## Orientation

Post-Arrival

### Session Objectives

- Note the following lesson icons throughout the session:
  - ✓ this indicates a take away point that should not be missed during the lesson; if this point is not addressed during the discussion, be sure to share this idea
  - ● this indicates a question or idea that can be used to facilitate a conversation

**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.

### Session Overview

This session is designed to be used with host families AND students either immediately after the Welcome, if the parent session is at the beginning of the orientation, or to coincide with a break in the student schedule in the afternoon to allow everyone to participate. The goal of this activity is that as behaviors are read aloud, the families and students will see how one another ranks themselves on a continuum. By recognizing differences and similarities, students and families can talk about how they will address potential areas of conflict, such as different views on keeping the house clean, communication styles, or curfew.

### Participants

<table>
<thead>
<tr>
<th>Students</th>
<th>Host Parents</th>
<th>Host Siblings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Parents</td>
<td></td>
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</table>

### Format

<table>
<thead>
<tr>
<th>Highly Active / Interactive</th>
<th>Discussion</th>
<th>Some Activity / Interactivity</th>
<th>Independent</th>
</tr>
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### Duration

20-25 minutes

### Group Size

Any size
<table>
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<tr>
<th>Minimum Staffing</th>
<th>At least 2 facilitators (in order to represent the two ends of the continuum)</th>
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<tbody>
<tr>
<td>Materials Needed</td>
<td>Four pieces of paper; masking tape; copy of facilitator handout “Behavior Continuum Topics.”</td>
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</tbody>
</table>
| Preparation      | - Fully read the lesson to understand the activity and discussion points.  
                     - Write a giant A on two pieces of paper and a giant Z on two other pieces. Post the As and Zs on opposite walls or on the floor to create a representation of a continuum. Use masking tape on the ground to literally show the line of the continuum. |
| Handouts for Participants | None |

**Introduction (5 MINUTES)**

1. Introduce the session with the following ideas (or develop your own introduction):

   - We all approach life with our own unique habits, behaviors, and personality. By understanding each other, we can have meaningful conversations about our similarities and differences.
   - We will do this now by looking at our behaviors along a continuum.

2. Introduce the idea of a *continuum*. Ask for definitions; reference the definition and examples below as needed.

   **A continuum**—a range or series of things that are slightly different from each other and that exist between two different possibilities (sometimes opposites)

   **Examples:**

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<thead>
<tr>
<th>Frozen</th>
<th>Liquid</th>
<th>Solid</th>
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<table>
<thead>
<tr>
<th>Ecstatic</th>
<th>Content</th>
<th>OK</th>
<th>Upset</th>
<th>Depressed</th>
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<table>
<thead>
<tr>
<th>Liberal</th>
<th>Moderate</th>
<th>Conservative</th>
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3. Explain that they will do an activity that asks them to rank themselves along a continuum and that by observing each other’s rankings, they will better understand one another. If there are host family/student challenges that have already been brought up, add these topics to the continuum activity.
Activity 1: Behavior Continuum (10 MINUTES)

Facilitator Note: The goal of this activity is that as behaviors are read aloud, the families and students will see how one another ranks themselves on the continuum. By recognizing differences and similarities, students and families can talk about how they will address potential areas of conflict, such as different views on keeping the house clean, communication styles, or curfew.

1. Provide an example with the volunteers and show the group how people can rank themselves along a continuum:

   a. Stand in the middle of the room and present the prompt—— “Planning Activities.”

   b. Walk to one side of the room. Point to A, and explain that A represents one end of the continuum (for example, being spontaneous, and never planning, but always making arrangements at the last minute). Whereas Z (walk over to the other side of the room and point to Z) represents planning every second, well in advance and making sure that all arrangements are perfectly organized.

   c. Explain that people are not usually one way or the other, but somewhere along the continuum. Ask the volunteers to line up along the continuum and rank themselves to demonstrate this example.

   d. After they have done this, ask a few of them to talk about their habits and why they placed themselves in a certain spot on the continuum.

   | PLANNING |
   | Spontaneous | Planned |
   | A | Z |

2. Explain that the students and families will do the same thing. Tell them that with each topic, they must place themselves along the continuum. Ask them to pay attention to where others are standing along the continuum.

3. Present the first topic (see Behavior Continuum Topics sheet below) and point out the extremes on each end of the continuum.

4. ASK: What kind of “planner” are you? For example, are you “spontaneous” and do not plan ahead very much? If so, walk to the letter “A” on the continuum. Or, do you “always have a plan” and plan ahead? If so, walk to letter “Z.” If you are somewhere in the middle, (i.e. you sometimes plan ahead and sometimes are spontaneous), walk to where you think you fit on the continuum. After you explain this, ask everyone to line themselves up along the continuum.

5. Once people are settled in their spots, ask people to share why they placed themselves in certain spots.
6. Continue through the topics from the handout (it is not necessary to do all the topics). After each prompt, ask participants to look around at where their families/students are standing.

7. Pay attention to group energy and stop calling topics as the group loses interest. Debrief with the entire group using the questions below.

**Debrief & Wrap Up (5-10 MINUTES)**

1. Start the debrief by facilitating a conversation; encourage many views and perspectives from both students and families. Encourage humor and understanding as students and families talk about the activity.

   - What did you learn about each other during this activity?
   - How does this activity reflect your own culture, values or beliefs?
   - Were there any differences that might cause conflict?
   - What areas do you think your household (student and families) will need to adapt?
   - How might you adapt if you see your student or host family on the opposite end of the continuum?
   - What new things have you learned about your own beliefs and values; what did you learn about other people in your home? Were there any surprises?

While discussing the questions above, make sure to integrate the following ideas into the conversation.

 ✓ Neither end of the continuum is better than the other. Rather it is just DIFFERENT. You’ll likely identify some behaviors where people in your home are very similar, and these will not cause challenges. There are other areas that will require students and families to adjust to one another when individuals are on different ends of the continuum.

 ✓ We tend to assume that everyone will behave like us until we have the opportunity to see that that isn’t true. Hopefully during this activity, you learned a bit more about each other.

 ✓ Take the time to talk about some of the differences that you noted, especially if you think these differences might lead to conflict. Talk about how to adapt as a family.

 ✓ Remember that no one value is better than the other. In the areas where your reactions were far apart on the continuum, we encourage you to spend some time when you’re back home to reach out to one another to discuss these areas.
# Behavior Continuum Topics for Facilitator

## Planning
- Spontaneous
- Planned

## Neatness / Cleanliness
- No mess allowed
- Messy is OK

## Teen’s Independence
- Parent approval required
- Never requires parent approval

## Family Time
- Family always together
- Family rarely together

## Meals
- Family eats together
- Family doesn’t eat together

## Socializing
- Needs alone time
- Always wants company

## Affection
- Uncomfortable with hugs
- Enjoys hugs

## Privacy
- Door always closed
- Door always open

## Communication
- Never starts a conversation
- Often starts a conversation

## Technology
- Texting at dinner is OK
- Texting at dinner is not allowed