<table>
<thead>
<tr>
<th>Orientation</th>
<th>Post-Arrival</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Objectives</strong></td>
<td>Note the following lesson icons throughout the session:</td>
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<tr>
<td></td>
<td>✓ —this indicates a take away point that should not be missed</td>
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<tr>
<td></td>
<td>during the lesson; if this point is not addressed during the</td>
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<tr>
<td></td>
<td>discussion, be sure to share this idea</td>
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<td></td>
<td>• —this indicates a question or idea that can be used to</td>
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<td></td>
<td>facilitate a conversation</td>
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<td>Students and families will be able to:</td>
<td></td>
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<tr>
<td>✓ Meet one another</td>
<td></td>
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<tr>
<td>✓ Affirm their commitment to a successful exchange experience</td>
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<tr>
<td>while connecting with the YFU network</td>
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<tr>
<td>✓ Consider the goals of exchange and how engaging in the</td>
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<tr>
<td>orientation will contribute to their exchange experience</td>
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<tr>
<td><strong>Session Overview</strong></td>
<td>This session is designed to welcome all participants, help them get to know one another, and present the agenda and goals of the orientation. There are three optional activities for this session—Common Ground, Cultural Collage, and M&amp;Ms. Read through the entire lesson and decide which activity will work best for the group, depending on size and time allotted for the orientation.</td>
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<tr>
<td><strong>Participants</strong></td>
<td>☒ Students</td>
</tr>
<tr>
<td></td>
<td>☐ Natural Parents</td>
</tr>
<tr>
<td></td>
<td>☒ Host Parents</td>
</tr>
<tr>
<td></td>
<td>☐ Host Siblings</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>☒ Highly Active / Interactive</td>
</tr>
<tr>
<td></td>
<td>☐ Some Activity / Interactivity</td>
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<td></td>
<td>☐ Discussion</td>
</tr>
<tr>
<td></td>
<td>☐ Independent</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>15-45 minutes (should be brief but time will vary depending on size of group, and activity choices). This time does not include the + 30 minutes for optional poster activity for introductions.</td>
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<tr>
<td><strong>Group Size</strong></td>
<td>Any size</td>
</tr>
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<td><strong>Minimum Staffing</strong></td>
<td>1 lead facilitator with all other orientation volunteers present and participating</td>
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<tr>
<td><strong>Materials Needed</strong></td>
<td>Flipchart or whiteboard, pens, markers, crayons; nametags for participants and volunteers; sign-in sheets</td>
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<td></td>
<td><strong>Cultural Collage Poster optional activity:</strong> Printed instructions for the activity; flipchart paper for each team working on a poster; crayons, markers, colored pencils, (possibly magazines, scissors, and glue).</td>
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<td><strong>M &amp; M Candies optional activity:</strong> Flipchart, M&amp;M’s (3-5 candies per participant).</td>
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### Preparation

- Read all of the materials to be comfortable with the content.
- Prepare flipchart with the day’s agenda (facilitators and organizers need to determine the final agenda, time per session, and breaks).
- Write Post-Arrival orientation objectives on flipchart paper (see below):

   **By the end of this orientation, students and families will be able to:**
   
   - Affirm their commitment to a successful exchange experience while applying YFU policies and procedures and connecting with the YFU network.

   **Students will be able to:**
   
   - Use YFU tools and strategies that foster successful adjustment to a new culture and family.
   - Describe their experiences and reflect on their adjustment to their exchange experience.

   **Families will be able to:**
   
   - Use YFU tools and strategies to welcome a new family member and foster successful family adjustment.

- Set up a registration table and ensure ALL participants sign in, including volunteers and staff.

**Cultural Collage Poster optional activity:**

- Post or print instructions for making the cultural poster. Upon arrival, provide students and host families the instructions, flipchart paper, and materials. Explain that they will present the posters later during the session to educate others on their culture.

**M & M Candies optional activity:**

- Write prompts on a flipchart or project them on a slide.

### Handouts for Participants

None

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**Welcome & Introductions (10 MINUTES)**

1. Greet and welcome participants to the Post-Arrival orientation.
2. Confirm everyone has a nametag and has signed in on the sign-in-sheet. Introduce yourself and briefly describe your history with YFU and your role in today’s session.
3. Introduce all volunteers. Keep it short—less than 15 seconds per volunteer.
4. Student & Host Family Introduction: students and host families can stand together and share name, country, and school.
**Extra Tip: Introductions!** How students and families introduce themselves depends on the size of your group, their familiarity with each other, and the time available for this session. If the group is large you may choose to stagger introductions throughout the course of the orientation, rather than doing them all at once. Students might introduce themselves in groups by country; by segments of the alphabet; by seating area; or by order of the sign-in sheet. **Be creative with introductions.** Students could introduce themselves with an adjective beginning with the first letter of their name (or something they like to do), such as: Mysterious Mario or “I’m Sam and I like to skateboard.” You could ask each student to associate a movement or action with their name, for example, a thumbs up, peace sign, a little jig, or a shoulder shake. Students then need to remember other students’ names and their action. Check out the link below for more icebreakers to keep participants engaged: [https://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdf](https://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdf)

**Activity 1: Review Agenda and Objectives of Orientation** *(5–10 MINUTES)*

1. Ask a participant to read the Post-Arrival orientation objectives. With each objective provide a concrete example, or ask the group to consider why the objective is important.
   - Students and families will be able to: Affirm their commitment to a successful exchange experience while applying YFU policies and procedures and connecting with the YFU network.
   - Students will be able to: Use YFU tools and strategies that foster successful adjustment to a new culture and family.
   - Students will be able to: Describe their experiences and reflect on their adjustment to their exchange experience.
   - Families will be able to: Use YFU tools and strategies to welcome a new family member and foster successful family adjustment.

2. Quickly review the agenda; make sure it’s posted somewhere in the room.

3. Establish any “rules” for the day such as: limited use of phones, listening to one another, engaging in activities. See sidebar for an additional activity to build a sense of team and establish the rules for the

**Extra Tip:** Establish some “rules” for the orientation (don’t use the word “rules”). Ask the students for their ideas on how the entire team can have a productive and meaningful day. Tell the students that they will be creating their list of what they agree to do today at the orientation.

1. Title a flipchart: **We Agree to:**
2. Pass out post-it notes to students.
3. Ask students to write down an idea that will help the group get along and have a good day together. Provide examples: *listen when others are speaking, be respectful, turn off cell phones, engage in the activities*, etc.
4. After a few minutes, ask students to share their ideas. As students share, listen for similarities; synthesize these, and write them on the paper. Provide additional ideas that are not discussed (see above).
5. Limit the list to the 5–7 most important ideas. (Most of the ideas should come from the students; getting their input is important and will help the group build trust.)
6. Finally, finish the discussion by asking the group to work hard together to follow these guidelines. Ask the group what should happen if someone does not follow the guidelines. Use good judgment that builds trust within the group on how to enforce the agreement.

day. This activity can take 5-15 minutes depending on the size of the group and discussion.

4. Housekeeping—Make announcements as necessary to:
   - Use of the building
   - Location of bathrooms
   - Where and when there will be breaks, snacks, or a meal
   - Location of other classrooms that will be used
   - Silencing cellphones
   - Any other details participants need to know

**Optional Activity 1: Common Ground** (10 MINUTES)

1. Introduce *Common Ground* as a game designed to get to know one another and demonstrate that despite differences, we have quite a bit in common.

2. Ask participants to form a circle with their chairs. The facilitator stands in the middle.

3. Begin the game by saying “I share common ground with people who...” and state anything that is true about yourself (for example: like chocolate ice cream; have a brother; play piano).

4. Anyone sitting in the circle who agrees with your statement (people who like chocolate ice cream, for example) should get up and find a new seat in the circle. They may not go to the place to their immediate right or left. The person in the middle must also find a seat in the circle. This shuffling will always leave one person without a seat. This person becomes the one in the middle of the circle who makes the next “I share common ground with people who...” statement.

5. After about 8 minutes, wrap-up by asking students and host families:
   - **Who can tell us something that they have in common with someone else in this group?**

(For example one student may say, “Brenden and I both love to ride horses.” This is a fun way to reinforce the idea that they are getting to know more about others who are also taking an exciting step in life by either being an exchange student, or hosting an exchange student.)

   End this activity by asking the group:
   - **Why is it important to find common ground with others, particularly when in a new environment?**

   ✓ It might be easy to focus on the differences between yourself and others, but focusing on similarities can help build a strong relationship.

**Optional Activity 2: M&M Introductions Activity** (10 MINUTES—depending on group size)

1. Pour a few bags of M&Ms into a bowl (check for any allergies first!). All participants randomly choose a predetermined number of M&Ms (for smaller groups, choose ~5 candies; for larger groups, choose ~3 candies). They may not eat the candies yet.

2. As a large group or several smaller groups, participants take turns introducing themselves using the candies. For each color, the participant answers the prompt based on whatever color(s) they chose from the bowl. Candies may be consumed after they have shared their answers. The prompts can be edited as needed.
Prompts:
RED: Tell us a brief story about something that happened with your host family yesterday.
ORANGE: Tell us about something you do well.
YELLOW: Tell us something about your childhood.
BLUE: Tell us something you learned last week.
BROWN: Tell us something you can’t live without.
GREEN: Tell us about what you watch/listen to.

Optional Activity 3: Cultural Collage Poster Activity (30 MINUTES—depending on group size)

Students and host families will make posters/collages together to learn more about each other’s cultures, backgrounds, likes, and preferences using words, drawings, and/or symbols. During the registration period (or during lunch), provide the poster instructions and materials. Students and host families will present their poster as their main form of introductions to the group (allow around 2 minutes for each student/family team to talk about their posters).

Additional Ideas for the Poster
- Members of your family in your home country/host families relatives in the area
- Describe your home country (typical food, clothing, activities, etc.)
- A tradition that represents your country
- Your interests/hobbies/talents
- Cultural symbols of your country (e.g. flags, maps, landmarks, etc.)
- List one/two things that you and your host family have in common
- Something you want to tell us about your country
- Something you have done in the US
- Something you want to do this year
- Something in the US or your school or your host family that is different from what you expected
- Something funny that you have done or seen or heard since you arrived
- A holiday tradition from the family/student’s culture you would like to do this year
- A recipe you would like to try/cook from your family/student’s country
- List one or two things that you and your family/student have in common

Wrap Up (3-5 MINUTES)
1. Thank everyone for coming and let the group know that all the volunteers are excited to work with students and families today.
2. Ask that everyone remembers the objectives of the day and works to achieve those goals.