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<th>Orientation</th>
<th>Post-Arrival</th>
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| **Session Objectives** | Note the following lesson icons throughout the session:  
  ✓ - this indicates a take away point that should not be missed during the lesson  
  ● this indicates a question or idea that can be used to facilitate a conversation  
  Students will be able to:  
  ✓ Affirm their commitment to a successful exchange experience while applying YFU policies and procedures and connecting with the YFU network  
  ✓ Use YFU tools and strategies that foster successful adjustment to a new culture and family |
| **Session Overview** | **This session is important as it provides critical information to the students about YFU USA.** In this session, the YFU Support Structure and YFU Rules & Policies are shared. Monthly contact with the Area Representative and student’s responsibilities to their AR are emphasized using group discussion and learning activities. There are three options that review student responsibilities to their ARs: a charades/Pictionary game, a Heads Up!-style game, and a draw-your-perfect-AR activity. **The facilitator will need to choose which option will work best for the group.** |
| **Participants** | ☑ Students  
  ☐ Natural Parents  
  ☐ Host Parents  
  ☐ Host Siblings |
| **Format** | ☑ Highly Active / Interactive  
  ☐ Discussion  
  ☐ Some Activity / Interactivity  
  ☐ Independent |
| **Duration** | 65-90 minutes (time varies depending on choice of activities and size of group) |
| **Group Size** | N/A |
### Minimum Staffing

2 facilitators

### Materials Needed

- Lines of Communication handout (one per student)
- A ball (soccer or volleyball sized is ideal)
- Large nametags (sheet of paper with tape is great)
- Student Responsibilities handout (one per student, + 2-3 extra if choosing Optional Activity 2)
- Flipchart paper (if Optional Activities 1 or 3)
- Policies and Rules scenarios (Activity 4)

### Preparation

- Create “nametags” for each of the roles below:
  1. Student
  2. Host family
  3. American friends
  4. Area Rep
  5. SSM
  6. Home country national office
  7. Natural parents
- Cut a Student Responsibilities handout into strips; fold each strip in half, and place in a baggie or bowl (if Optional Activity 2)
- Cut apart Policies and Rules scenarios (Activity 4)

### Handouts for Participants

- Lines of Communication for Support in the US
- *NEW* Student Responsibilities to the AR

### Introduction (2 MINUTES)

1. Introduce the goals and the importance of this session:

- Outline the support structure
- Through the use of common support problems, outline the preferred way to handle specific support communications
- Demonstrate the proper communication paths to follow, and outline some of the problems that can arise when there are deviations from the path
- Address the importance of students and families responding to Area Reps for each monthly contact

### Activity 1: YFU Support Structure (15 MINUTES)

1. Ask the students if they are familiar with the term solar system. Tell the students that they will build a physical solar system to represent the YFU Support Structure.
2. Assign different roles to different participants. The role of the Exchange Student is at the center of the “solar system” and all other “roles” are circling (orbiting) around the student showing their proximity. Present each role and explain why they interact.

**Facilitator Note:** The goal of this demonstration is for the students to see that their host families are the closest to them and they should rely on their host family for support, not their natural family, or friends who are far away. The different scenarios and tossing the “communication ball” will help demonstrate how the lines of communication work.

3. Select students; give them nametags and explain their role.
   
   a. Student (center of the solar system as the sun)
   b. Host Family (several students holding hands, forming a tight circle around the student, like rays coming from the sun)
   c. American Friends (a few other students who can walk around the host family, as other planets)
   d. Area Rep (shooting star or meteor who shoots in and out of the family, touching base with the student). **Note: When explaining this role, ask students if they know who their Area Rep is. If any of them do not, note this for the FD.**
   e. YFU Support Services Manager (SSM, outside the Area Rep; as a planet)
   f. Home Country National Office (far planet)
   g. Natural Parents and home country friends (farther planets)

4. Following the Lines of Communication handout as a visual, explain the role of each piece of the support structure while physically building the solar system with the different players to illustrate layers of YFU support.

5. Provide the “student” (in the center of the solar system) with a ball (ideally the size of a soccer or volleyball). The ball is the physical representation of communication.

6. As the facilitator reads through each scenario, the participant should toss the ball to the person with whom they are communicating, and that person continues until the communication has reached all necessary people.
7. As each scenario is read, the group figures out who should catch the “communication ball” (proper path is listed in parentheses in each scenario); confirm the correct path has been used and answer/clarify any questions the students may have. Stop at key points to discuss the communication flow and the best resources to support the student. Explain what can result from following the recommended communication pathway and how problems can arise when deviating from the recommended line of communication.

Support Structure Scenarios to Read Aloud

- A student is struggling with grades and English comprehension (student → host family → American friends → Area Rep → SSM for suggestions and solutions)
- A student is very homesick, perhaps suffering from culture shock (student → host family → American friends → Area Rep → SSM for suggestions; and possibly → Home Country National Office → natural parents)
- A student whose natural parents are putting pressure on them to graduate, study for exams, visit universities and thereby forego extracurricular activities (student → host family → Area Rep, which will be the closest support; SSM will be closely involved w/ → Home country national office → natural parents)
- A student whose natural parents tell them that they can’t attend prom because it is sinful (student → host family → Area Rep → SSM → home country national office → natural parents)
- A student is miserable in the host family, feeling that they are disliked (student → host family → Area Rep; if a move is deemed necessary, then Home Country National Office → natural parents)

Discussion & Reminders During the Activity

- Why does YFU use these lines of communication? (One of the tools YFU has in place is guidance and support to help students make the most of their experience: thus, the reason for the paths of communication.)
- Were the natural parents ever the first line of communication in these scenarios? Why not? (No, they were not. Students should always first communicate with YFU. This is because YFU has protocol in place for emergencies and YFU can communicate with natural parents immediately (and the international partner) in cases of true emergency. When students seek help from their natural parents, rather than their host families, this can inadvertently cause stress because the natural parents are far away and there is very little they can do to help).

Activity 2: Support and Area Representatives (5 MINUTES)

1. Pass out the Lines of Communication handout to the students. Have a conversation about the student’s responsibilities to communicate with their AR. Personalize the conversation so that students understand that their AR is someone they should come to see as a friend and support.

- Who has met their Area Representative; what is his/her name?
- What do you know about your Area Representative?
- What is the role of the Area Representative and why is this “mentor” an important part of your exchange experience?
- What are your responsibilities to your AR?
2. Monthly Contact Report: Share the importance of the Monthly Contact Report (MCR). Fill in any gaps in information or wrong information including:

- The AR completes a Monthly Contact Report as a way to document that YFU has monthly contact with families and students. The Monthly Contact Report is a US State Department requirement.
- Monthly contact with the AR should be welcomed, as it is an opportunity for the family and student to “touch base” with YFU.
- It is the student and the host family’s responsibility to be available for phone calls and visits by the AR so that they can complete the MCR. A prompt reply is needed whenever the Area Rep attempts to make contact.

3. Support Service Managers: Highlight the SSM circle on the Lines Of Communication handout. Ask what they know about the Support Service Managers (SSMs) and how YFU provides support and assistance to both the student and the family, especially in cases when the challenge is more serious in nature.

- SSMs are YFU staff who are trained counselors. Their goal is to step in and help students and families, especially when an issue is more serious in nature.
- Each student is assigned an SSM.
- The SSM assigned to the family and student should have been emailed to the family by either the SSM or the FD prior to or just after the student arrived.
- In the event of an emergency, always call the SSM—or, if necessary, use the 24-hour hotline (afterhours).

**Activity 2: Option 1 — Charades/Pictionary (30 MINUTES)**

Facilitator Note: This activity is an adapted version of the classic pastime, charades! Students will work in teams to guess the roles of the AR and their own responsibilities related to interacting with their AR. Before each of these optional activities, distribute the Student Responsibilities to the AR handout to each student. Ask the students to skim the sheet for words they don’t know or understand; allow students to use personal translators, ask each other, or ask you for clarification.

1. Divide the students into 2–4 teams. Post flipchart paper on a wall—one per team. (Space the papers out slightly, and be sure to place them at a level where they can be both drawn on and seen clearly.)
2. Have each team choose a ‘leader’ to convey the first role. Bring all the leaders to you in a huddle; choose one of the roles from the handout and whisper it to the leaders. This is what they will be conveying to their team. Hand each leader a marker and assign them a flipchart paper to stand in front of.
3. Each team should sit together, in direct view of their respective leader’s paper. Inform the teams that they will have 30 seconds to guess the role their leader has been assigned. Students may use their handouts, each team may only guess once, and the first team to shout the correct answer wins. (If the role is not guessed, allow each team another guess and each leader an extra 15 seconds.) Encourage teammates to collaborate and confer with one another during the round.
4. Inform the leaders that they may choose to either act out the role physically or draw the role on their flipchart paper; in both cases, **neither words nor speech are permitted**.
5. Set a timer for 30 seconds, and begin. Once the round is over, have each team choose a new leader. Pick a different role from the handout, whisper it to the new leaders, and begin a second round.
6. Repeat this process until students grow tired of the game or the list is exhausted. You may announce a winning team at the end, if you wish.

**Activity 2: Option 2 — Heads Up! (30 MINUTES)**

1. Divide the students into groups of 4–8. Have each group create a circle; they may stand, pull up chairs, or simply sit on the floor.
2. Have each group choose a ‘guesser’, and give that student a set of **Student Responsibilities** strips in a baggie or bowl.
3. The guesser will choose a strip from the bowl/baggie at random and, **without reading or glancing at the strip**, hold the strip to their forehead, facing outwards. They will then walk within the circle so that all students can see the strip with the role/responsibility.
4. Each guesser will have 25 seconds to guess the role on the strip they are holding. Their group must help them guess by shouting out descriptions of the role as best they can, so long as they **do not name any of the key words of the role**. The guesser may consult their **Student Responsibilities** handout. If the guesser guesses correctly, they may throw aside their strip, choose another, and hold it to their forehead, and so on until their time is up.
5. Once the round is over, the guesser passes the baggie/bowl of strips along to the next person in the circle. If the guesser did not guess their final strip, it may be re-folded and mixed into the bowl again.
6. Repeat this process until students grow tired of the game or the strips are exhausted.

**Facilitator Note:** If you wish to make this game competitive, have the groups begin at the same time. Once a student correctly guesses a strip, the person next to them immediately becomes the guesser. The first team to guess all of the strips is the winner.

**Activity 2: Option 3 — Draw the ‘Perfect AR’ & Debrief (20 MINUTES)**

1. Divide students into groups of 2–5. Distribute a flipchart paper and colored markers to each group.
2. Instruct the groups to illustrate their ‘perfect AR’. They can draw a stick figure, or the outline of a body. They can name their AR, or use their AR’s actual name. Encourage them to use lots of color, symbols, detail, etc. Some examples of what could be drawn:
   - Pink heart (Support and kindness)
   - Thought bubble containing calendar (Monthly Contact Report)
   - Pack of band-aids in pocket (Resolves issues)
   - Phone in hand (Making contact)
3. After 10 minutes of work time, ask each group to present their drawing to the classroom. After each presentation, have the group further clarify their drawing by asking questions like the following:
   - Why did you include what you did? (e.g. hair style, eye color, gender of AR, etc.)
   - Are there any symbols in your drawing? What do they mean?
   - What makes the AR that you drew the ‘perfect AR’?

4. Close the discussion by reviewing the student responsibilities to the AR. Talk about the role of the host family when working with the AR. Make sure students understand:
   - Reach out to your AR every month, even if your AR has not contacted you.
   - Appreciate your AR; they are a volunteer. Help the AR help you by being available to the AR, returning phone calls, and including the AR in the exchange experience.
   - Make sure you return the AR’s calls and texts promptly.
   - Contact YFU if your AR is not responsive to you.

**Activity 3: Insurance Discussion (5 MINUTES)**

**Insurance Information:**
1. Tell Students: All YFU students coming to the U.S. are required to carry insurance for the duration of their stay. There are several different types of insurance YFU students may have.

2. Lead a discussion about what constitutes an actual emergency. Define the terms “Emergency Room” and “Urgent Care Center”.

   **Emergency Room (ER)** = the department of a hospital that provides immediate treatment for acute illnesses and trauma.

   **Urgent Care Center** = clinic outside of a hospital that provides medical care and services to people with urgent but not serious problems.

   - Discuss with your host parents where the Urgent Care Centers are in your area.
   - How do you decide whether you need to be seen at an Emergency Room, an Urgent Care Center, or a walk-in facility?

   **Urgent care center:** A good option for non-emergencies at night and on weekends when your doctor may not be in the office. At these centers, you can usually get things like X-rays, stitches, and care for minor injuries that aren't life threatening yet require medical attention on the same day.

   **Hospital emergency room:** Can handle a wide variety of serious problems, such as severe bleeding, head trauma, seizures, meningitis, breathing difficulties, dehydration, and serious bacterial infections.

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   - It is important to seek medical help from the appropriate location. When ER visits are not warranted, the cost is charged to the International Students and in many cases, treatment at an Urgent Care Center could have provided the necessary level of care.

3. **Tell the students the following important information about their insurance card and**
passport:

✓ Be sure to make a photocopy of your insurance card and the part of your passport with your picture and information and keep it somewhere safe. If you lose your insurance card or passport, having a photocopy will help.
✓ In the case of a lost insurance card, contact your SSM. In the case of a lost passport, tell your host parents and YFU staff immediately as you will need to contact your home country’s embassy or consulate and apply in person for a new passport.

Activity 4: Policy Scenarios & Debrief (15 MINUTES)

Facilitator Note: This activity is a small group activity using scenarios; these, as well as a facilitator’s answer sheet, are found at the end of this session. Choose from the scenarios provided, especially targeting any situations that may be helpful to students in your area.

1. Point out the importance of knowing and understanding the YFU policies.
   ✓ Policies are designed to protect students and host families.
2. Ask: Do you know where to find these policies?
   ✓ YFU Policies are printed in the Passport to the USA student handbook. This was sent to you via email at the end of July. (NOTE: All students received an electronic copy of the handbook via email)
3. Divide participants into groups of 3-5.
4. Have each group select 3+ scenarios “out of a hat”.
5. Give the students 5 minutes to work together and discuss their scenarios and determine what rules were not followed.
6. Ask all groups to come back together. Ask each group to share their scenario and discuss the rules that were broken to the full group. Use the “cheat sheet” at the end of this session to emphasize certain procedures and policies.
7. Close the activity with a “Popcorn style” review (students call out answers): students take turns sharing one YFU rule with the group they talked about during this activity.
8. Ask students if they have any further questions about both the policies and rules, the communication structure, or their responsibilities to their AR.

Wrap Up (5 MINUTES)

1. Remind the students that they discussed many topics during this session. Ask a few students to share a few concepts that they thought were really important.
2. Ask students to look for the email with the electronic link to the handbook Passport to the USA. Remind them to review this if they have questions. Remind them that their family and their AR are the best people to pose their questions.
3. If they have not yet met their AR face-to-face, ask them to raise their hands. Note these students’ names and share this with the Field Director for follow up.
STUDENT RESPONSIBILITIES TO THE AREA REPRESENTATIVE

**Student Responsibilities to the AR**

- Respond to and return calls/texts from AR
- Talk about concerns with the AR
- Be available for visits from AR
- Treat AR with kindness and respect

**Responsibilities of the AR**

- Contact the student and host family every month
- Support and provide guidance to the student and family
- Resolve issues and conflicts
- Report serious concerns to SSM
- Submit a Monthly Contact Report (MCR) every month

**Roles of the SSM**

- Respond to emergencies and serious issues
- Serve as a contact for the student if the AR cannot help
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YOU & YFU: POLICIES & RULES SCENARIOS—FOR STUDENT GROUPS

1. Sara has used her host family’s phone to call her natural parents. When the bill comes, the amount she owes is a lot more than she expected. She doesn’t have enough to pay the bill. What advice would you give her?

2. Celine’s natural parents want to visit and travel with her for a week. What are the YFU policies?

3. Thomas says that school is boring and he wants to stay home from school one day a week. He is doing well in his classes, so his host family gives him permission. Would this plan be OK with YFU?

4. Dara is having a hard time in school. English is difficult for her, and she doesn’t understand the teachers. She is failing two courses and has below a C average. Can YFU help or does she have to go home?

5. Jonas’ girlfriend is pregnant. He says it’s not his fault because she told him that she was using birth control. How do YFU policies apply?

6. Henrik’s host brother threw a party at their house. Henrik drank a few beers but said it was OK because he was in his home. Is it OK?

7. Christian uses his blog to write in his home language about his exchange year. When he is angry, his blog is a place for him to complain about his school or host family. What advice would you give him?

8. Philippe’s class from his home country will be visiting New York for a week. He wants to join them. What YFU policies apply?

9. Lara’s host brother is hospitalized and getting treatment for his addiction to drugs. Should Lara explain to her school friends about what is happening? What YFU policies apply?
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10. Christina wants her boyfriend from home to come to the US and go with her to the homecoming dance. What advice would you give her? What YFU policies apply?

11. Claus wants to get a driver’s license during his exchange year. His host parents agree that he can take lessons at a driving school, and his natural parents will pay. What YFU policies apply?

12. Elena is fond of animals, and she likes to take the neighbor’s dog for walks. They have offered to pay her to walk the dog when they are out of town on weekends. Can she accept the job?

13. Lena’s host sister has invited Lena to spend the weekend at her college. Her college roommate will be out of town, so Lena can stay in the room with her sister. What do YFU policies say?

14. A group of Andy’s friends are going to play paintball. Can he play?

15. Oscar’s father likes to hunt, and his children hunt with him. Can Oscar join in this family activity?

16. Betina’s host family says that she must wear a bike helmet when she is riding. Her natural parents say it’s OK if she doesn’t. What would YFU say?

17. Lisa helps clean up after dinner every night and then goes to her room to Skype with her natural parents. What YFU policies apply, and what advice would you give her?
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18. Laura has just started dating a 16 year old boy from her school. He sent her photos of himself naked and asked her for photos. What would you tell her to do?

19. Therese had a job at home in a store that sold teen clothes. She was excited to see a “Help Wanted: Weekends” sign at a store near her home. Can she apply for the job?

20. Emilie’s host family is vegetarian, but she likes to eat meat. Does YFU have to find another host family for her?

21. Jules thinks that having a curfew during the weekend is ridiculous. At home, he can stay out as late as he wants. Since his natural parents give him that freedom, he says he doesn’t have to follow the host family curfew. What YFU policies apply?

22. Marilia wants to fly to California to visit her host mother’s family during her spring holiday. Is this possible?
YOU & YFU: POLICIES & RULES SCENARIOS—FOR FACILITATORS USE

(Facilitators: Correct answers are in parentheses following each scenario)

1. Sara has used her host family’s phone to call her natural parents. When the bill comes, the amount she owes is a lot more than she expected. She doesn’t have enough to pay the bill. What advice would you give her? (Talk to her host parents about a payment plan, ask her natural parents for extra money to cover the bill and have an agreement in writing; be careful not to do this again.)

2. Celine’s natural parents want to visit and travel with her for a week. What are the YFU policies? (Natural families and home country friends are strongly discouraged from visiting the exchange student during the program year, especially during the initial adjustment period. The interruption breaks the continuity of the relationship with the host family and may lessen the exchange experience for the student and host family. This break sometimes leads to adjustment difficulties so serious that YFU may consider Early Return of the student to their home country. YFU Policy clearly states that YFU will only consider Natural Family travel requests toward the end of the exchange experience. The trip must be approved by the student’s SSM and the student may not miss school for the trip.)

3. Thomas says that school is boring and he wants to stay home from school one day a week. He is doing well in his classes, so his host family gives permission. Would this plan be OK with YFU? (All YFU students are expected to regularly attend a secondary school. Repeated absence will result in consideration for Early Return.)

4. Dara is having a hard time in school. English is difficult for her, and she doesn’t understand the teachers. She is failing two courses and has below a C average. Can YFU help or does she have to go home? (Allowing for an initial period of linguistic and/or academic adjustment, a student is expected to achieve an adequate school academic record. Within a reasonable period of time, poor motivation, underachievement (failing grades), in combination with poor adjustment in general, can be cause for Early Return consideration.)

5. Jonas’ girlfriend is pregnant. He says it’s not his fault because she told him that she was using birth control. How do YFU policies apply? (For medical reasons, placement and personal consideration, female students found to be pregnant while on the YFU program will normally be returned home immediately after notification of the natural parents. YFU students who cause pregnancies while on program will be subject to the same policy as females.)

6. Henrik’s host brother threw a party at their house. Henrik drank a few beers but said it was OK because he was in his home. Is it OK? (The legal drinking age in the US is 21. Therefore, no YFU student can legally drink while on program. Students who drink are breaking the law and will be considered for Early Return.)

7. Christian uses his blog to write in his home language about his exchange year. When he is angry, his blog is a place for him to complain about his school or host family. What advice would you give him? (This is not acceptable behavior for YFU students. Complaining and bad mouthing people on social media is hurtful. Students need to problem solve with their families and talk to their AR if there is a problem with their family. Inappropriate posting on social media, such as sharing nude pictures, can result in an early return.)

8. Philippe’s class from his home country will be visiting New York for a week. He wants to join them. What YFU policies apply? (See response to #2 above)

9. Lara’s host brother is hospitalized and getting treatment for his addiction to drugs. Should Lara explain to her school friends about what is happening? What YFU policies apply? (Students should...
treat their host family's private life with respect and confidentiality; see HF handbook p. 37-
"Confidentiality")

10. Christina wants her boyfriend from home to come to the US and go with her to the homecoming
dance. What advice would you give her? What YFU policies apply? (See response to #2 above)

11. Claus wants to get a driver’s license during his exchange year. His host parents agree that he can
take lessons at a driving school, and his natural parents will pay. What YFU policies apply? (YFU
does not allow students to take driver’s education classes or obtain a driver’s license. Students
who drive or engage in driver’s education classes will be considered for Early Return.)

12. Elena is fond of animals, and she likes to take the neighbor’s dog for walks. They have offered to
pay her to walk the dog when they are out of town on weekends. Can she accept the job? (Students
in the US are not allowed to engage in fulltime employment during their stay. Students are,
however, allowed to work for up to 10 hours per week in accordance with the regulation of their
visa, which permits them to study and live in the US. This work must consist of informal jobs, such
as babysitting, grass cutting, snow shoveling, yard work, etc. and must not interfere with school
and host family activities. Students cannot work in any job that requires a social security number
(such as a restaurant, retail store, etc.))

13. Lena’s host sister has invited Lena to spend the weekend at her college. Her college roommate will
be out of town, so Lena can stay in the room with her sister. What do YFU policies say? (Students
must travel with a responsible adult age 25 years or older. Overnight visits to stay with anyone who
is not an adult age 25 years or older is not allowed.)

14. A group of Andy’s friends are going to play paintball. Can he play? (For YFU students not on
scholarship: to participate in paint ball and archery, students must complete appropriate training,
follow safety guidelines, use prescribed safety gear, and be supervised by a host
parent/responsible adult. Any YFU student in the US with the Congress Bundestag (CBYX)
scholarship may not participate in any recreational activities involving firearms or target
practice, including but not limited to archery, paintball, and laser tag.)

15. Oscar’s father likes to hunt, and his children hunt with him. Can Oscar join in this family activity?
(Dangerous Activities policy: Students must complete a certified training course in the use of
firearms or other weapons used. Students must be properly licensed for both the type of game
(animals) sought and the weapon used (including air/spring powered guns and bows and arrows).
Students must follow safety guidelines, utilize prescribed protective gear, and follow all local laws.
The hunting activity must be supervised by host parent(s) or a responsible adult.)

16. Betina’s host family says that she must wear a bike helmet when she is riding. Her natural parents
say it’s OK if she doesn’t. What would YFU say? (Students are expected to take adequate safety
precautions and must follow all local laws when participating in any kind of physical activity (e.g.
helmets may be required when riding a standard bicycle, life jackets are required when boating or
white water rafting, etc.))

17. Lisa helps clean up after dinner every night and then goes to her room to Skype with her natural
parents. What YFU policies apply and what advice would you give her? (Excessive computer and
phone use has previously had negative impacts on host family relationships. It also inhibits the
adjustment process, as students who are overly attached to communication back home often have
a much harder time assimilating to life in the US. YFU students are not prohibited from
communicating with their natural parents or friends during the exchange; however, this should be
limited to an appropriate amount, and at no point should it negatively affect their relationships
with their host family or friends in the US.)
18. Laura has just started dating a 16 year old boy from her school. He sent her photos of himself naked and asked her for photos. What would you tell her to do? *(Sending and receiving nude photos between cell phones is considered sexting—an illegal activity in many US communities. Students who break local laws are considered for early return. Before sharing personal, intimate information and photos of yourself with someone else, consider whether you are comfortable with that person possibly sharing it with everyone they know now or in the future? Consider whether you are comfortable knowing that person will have and can use the content you shared next month, 1 year from now when you are back home, 5 years from now when you may be in a working professional, or when you are in a future relationship with a different person?)*

19. Therese had a job at home in a store that sold teen clothes. She was excited to see a “Help Wanted: Weekends” sign at a store near her home. Can she apply for the job? *(See response to #12)*

20. Emilie’s host family is vegetarian, but she likes to eat meat. Does YFU have to find another host family for her? *(No, a new host family will not be secured for this reason. Emilie may need to adjust, or she may need to find a solution such as cooking her own meals. Other suggestions would be try new American dishes and work with her host family to find compromising solutions, etc.)*

21. Jules thinks that having a curfew during the weekend is ridiculous. At home, he can stay out as late as he wants. Since his natural parents give him that freedom, he says he doesn’t have to follow the host family curfew. What YFU policies apply? *(From the HF Handbook, p. 12—All students are expected to follow the rules and policies set by their host families. In addition, p. 14—Students and families also need to respect local laws concerning curfews and riding as a passenger with new drivers.)*

22. Marilia wants to fly to California to visit her host mother’s family during her spring holiday. Is this possible? *(From the Permission to Travel policy: Travel NOT Allowed includes independent travel by the student alone or with other students.)*
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LINES OF COMMUNICATION FOR SUPPORT IN THE U.S.

When students and host families require support, contacting those who are best equipped to help allows the YFU support structure to work most effectively.

**Volunteer Area Representative (Area Rep)**
Name: ________________________________
Phone: ________________________________
Email: ________________________________

Some areas also have a volunteer area coordinator who supports the area representatives.

**Support Services Manager (SSM)**
Name: ________________________________
Phone: ________________________________
Email: ________________________________

**Non-Support Matters**
Your YFU regional office provides help related to orientations, activities, and other non-support topics.

Regional Office: 1.866.493.8872