proverbs 31.

7. Berenstain, Stan and Jan, Trouble with Friends. Random House, New York, 1984.

- 7.1. See notes for Berenstain, Eager Beavers.

- 7.2. Sister Bear is lonely and wants a friend, but when a new girl, Lizzy, moves in she has to struggle to cooperate with her friend.
- 7.3. This book is a favorite in my house. My daughter and her friend are VERY similar to Sister Bear and Lizzy. When they get in an argument or often before they start playing together, I read the book and insert their names in the places of Sister and Lizzy. They are 5 years old and quick to get the point.
- 7.4. For use in Youth Group, I suggest passages on cooperation such as Acts 2.
8. Bewitched, movie 2005
 - 8.1. Samantha's character is discontent with her life as a witch and wants to be a human. She wants to fit in with the human world.
 - 8.2. When a crisis occurs she asks her dad what she should do.
 - 8.2.1. He responds "Go home."
 - 8.2.2. She asks "where is that?"
 - 8.2.3. He says "where you've been happiest."
 - 8.3. In another place it is said that she is "caught between two worlds and yet completely happy."
9. Blohm, Judith, M. Where in the World Are You Going? Intercultural Press, Yarmouth, ME. 1996.
 - 9.1. This is an essential workbook for children who move – particularly those who move internationally. It makes a great gift to children before their move.
 - 9.2. All churches and schools that have a significant TCK population should have this book.
 - 9.3. While its suggestions are very helpful for parents and other adults, it is designed as an activity book that a child can use and personalize for a particular move.
10. Bridges, William, Transitions: Making Sense of Life's Changes, Addison-Wesley, Reading, PA, 1995.
 - 10.1. Found on the shelves of many in the business world, this book has been helpful for me as I have learned about change in organizations.
 - 10.2. It is also a key resource that Kristal used in creating the tools of Transitional Learning Curves.
11. Bryson, Debra & Charise Hoge, A Portable Identity: A Woman's Guide for Maintaining a Sense of Self While Moving Overseas, Transition Press International, Bethesda, MD, www.aportableidentity.com
12. Bunting, Eve. Dreaming of America: An Ellis Island Story. Troll Communications, New York, 2000.
 - 12.1. The true story of Annie Moore and her brothers describes difficulties and fears of immigrating during the late 1800's. They travel on a ship from Ireland to New York to join their parents for a new life. They demonstrate bravery and maturity as they travel.
 - 12.2. The immigrant experience characterizes American history. For TCKs of any nationality this story helps adolescents and children see how today's transience fits with that of history.
 - 12.3. In a group setting, read this book and talk about the transience patterns of the adolescents' families. A few weeks before the meeting, invite the adolescents to ask their parents about the transience and immigration stories of their family.
 - 12.4. Use this book with the Hebrew affirmation of faith, "My father was a wandering Aramean." Help the adolescents understand the normalcy of transience in many cultures and the dependence on God that transience can bring.
13. Byars, Betsy. The Golly Sisters Go West. Harper and Row, New York, 1985.
 - 13.1. The fictitious account of two sisters on a wagon train, the Golly Sisters have a string of misadventures. Their biggest problem is their bickering and in that they are still amusing.
 - 13.2. The Golly Sisters help adolescents look at their relationships with siblings and friends.
14. Carle, Eric. The Very Quiet Cricket. Philomel Books, New York, 1990.
 - 14.1. Carle is a favorite of elementary teachers. Your adolescents are likely to have heard this book in school. Each of his books has a sensory "gimmick" that sets it off from other picture books. The very Hungry Caterpillar has a hole in the book. The spider book has a three dimensional web printed on the page. This book has a chirp that sounds. The quiet cricket meets a variety of other bugs, but is not able to communicate until he is ready to chirp and until he meets another cricket.

- 14.2. This can be used as a story about dating and finding the right mate. In this case it could be used with a curriculum talking about being and finding the right person to marry.
- 14.3. It can also be used as a story about belonging and communicating. To use the book in this situation, emphasize that God made each animal and gave them unique beauty and abilities. Then talk about how the cricket felt as he met the other creatures and heard their sounds but could not respond.
- 14.4. Emphasize to the adolescents that God is working in their lives. Point out particular ways that God has helped them grow – get a ruler and measure how the cricket gets bigger from page to page. Talk about how particular gifts that each adolescent has and particular ways that God has helped that adolescent grow over the last year.
- 14.5. You could always pair this book with a text about God creating us, such as Psalm 139. Read the book, then read the selected bible passage and invite adolescents to make their own conclusions.
15. Copeland, Anne P. The Interchange Institute, Brookline, MA. www.interchangeinstitute.org
 - 15.1. Anne and the Institute have produced a list of resources for various ages.
 - 15.2. The focus of their work is on transitioning people into American schools and culture.
 - 15.3. The most notable book is Global Baby: A Parent's Guide for Moving to New Country with an Infant. There is not another book known to recognize the transition issues of these young babies and to assist families in caring for a young child's needs in transition.
16. de Brunhoff, Jean. The Story of Babar: The Little Elephant. Random House, New York, 1933.
 - 16.1. This classic story of a young elephant who moves from the jungle to the city after his mother dies is also the story of entering a foreign culture.
 - 16.2. You can find the story in book or animated versions. It exists in a variety of languages as well, so regardless of your group's language preferences, Babar can work.
 - 16.3. Looking back at Babar, I see that the elephant returns to his home country and is able to give it leadership because of his experiences in the city. Allow this story to be an introduction to the benefits of being a TCK. TCKs, like Babar, have the opportunity to lead and help people because of their experiences in multiple places. Use the TCK definition and characteristics resources from Interaction to facilitate this.
17. Dehner, Haidee, Life on the Outside, Fayetteville, Ark. www.celebratethejourney.com, 2005.
 - 17.1. Haidee is a veteran international schools teacher. This is a resource that she and her daughter developed.
 - 17.2. Haidee helps adolescents deal with their transitions by journaling. In this resource she uses a variety of methods for this process, including video and internet.
18. Dyer, Jill and Roger, eds., And Bees Make Honey, MK Merimna, Torens Park SA, Australia, 1994.
 - 18.1. A collection of essays by TCKs at a boarding school, the short portions of each chapter make for easy use in groups. The themes of each chapter vary widely, each concerning the issues of adolescents in general and MKs in particular.
 - 18.2. This is a wonderful book to have on your shelf both to build passages into Bible studies and to have available for your adolescents to read on their own.
 - 18.3. Rather than keeping it shelved, leave it lying near where teenagers gather and chat and relax. They will likely pick it up and read it on their own.
19. English Country House Murders.
 - 19.1. This is an anthology of short story murders each 40 pages or less. Near the end of the volume is a story about a murder in the home of a movie director. The director is described in TCK language. He has a British passport, Greek name, appearance from a separate culture, and American attitudes.
 - 19.2. This short story would be interesting for older adolescents, but just the first page would be a great conversation starter to talk about national stereotypes and how people fit and break those expectations.
20. Father Goose

- 20.1. Not only is the plot about Embassy kids caught in World War II evacuations, but also the female lead is played by an actress who is a real life ATCK.
21. Freeman, Don. Corduroy. Scholastic, New York, 1968.
 - 21.1. Corduroy is a stuffed bear in a store. He wants to be loved and have a home.
 - 21.2. The desire for belonging and feelings of isolation are ones that all adolescents recognize. The welcome and relationship that corduroy receives are in spite of his damaged appearance.
 - 21.3. Perhaps this would be a good lesson to have with Psalm 139. Perhaps visit “Build a Bear” and make their own bear. Or you could take the group to a thrift shop to buy a stuffed animal. Then have a contest for the best bear makeover.
22. Hertig, Young Lee, Cultural Tug of War, Abingdon, Nashville, 2001.
 - 22.1. The only book on TCK issues known to be written bilingually. This book is written in Korean and English about the experience of a Korean language congregation in the USA.
 - 22.2. Hertig is a longtime youth worker in Korean congregations. She is also a professor of missions in a California university.
 - 22.3. Beginning with personal experience, Hertig deals with the issues that are common to congregations that worship in a language other than that of the host country. She includes the tensions of language needs between first and second generation immigrants and the changing pace of immigration from the target population.
23. Hickman, Martha Whitmore, I’m Moving, Abingdon, Nashville, 1974.
 - 23.1. A direct discussion of a family move from the perspective of an elementary school boy, this is short enough to be used in a children’s sermon.
 - 23.1.1. Suggested scripture passages that could pair with the book include Jeremiah buying a field and God knowing the number of hairs on our head.
 - 23.2. It does a good job enumerating the people and things that will make the move and those that will not. This makes a good basis for discussing what to expect in each person’s particular move.
 - 23.3. The family drives to their new home. Also, the child gets to take his sandbox and swings. So there may be barriers for families who make international moves.
24. Holmes, Margaret M. A Terrible Thing Happened, Magination Press, Washington, DC, 2000.
 - 24.1. Plot Summary of A Terrible Thing Happened
 - 24.1.1. This short picture book is about Sherman, a raccoon who saw something very upsetting. The book does not name the upsetting thing. Sherman does not want to talk about or think about the thing. As a consequence he gets in trouble and gets sick from the stress. Then Sherman talks to trusted adults about the event and is able to handle things better.
 - 24.2. Uses of A Terrible Thing Happened
 - 24.2.1. The book ends, in its Dalmatian Press edition (Franklin, TN), with suggestions for adults to help children in times of crisis. Additional resources are listed as well. The list includes items for children as well as for adults.
 - 24.2.2. I have used this book with children and teenagers in situations of death, moving, and stress. Sherman’s reaction can touch the issues concerning children in many difficult situations.
 - 24.2.3. The Dalmatian Press edition was issued after the events of September 11, 2001. Many children saw the events on Television and have heard about those and other tragic events by overhearing adult conversations. Even if the child is not directly connected to a tragedy, he or she may still feel the stress.
 - 24.2.3.1. No one can fully know the stress (personal or vicarious) of a child, and adults always need to remain available to children.
 - 24.2.3.2. I have used this book in general classes with children in my church, including children’s sermons.

- 24.2.3.3. I have found that most children have experienced traumas and need the assistance that Sherman finds. Many adults only identify children as needing this help when the child has an experience that the adult has also witnessed.
 - 24.2.3.4. Many children who behave quite compliantly have experienced terrible things and need the help that Sherman needed.
 - 24.2.4. By using this book on “normal” days (rather than only times of crisis) the child can internalize the lessons of the book before the need for help arises.
 - 24.2.5. As a result of using this book in children’s sermons, adults and adolescents in the church have come to feel more comfortable discussing their own traumas.
 - 24.2.6. In using this book, it is optimal to connect it with a discussion about the healing ministry of the church and the body of Christ (as we take care of each other).
 - 24.2.7. Keep a list of care providers handy to provide counseling and help for children and families who have needs that are beyond your own capacity.
25. Houston, Gloria, The Year of the Perfect Christmas Tree, Puffin, New York, 1988.
 - 25.1. Set in World War I Appalachia, this book is a true story from the Houston family. Ruthie and her mother prepare for Christmas while waiting for her father to come home from the War.
 26. Kristal, Jill & Hazel Stoddart Your Move, My Move, The E-vent Calendar for Little Movers, Transitional Learning Curves, New York and London, www.transitionalllearning.com
 - 26.1. These games are designed to get elementary schoolers talking about their emotions and thoughts about a move.
 27. Leininger, James R. Jonah Meets the Whale, Performance Unlimited, Brentwood, TN. 1995.
 - 27.1. A comic retelling of the Bible story.
 - 27.2. The amusing pictures will get the adolescents’ attention for a serious discussion of obeying God no matter what God commands.
 - 27.3. The title page as suggestions to help talk about Jonah and connect it to people’s lives and faith today.
 - 27.4. The Beginner’s Bible puts this and many other bible stories into language that is enjoyable for 2-5 year olds. It is reliable to the original texts. As a parent of a young child, I have enjoyed reading these. I have also found that the teenagers that babysit learn from the books they read to the children.
 - 27.5. When you stock the church nursery and suggest books for teenagers to read when they go out babysitting, have this and other books by Leininger on the list. That way the teenagers will learn as they care for the children.
 28. Lewis, C.S. Chronicles of Narnia.
 - 28.1. Children separated from their parents. The care of God in the midst of a strange place.
 29. McCormick, Wendy, Daddy, Will You Miss Me? Aladdin, New York, 1999.
 - 29.1. An elementary aged boy has to say goodbye to his father who will be gone from North America to Africa for four weeks. The father reassures the child of his return and offers a calendar to mark time. The son promises to save memories each day that they are apart. The promises and assurances of the book are a good model for families who are facing a parental business trip.
 - 29.2. I have used these ideas in saying goodbye to my daughter while I have traveled. While I really enjoy the book, I have not read it to her yet. The book is just too close to home for me to read without crying. Other families have used this book and have found it to be a great resource to help all members deal with brief separations.
 30. Meet Me in St. Louis
 - 30.1. A Judy Garland musical, a subplot of this movie is the fear that a family has of moving from St Louis to New York.
 - 30.2. Use the scene where the father announces to the family about their coming move. Pause the film on the family and have your adolescents talk about:
 - 30.2.1. What each family member is feeling.

- 30.2.2. What they could have done better.
- 30.2.3. How they would feel if they got news like that.
- 30.3. Also use the scene where the youngest child beats snowmen with a stick. The anger that the child is expressing and the concerns that she verbalizes can be helpful for a parent to understand the transition issues that impact an entire family, including the youngest members.
31. Meiners, Cheri. Understand and Care. Free Spirit, Minneapolis, 2003.
 - 31.1. Designed for preschoolers, this book teaches empathy skills. It is part of a larger series to help families and children in relational skills. The activities listed at the back include discussion questions and games to help children look at others' behavior.
 - 31.2. The Empathy games at the back of the book are particularly helpful. My favorite is the Understanding Feelings Dice Roll. This game gets kids talking about their own feelings as they compare to theoretical situations.
 - 31.2.1. To make this work in youth group, go ahead and make a joke of the fact you are reading a preschool book. Serve juice and cookies, play duck duck goose, and sit on the floor.
 - 31.2.2. The Dice Roll can be done best by breaking your group into small groups of 3 youth and an adult. Have each group play the Dice Roll for about 20 minutes so that each person gets at least 2 turns. Then keep them in the same groups for an initial round of Bunko. You can find directions for this game on line. Play about an hour of that game, brief the adults ahead of youth group to use the time playing Bunko to encourage talk among the group and building relationships together so that they can care for each other better.
32. Minarik, Else, Father Bear Comes Home, Harper and Row, New York, 1959.
 - 32.1. Little Bear was written by Maurice Sendak. The Father's absence is an underlying issue of that book. However, Father's return is the **key** element of this book. Father has been "on the ocean".
 - 32.2. The Little Bear character is now on television, and episodes of the cartoon may be amusing for youth group. In the cartoons Little Bear and his friends deal with a variety of issues that children often deal with. You could approach Little Bear from the animated versions. Perhaps a 'Gospel According to Little Bear'?
33. Montgomery, L.M. Anne of Green Gables, Harper Collins, New York, 1922.
 - 33.1. This is a generations old series of young adult novels. The main character is a young orphan girl, Anne, who goes to live with a spinster and her brother. In the course of the series, she seeks and receives welcome and identity from the people and places that surround her in this new community. The latter books are about Anne as a young woman moving out into an adult identity.
 - 33.2. PBS did a series of movies based on these books. They are fairly true to the books, and are a quick way of introducing a group to the character and her issues. I had never heard of the series until seeing the TV version. I remember sitting with my grandmother, being absorbed into the plot and then learning that she had read the books as a young woman. I have since gone back and read the books and found them just as engaging.
 - 33.3. The books and movies have been reissued frequently. The movies are available from PBS's video catalog service.
 - 33.4. I would recommend using the first book as either a book club with teenage girls or use the video of the first book as a weekend retreat for younger teenage girls. The topic of the group's gathering or of the retreat could be the people that God places in our lives and how God works even in the worst of times.
 - 33.4.1. Adolescent TCK girls will resonate with the feelings of loneliness and separation that Anne expresses.
 - 33.4.2. Encourage girls to read the books and both talk about their responses to the plot and to finish the series. Talking about the plot will give them an opportunity to talk about their concerns as they enter and leave communities and households. Finishing the series will help them see beyond their current circumstances to the adulthood that God is preparing for them.

34. Musil, Donna, Brats: Our Journey Home, Brats Without Borders, 2005.
 - 34.1. Donna is a Military Brat. She researched, wrote, and directed this film. There are interviews with a variety of Military Brats including Kris Kristofferson and General Norman Schwarzkopf.
 - 34.2. The movie is a documentary of the struggles and benefits particular to families who are attached to the American military. However the situations of community and identity resonate with all TCKs.
 - 34.3. This movie is NOT designed for children! Before using this with adolescents, you should preview it and make sure that the content is suitable for your group.
 - 34.4. Following the film, provide a time to process the experience and deal with the emotions that the content raises.
 - 34.5. Donna did the work on the film as a personal “passion” without funding from outside agencies.
35. Myers, Bernice, It Happens to Everyone, Trumpet Club, New York, 1990.
 - 35.1. Starting in a new school is a traumatic experience for children. The story follows both Michael and Mrs. Daniel as they get ready for the first day of school. They are both nervous and deal with a lot of stress.
 - 35.2. This book gives children the opportunity to empathize with new students by remembering when they were new and to understand teachers. New students are reminded that they are not alone in their anxiety.
 - 35.3. I recommend this book for use in a Children’s sermon at the beginning of the school year. After reading the book, take time to pray for teachers, students, and schools. Perhaps an adolescent from the youth group could lead the children’s sermon.
36. Neigh, Matthew, Exit Right, Enter Right, Interaction International, Colorado Springs, 2005.
 - 36.1. CD resource for “Healthy Cultural Transitions.”
37. Parish, Peggy, Amelia Bedelia, Scholastic, New York, 1963.
 - 37.1. Amelia Bedelia is the book series for those who have made mistakes or had misunderstandings. Amelia Bedelia bakes amazing deserts but cannot quite do anything else correctly.
 - 37.2. The difficulties come from homonyms and figures of speech.
 - 37.3. Any person who has had to be understood in a second language has lived the life of Amelia Bedelia. In reading the books, help the group see what they each do very well, like Amelia Bedelia’s cakes and tarts and pies. Encourage them to look for the abilities in themselves and in others.
 - 37.4. Our favorites are Amelia Bedelia and Amelia Bedelia and the Baby.
 - 37.5. You can also use Amelia Bedelia and the Baby as a reminder to church leaders to clarify what they expect from volunteers in the church and to thoroughly check the qualifications a person has for tasks in the church, particularly with babies, children and adolescents.
 - 37.6. Highlight Mr. and Mrs. Rogers as examples of forgiveness.
 - 37.7. The books can also be used to highlight the need for clear communication.
38. Polikoff, Barbara Garland, Life’s A Funny Proposition, Horatio, Puffin Books, New York, 1992.
 - 38.1. As the Green Gables Books are for girls, this is a book that will best resonate for boys in early adolescence. Horatio is a young teen whose father has died, he and his mother have moved. They live in a new town with his grandfather. The story ties in issues of grief and moving. The plot centers on the boy’s growing relationship with his grandfather across shared grief and a missing dog.
 - 38.2. You might use this as a book club for boys like the Green Gables for girls (above).
 - 38.3. Encourage boys to read the book (together or individually) and both talk about their responses to the plot. Talking about the plot will give them an opportunity to talk about their concerns as they grieve and move.
39. Pollock, David C. & Ruth E. Van Reken, The Third Culture Kid Experience, Intercultural Press, Yarmouth, Maine, 1999.
 - 39.1. This volume is critical for understanding the struggles and strengths of highly mobile people. The TCK term is defined, personal examples given, and skills for living amidst transition offered.

- 39.2. It is crucial volume for people working in communities of high geographical mobility and cultural variety.
40. Reit, Seymour, Jenny's In the Hospital, Golden Books, New York, 1984.
- 40.1. This picture book is dated but offers a nice introduction into the experience of being in a hospital. Jenny has a broken arm. This is likely to happen to the children in your community and be the first time they have to go to a hospital.
- 40.2. Be proactive with your children and adolescents. Talk with them about the realities of hospitals. Perhaps get a tour? Allow them to express their concerns and have their questions answered.
- 40.3. Dealing with this issue now enables children and adolescents the opportunity to face the crisis of being a patient. As with moving, so also other life crises (illness, death, separations) are aided by being prepared.
41. Rey, H. Curious George, Houghton Mifflin, Boston, 1941.
- 41.1. Ok, it is not politically correct. George is a monkey who is captured in Africa and brought to the zoo of a big city. On the way, he causes trouble on the ship and in the city. He only behaves in the normal ways of curious monkeys, but those ways cause him trouble in civilization.
- 41.2. There are actually several Curious George books. In the midst of George's many mistakes he learns how to live in this new world. He deals with the grief of losing home, the fears and mistakes make him even more adorable. Children have enjoyed this book for decades because George is like them. The love that characters in the book and the love that readers have for the book are great reminders that we do not have to be perfect to be loved.
- 41.3. TCKs can particularly identify with George as they enter new places and make the mistakes of learning new cultures. Help them to look for people who will give them care and identity while they learn their way. Remind them that being loved and welcomed includes learning how to behave in a place but does NOT include giving up who they are. George remains a curious monkey throughout his life.
- 41.4. You can find Curious George stuffed toys in many places. There are also other Curious George toys that you can find in large toy stores. Take your group to a playground and have monkey bar races, stuffed Curious George relays or a football game with George as the ball. Read the story and pair it with the passage "be in the world but not of the world." See my essay on Home and TCKS and Christianity as theological background for your conversation.
42. Roman, Beverly. Let's make a Move, Let's Move Overseas, The League of Super Movers, Footsteps Around the World, Relocation 101, Home Away from Home, Relocation Today Newsletter, BR Publications, Wilmington, NC, www.branchor.com
- 42.1. Roman is a board member of FIGT. She has authored these books based on research and personal experience.
- 42.2. Let's Make a Move, Let's Move Overseas, and The League of Super Movers are for children.
- 42.3. Footsteps Around the World is noted as the best book to assist adolescents in moving domestically or internationally. It is a workbook that can be used with particular situations that an adolescent faces.
43. Rylant, Cynthia, Cobble Street Cousins, Aladdin, 2000.
- 43.1. This book series designed for older elementary girls is about 3 TCK girls, although Rylant never uses that term. This series of 6 books follows three girls for the year that they live with their aunt while their parents travel for work.
- 43.2. The application for TCKs is direct. Use these books for training those who work with TCKs. They give insights to the grief and joy of children who have to live in a new family configuration. They also aid understanding children who need to be welcomed and valued for the time that they are in a place, even if their stay is only to be short (a year or less). Aunt Lucy and her neighbors offer a real sense of home and belonging for the girls. At the end of the series, the parents have returned and while the girls

are happy to return to their parents, they still celebrate the relationships that they have and the experiences that they had.

- 43.3. The books have content that make them acceptable to even the most cautious of parents. They can be read to young elementary schoolers, who enjoy the plot as well as those children who are able to read on their own.
- 43.4. Rylant's insight into the TCK experience is either from extensive research or personal experience. She is tentatively on my list of famous people who are Adult TCKs.
44. Rylant, Cynthia, The Relatives Came, Scholastic, New York, 1985.
 - 44.1. "It was different going to sleep with all that new breathing in the house." This is a book to read just before everyone heads off for visiting their own relatives in the summer. It is an opportunity to laugh about the chaos of family reunions and the cramped spaces of being the visitors or the visited.
 - 44.2. TCKs often do not see relatives except in vacation long chunks of time. The visits can be stressful and uncomfortable. Reading this book before the time of visiting hits can give the adolescent a time to brace for the commotion and to view the time as an opportunity rather than merely an ordeal.
 - 44.3. Invite adolescents to tell about their crazy relatives. What do they dread? Who has the worst family reunion story – (give that person a prize! (a box of chocolate shaped bandaids is my favorite prize for that award)))? What do they love?
 - 44.4. Encourage the youth group to pray for their family and pray about their time with their family. The goal of using this book with a group is to offer them coping skills for surviving reunions and to offer them perspective on the reunions as normal and healthy opportunities to build memories and relationships.
 - 44.5. By the way, the WORST family reunion story that I know of happened at a family reunion in Virginia (not my own family). There were about 10 more people than bathrooms, all staying in one house for thanksgiving. The turkey was forgotten in a vicious round of intestinal flu. That family is currently the reigning champion for family reunion nightmares. Email me if you have one to top that! It will make this family feel MUCH better!! It has been years since that painful Thanksgiving. They will always remember that year more than the others and are able to laugh about it a little more each year.
45. Saint, Steve. End of the Spear. Book and Movie.
 - 45.1. Autobiography of MK child.
46. Scherer, David J., The Adventures of Simon and Barklee, Explorer Media, Langley, WA, 2001
 - 46.1. This book series follows Barklee (a dog) and Simon (a canary) as they travel the world so that Simon can sing in the world's famous opera houses. Each book focuses on a particular country. They begin in England. The second volume is France, followed by Germany. There is an activity book to accompany each story. In each there is explanation of the culture and introduction to the language of the place. Barklee and Simon visit landmarks that a visitor to the country is likely to see.
 - 46.2. I happened upon the series in a used bookstore. However, I have not found a retailer who regularly carries the books. Plan to contact the publisher directly to get copies (www.SimonandBarklee.com). I have found the books delightful and accurate on the details of England, France and Germany, I have not had a chance yet to order more recent publications. (Other books that should be available are Africa, Mexico, Peru, China, Japan, Australia and New Zealand, Russia, India, and Turkey.
 - 46.3. These books are designed for individual use or for the classroom. The activity books have additional information as well as games that could be adapted for use in youth group settings.
47. Sharmat, Marjorie Weinman, Mitchell is Moving, Aladdin Books, New York, 1978.
 - 47.1. Mitchell, the dinosaur, decides to move. He wants to experience new things. His friend, Margo, is worried that he will not want to be her friend any longer and tries to find ways of getting him to stay. When Mitchell leaves, he keeps relationship with Margo by writing to her. When he arrives in the new place, he is lonely for a friend. The book ends when Margo moves so that she can once again live next door to Mitchell.

- 47.2. Like with Marisol, I am concerned that children reading this book will expect that their feelings of loneliness and loss in transience will be resolved in this unlikely manner. While friends occasionally do move to the same place, it is an unlikely expectation that children do not need.
- 47.3. This book is great for a group of hyper middle schoolers. Have them dress up like dinosaurs and act out the parts. Have them talk about their worries when their friends move away as well as when they are the ones moving.
48. Shaw, Janet, Kirsten Series, American Girl, Chicago. Most Kirsten Books were published in the 1980's
- 48.1. This series, by American Girl, centers on a girl immigrating to America from Scandinavia in the mid 1800's. The difficulties that the family experiences make good comparisons to the difficulties experienced by migrating families today.
- 48.1.1. The series consists of 6 main books, a history background book, and several short story books. The most significant to the issues of mobile families are: Kirsten and the New Girl, Meet Kirsten, Changes for Kirsten, and Kirsten on the Trail.
- 48.2. The motives for the family's move are the necessity to provide food and shelter for each other. This can enable the reader to look at times where the family does not have much choice other than to move.
- 48.3. There is a plot line of Kirsten's family trunk, where their most treasured family possessions are stored. The contents of their trunk can spur conversations within families and groups of what they would most need/want to take if their baggage were so limited.
- 48.4. Another aspect of this series is that of building relationships with others during moving. There is a lot of discussion that can be built around this.
- 48.4.1. Kirsten has a friend who dies en route to America, this scene can be an opportunity to talk about grief.
- 48.4.2. There is also a friend who is Native American, this character (who appears in several books) can be an opportunity to talk about the changes that new residents make on longtime residents.
- 48.4.2.1. While the impact of European immigrants on the lives of Native Americans is an extreme case. The situation as presented in Kirsten is one where people need communication and trust building to learn to work together. It is also presented in these books as a real issue of what helps one family (getting to America provided life for Kirsten's family) can cause difficulty for others (the immigrants' homes were on lands that the Native Americans had used for hunting).
- 48.4.2.2. While today's audiences do not experience such an extreme case, this extreme case can provide the basis for beginning empathy. Encourage readers to look at how someone's arrival has caused them to make changes and how their moving can help. Seeing an event as simultaneously positive and difficult can be an opening for understanding. Activities for communication and greater empathy can be called for at this point.
- 48.5. Kirsten can be used:
- 48.5.1. by families with children who are moving.
- 48.5.1.1. There is enough adventure in most of the books that boys would enjoy, but check each book first.
- 48.5.2. To talk about making decisions about valuable people and possessions.
- 48.5.3. to understand the struggle of learning a new language.
- 48.5.3.1. However, while Kirsten does not speak any English in most of the books, the author does not clearly differentiate when the character is speaking in English or in another language.
- 48.5.3.2. Many TCKs struggle with language barriers, and seeing that struggle as a portion of language and transition struggles in history can help the TCK feel connected with others who work both to fit in and to learn language.
49. Snell, Ron, The Jungle Series, Hannibal Press, Garland, TX, 1995.

- 49.1. The three-volume autobiography of a MK in South America is a fun way for teenage boys to think about transition issues.
- 49.2. I have purchased a set for a teenage boy who is interested in missions and filled with adventure himself.
- 49.3. The stories are best used on an individual basis, but can spark conversations about the call of God and motivations for service and mobility.
50. Snowball Express, Disney Video.
 - 50.1. Filmed in the early 1970's, this family film is acceptable for all ages. The story follows a family who inherit a resort in Colorado. The father gives up his job and their home to move from the city to run the resort. The family experiences culture shock that rivals that of any international move.
 - 50.2. The scenery is beautiful, the plot is fast moving. This video is available on websites and in stores. It is great for a youth group event, perhaps preparing for or during a ski trip.
51. Soto, Gary, Marisol, American Girl Books, Chicago, 2004.
 - 51.1. The notes about this book are more extensive because its publication has received significant attention and critique.
 - 51.1.1. Marisol is written from the perspective of a girl whose family is moving. Theirs is a move of upward socio-economic mobility. They remain in the same metropolitan area but to a community that is vastly different from her home community.
 - 51.1.2. The grammar is not up to the normal standard of the American Girl series.
 - 51.1.3. I was surprised to see that the author is a man. This book series is marketed as being by females for females.
 - 51.1.4. Critics' concerns are that book degrades the home community. However, the book merely represents Marisol's parents as people who are making a move to a different socioeconomic situation. They choose to move to a new neighborhood as well as to buy all new furnishings. The characters speak of the move in terms of opportunities for Marisol. However, the network of support and friendships for all in the family remain in the original neighborhood.
 - 51.1.4.1. Rather than feeling that the book degrades the original community, the book, I think that the book portrays the desire for upward socio-economic mobility that people have. I am saddened by a move that is for a bigger house and nicer stuff.
 - 51.1.4.2. Marisol's parents make her get rid of most of her furniture and possessions. They have bought new things for her new room without including her in even these discussions. Marisol's adjustment to the new place could be assisted by being able to bring the things of the previous place and/or select some of the new furnishings in her room.
 - 51.1.4.3. The move is portrayed fairly realistically in these senses. There are families who make these decisions to dispose of possessions in the move. There are families that do not give children voice in even the smaller aspects of the move. However, I find that these realistic situations are sad and cause the child difficulty in adjusting to the new place, grieving the old place, and developing with an integrated identity that accepts the memories and benefits from each place.
 - 51.2. I am very concerned by the fact that the parents do not tell Marisol about the move until a week before the move. Marisol's character is 9 years old, part of her reactions to the move stem from a feeling of betrayal – that her parents made this major decision without telling her about it. While parents should not get their children's permission to move, they should bring the child into the conversation and preparation for the move at an appropriate time so that the child has time to adjust to the concept of moving.
 - 51.3. I am also concerned about the unrealistic ending to the story. An adult friend of the family also moved to the new neighborhood, thereby helping Marisol make the transition. While families occasionally make a move where people from the original community also move to the new community, rarely does

this occur at the initiation of the child. I am concerned at this aspect of the plot much more than I am about the book's critique of the original community.

51.3.1. This adult friend moves so that she can teach dance lessons to Marisol and others in the new community. This comes after Marisol asks her to come. Marisol had searched for a dance class in the new community. Her parents are not part of that search. When a child has an activity that is a significant part of his/her weekly life and interests, it behooves the parents to help the child find that activity in the new place.

51.3.2. Marisol's family moves within a single metropolitan area. They could have driven Marisol back to the old dance classes. They also could have helped her select a new activity.

51.3.3. The lack of dance classes does remind the reader that while the new home and neighborhood are lovely, they are not perfect. The child reading this book would be well served to identify the benefits and difficulties of each of Marisol's homes/neighborhoods. The reader should then be encouraged to identify the benefits and difficulties of each of his/her own homes/neighborhoods.

51.3.4. Occasionally pastimes from previous places cannot easily be carried over to new places. Occasionally relationships from previous places can be carried over to new places. The situations in a move are complex. In Marisol's case, the dance classes and the adult friend highlight that fact.

51.4. The old school throws a going away party for Marisol. This event helped Marisol say goodbye to her friends. Providing closure activities for leavers and group building activities for new arrivals can be a point of ministry that teachers and church workers can provide.

51.4.1. In Marisol's last days at her old school, a new girl arrives at the school. The scenario between the departing and the entering students provides a delightful platform from where readers can speculate on the realities of life continuing even when someone is moving. This can help a person empathize with new arrivals as well as with departing members of the community, with a view to each person's unique contribution to the community. It is particularly helpful to expand a child's understanding of the changes that will come in a place after he/she leaves that place.

51.5. Marisol is a good way to highlight the fact that for many families, moving within a region can be a cultural shift and a break from relationships. This is an understanding of culture that recognizes the differences between socioeconomic and other differences that divide a region. This sort of move raises issues of identity that are similar to those of traditional TCKs.

51.6. For all of my concerns about the book, it affords discussion about moving as a cultural shift. I plan to use it in the following applications:

51.6.1. Reading material for parents with encouragement for the parents to look at Marisol's as models of positive and negative approaches to moving with children.

51.6.2. Reading material with children and adolescents to encourage them to talk about the struggles and the joys that they have had in their life changes.

51.6.3. Regardless of the audience, Marisol should be viewed as a springboard for conversations rather than an independent reading experience. The book's strength lies in its controversy. The things that trouble me about the book have allowed me to see the things that I need to examine and discuss with others.

52. Sweeney, Joan, Me and My Family Tree, Crown Publishers, New York, 1999.

52.1. A simple story of a little girl. She introduces her aunts, uncles, cousins, and grandparents. Each person is described based on how they are connected to the girl and then depicted on a family tree diagram.

52.2. TCKs spend little time with biological/legal family. Often the prospect of getting with relatives is more than the chaos (see Rylant, The Relatives Came). Many children and adolescents struggle to understand how they fit with the faces that appear on refrigerators and on trips "home."

52.3. This book helps understand those relationships and invites the reader to create his/her own family tree.

- 52.4. Our family includes step-relatives and half-relatives. We depict those as vines that grow on the tree and add to the beauty of the tree. They belong to the tree even if they are not from the original seed.
- 52.5. It is a simple book. I think the best way to get the adolescents to think about their own families would be to have them do this as an activity with elementary aged children in the church. The adolescents could prepare a lesson about vacations and visiting families to teach to children. Include this book, *The Relatives Came*, Jesus' family tree in Matthew, and Biblical images of adoption or Body of Christ. Be sensitive to those children who do not know or visit their family as well as to those who are adopted. Have the group include their friends and neighbors who they see daily as bushes or birds' nests or other added things that are important for their family tree even though they do not biologically connect.
53. Ten Things I Hate About You,
- 53.1. Based on Shakespeare's *Taming of the Shrew*, this movie is based around the experience of an adolescent who is the new kid in a San Francisco high school.
54. Till There Was You,
- 54.1. This movie is about 2 domestic TCKs and the way their lives have crossed but ever intersected.
- 54.2. It is a romantic movie, best used with a group of women or older teenage girls.
55. To Catch a Thief,
- 55.1. Francie Stevens (Grace Kelley) is the daughter of a wealthy woman. The character was raised in her early years in poverty. In her adolescence, the character was sent to boarding schools. They moved frequently.
- 55.2. John Robie (Cary Grant) is an American who arrived in Europe in his family acrobatic troop and remained as a permanent resident.
56. Travers, P.L. Mary Poppins (book version or Disney movie, or picture book)
- 56.1. Mary Poppins is a theme that I have been working on for a sermon. At the moment, take note that the movie begins with the Banks' home filled with broken relationships. The movie ends with the Banks reunited. Mary Poppins leaves saying that she was only there until the wind changed direction.
- 56.2. The application to Youth Ministry is that God sends members and leaders and puts them together. God sends some people into our lives only for short times to help us with our situations.
57. Uchida, Yoshiko, The Happiest Ending, Macmillan, New York, 1985.
- 57.1. Rinko is a young adolescent in the early part of the 20th Century. Rinko is Japanese-American and struggles to balance her family's culture and language with her desires to fit into American culture.
- 57.2. This is a chapter book that deals carefully with the issues of generational and cultural tensions. It may meet the needs of young adolescent girls today of a variety of cultures. The best approach may be to either have it available for girls to read independently or use it as a book club with a group of girls for reading and discussion together, perhaps a girls weekend retreat with makeovers and other favorite activities of the girls in your group.
58. United States Army, Parent Guidebook, Military Family Resource Center, Arlington, VA. 2001.
- 58.1. This is the best published guide for getting an adolescent successfully through school and into college!
- 58.2. Designed for use by parents in the military, it is a wonderful resource for all TCK families.
- 58.3. The research behind the booklet is extensive and provides a clear foundation for families to build a plan for education.
- 58.4. All international churches would be wise to keep a copy of this for use by families.
- 58.5. I have written a four week bible study for high school students, this book would be a great resource to use in that study. See also my guide "How to Get into Your Favorite College Free."
59. United States Department of State, Transitioning to an Overseas Assignment with a Special Needs Child, Bureau of Administration, Washington, D.C. 2003.
- 59.1. Focusing on academic needs, this booklet offers ideas for international moves with children who have special disabilities or gifts.

60. Viorst, Judith, Alexander, Who's Not (Do you hear me? I mean it!) Going to move. Scholastic, New York, 1995.
- 60.1. Alexander is about 9 years old. He says goodbye to friends and remembers special places and times that he will miss. All the time hoping and proclaiming that he will not go.
 - 60.2. As the family prepares for the move they also start talking about what they have to look forward to in the new place. As they plan for the future, Alexander gets used to the idea and content with the idea.
 - 60.3. This book is designed for children, but I would only use it with older adolescents and adults! I am concerned that with children younger than 9 might transfer Alexander's concerns onto their own situation, resisting a move even without real concerns of their own.
 - 60.4. However, adolescents name these same issues in times of transition. In using this book in youth group, make the conversation fun to disarm adolescent resistance. I would also recommend playing the country music song "Just Call Me Cleopatra, Because I am the Queen of Denial." Then discuss the transitions model and talk about the emotional process of leaving.
 - 60.5. Biblical supports for this discussion are Jonah, the Pillar of Fire and Smoke in the Exodus, and Jesus' statement that the Son of Man has no place to lay his head. Talk about the fact that God gives us care and provides for us no matter where we go. Also link the conversation with the idea that God calls us to service, even to the opportunities to service in the places where we will be in the future.
61. Ward, Heather Patricia, I Promise I'll Find You, Scholastic, New York 1994.
- 61.1. This rhyming book is a simple message that a parent will always love and want to be with a child. The narrator is a parent using different modes of transportation as methods for finding the child. The message of each page is that of a parent searching for and loving a child.
 - 61.2. Pair this book with Father Bear Comes Home (Minarik), Daddy, Will You Miss Me? (McCormick), and The Year of the Perfect Christmas Tree (Houston). These book each deal with the issues of parents and children being separated from each other. Another to add to this collection might be I Love You Forever (Munsch), which is not on this list but also assures children of parental love.
 - 61.3. These books can be used with individual families where one or both parents will have to be away from the child for a time. Encourage the family to talk about their love for each other, their commitment to each other, as well as their fears and expectations about the separation. Use the transition model from David Pollock to facilitate the conversation.
 - 61.4. These books could also be used in a youth group activity that deals with the idea of family and commitment. Include the human sin of broken relationships as well as the perfection of God's commitment to each of us. Remind adolescents that parental imperfections do not limit what we can see about God, but can be reminders of how perfect God IS!
62. Wilder, Laura Ingalls, Little House on the Prairie Series. Scholastic, New York, 1937.
- 62.1. This is a classic series that many American families own. There is also a TV series from the 1970's based on the books.
 - 62.2. The TV series focuses on the Ingalls family in a particular community, whereas the books follow the family through several moves.
 - 62.3. The author is the narrating little girl in the books which are largely autobiographical. She talks candidly about her opinions of each location and move.
 - 62.4. There are portions that are more applicable to the TCK experience than others.
 - 62.4.1. In On The Banks of Plum Creek, Chapter 31 "Surprise" is about their church in one location. On p. 246, the pastor is named as significant to the girls because he always remembers their names. This passage can be used with community and church leaders to stress the importance of knowing the names of children and adolescents. It can also be used as a conversation starter to get children and adolescents think about people who have been important in their lives.
 - 62.4.1.1. That same book has discussions about their encounters with children who live in town. There is conflict as their lives and settler culture clashes with a particular child, Nellie Oleson,

whose lifestyle is more privileged. The emotions and encounter can be helpful for children who feel different from their peers in school.

62.4.2. In The Long Winter, the chapter entitled Cap Garland deals with Laura's fears of going to a new school. She is eager to learn but afraid of meeting new people. It was particularly helpful with my own daughter as she prepared to begin in a new school. The story is talks of embarrassment and an awkward entry into the school group. It also explicitly talks about the friendships that were formed and the length of time that it took. These friendships appear in later in that book as well.

63. World of Henry Orient

63.1. Two early adolescent girls meet in a New York private school.

63.1.1. One has divorced parents one in New York the other in Florida

63.1.2. The other has parents who travel all the time leaving her to live in New York to go to school.

Her parents are in international business "or something"