<table>
<thead>
<tr>
<th>Orientation</th>
<th>Post-Arrival</th>
</tr>
</thead>
</table>

**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
- ✓ Identify forms of threatening behavior, sexual harassment and sexual abuse

**Session Overview**

The goal of this lesson is to help students identify (or at least begin to consider) where their own individual and personal limits are, to identify threatening behaviors, and to develop a plan in advance in case anyone feels they may be threatened. This is done through a ‘personal space’ activity with the optional use of scenarios to be used as the basis of skits or discussions.

**Participants**

- ☑ Students
- ☐ Natural Parents
- ☐ Host Parents
- ☐ Host Siblings

**Format**

- ☑ Highly Active / Interactive
- ☑ Some Activity / Interactivity
- ☐ Discussion
- ☐ Independent

**Duration**

50 minutes

**Group Size**

Any

**Minimum Staffing**

2 facilitators (Consider asking a police officer or social worker in your community to present this session)
<table>
<thead>
<tr>
<th>Materials Needed</th>
<th>Flipchart or whiteboard; <em>Not with Me</em> handouts (one per student, on post-arrival website); scenario cards (at end of session).</th>
</tr>
</thead>
</table>
| Preparation      | - Prepare flipchart with diagram of *Dangers of 100% Adaptation*  
|                  | - Prepare flipchart titled “Ways to say No”  
|                  | - Prepare flipchart with discussion prompts (Activity 3, Step 3)  
|                  | - Have blank flipchart ready for debrief discussion  
|                  | - Cut apart scenarios (below)  
|                  | - Print *Not with Me* handouts (one per student, on post-arrival website)  
|                  | - Read background information below |
| Handouts for Participants | Not with Me! Handout |

**Background for the facilitator (not for the students):**

Every foreign student deserves a safe and memorable exchange experience, and thus we have to address the topic of sexual exploitation and assault at our orientations. Though both seldom occur, there are several factors during the exchange experience that heighten the possibility of occurrences. Some of these factors are:

- Students’ lack of knowledge related to what is OK and not OK; (the level of tolerance for sexual abuse or harassment varies from culture to culture);
- Students feeling uncomfortable in a new place;
- Students’ strong desire to be part of a group;
- Students feeling shy about speaking out.

Learning what acceptable physical and verbal behavior is in the new culture is critical, but in the process, students need to know that complete adaptation or conformity to all behaviors (e.g. those of a perpetrator) is not necessary, healthy or expected. A student does not have to adapt to everything they encounter during the exchange year, but rather use their good judgment and thoughtful decision-making skills.

The essence of this unit is five-fold and by the end, our exchange students will:

- Begin to understand, define, and consider the limitations of their personal boundaries.
- Be able to identify different forms of sexual abuse.
- Be able to recognize common signs preceding an act of sexual exploitation or assault against them (grooming behavior).
- Know what to do and who to call if they suspect a future assault or have become the victim of an assault.

Addressing the topic of sexual assault may cause some students to be distressed or show other signs that they are or have been somehow involved in an abusive situation. The topic can also trouble students who have not experienced assault and were not aware that such situations exist.
It is important to be sensitive to the needs of all students when teaching this topic and be open and prepared for questions both during and after the lesson has been presented. It is wise to have some hotline numbers available where they can seek help available for students (perhaps written on note cards in advance). One such line is the National Center for Missing and Exploited Children (1.800.843.5678).

Your participants (and maybe you) will probably be ill at ease and nervous with this subject matter, and thus they may react in ways that seem strange and even inappropriate, such as laughing. It is the presenter’s task to present the information and promote dialogue. With this in mind, presenters are encouraged to allow participants to giggle, whisper, not participate, ask silly questions, etc. These are all signs of nervousness, but not necessarily signs that a student isn’t paying attention and/or absorbing information.

**Introduction (0-3 MINUTES)**

1. Open the session by talking about the importance of adapting to the host country’s and host family’s customs and culture.
2. Ask students to explain the idea of continuum. Review the idea, as the next discussion looks at another continuum.
3. Explain that there are extremes to adaptation—on one end, the student is resisting the host culture completely. On the other end, they are adapting to everything, no questions asked. Emphasize that means that there is a lot of ground in the middle. (Diagram the continuum below on a flip chart.)

   ![Conformity vs. Resistance Continuum](image)

**Activity 1: Conformity vs. Resistance (10 MINUTES)**

**Facilitator Note:** The goal of this activity is to help students identify (or at least begin to consider) where their own individual and personal limits and boundaries are, to identify threatening behaviors, and to develop a plan in advance in case anyone feels threatened.

The idea of the demonstration is to show students that they can choose how much they conform to different actions, as well as to supply a visual demonstration of conformity and resistance, rather than simply a written explanation.

1. Explain the terms: **adapting** or **conforming** (behavior that matches socially accepted standards) and **resistance** (behavior that goes against socially accepted standards).
2. Demonstrate the following scenario:

Two facilitators should act out conformity and resistance. One facilitator (portraying the host family) should demonstrate an action such as hugging another facilitator, talking very loudly, talking overdramatically with his/her hands, no eye contact or intense eye contact, etc. The second facilitator (portraying the student) should demonstrate 3 different levels of conformity (don’t hug back at all; hug, but do it somewhat uncomfortably; give a big enthusiastic hug to
everyone in the vicinity). This can be done with the loud talking, too (whisper back; try to talk back loudly, but somewhat uncomfortably; yell back; etc.)

3. Explain that adapting to, or being flexible about some things, will contribute to a successful experience living in the host family’s home. This type of flexibility doesn’t mean that they’re giving up part of who they are, but rather they are adapting to a new culture.

4. Ask for examples of things they should try to adapt to (having family time; using English; saying good morning) Students should not feel pressured to adapt to everything, but in some cases, there is some flexibility. For example, a student is not expected to change religions, but could attend a religious service with their family for the cultural experience. Or, if a student is vegetarian, and the family eats a lot of meat, the student may need to occasionally cook their own meals. Ask the students if there are other examples where they don’t need to conform, but they need to find some middle ground and be flexible.

5. Explain that on the other hand, too much conformity, or adapting to everything, can be a problem.

6. Ask the group if they can think of any situation in which conforming could cause problems or have a negative outcome. Write their answers on a flip chart titled “Dangers of 100% Adaptation.” Answers may include: having to compromise own religious beliefs, breaking dietary restrictions, acts of racism or crime, etc. Allow the group to briefly discuss or give examples of any of these topics.

7. Provide additional examples to the students and review these ideas:
   - It is wrong for someone to pressure you to do something that makes you feel unsafe or in danger.
   - It is wrong for someone to push you beyond your personal limits, such as sexual activity or any kind of touching that you do not want.
   - It is wrong for someone to abuse you or cause bodily assault. You have the right to feel safe and respected.

### Activity 2: Maintaining Personal Space & Debrief (15 MINUTES)

**Facilitator Note:** While this activity can be excessively silly, it is designed to illustrate the difference in perception of acceptable personal space from person to person. Allow students to make fun of or exaggerate the activity as they carry it out. That does not prevent them from understanding the challenges of saying “No” to someone that they are close friends with.

1. Write on a flipchart (either in advance or from students providing ideas) the different ways one can say NO or show that they want something to stop. (Some possibilities of English sayings that students could use to say ‘no’: “Please stop”, “I have to leave”, “I don’t like that”, “Please don’t do that.”).

2. Create two lines of students, facing each other, so that each student is paired up with the person across from him/her. Each pair of students should be facing one another with anywhere from 5–10 feet of space between them. The two students should begin a conversation (in English!). As they continue the conversation, they should slowly walk toward each other, one little step at a time, all the while carrying on their conversation. As soon as one of the students in each pair becomes uncomfortable with the distance between themselves, s/he should firmly say ‘stop’, using one of the suggested phrases on the flipchart. If there is time, you can have the students switch partners, to see if physical size, gender, etc. makes a difference in comfort level/limits.
3. As students carry out the activity, they may have realized that what they considered to be too close was considered to be OK by their partner. Students may also have realized that saying “No” or “Stop” is not always easy. Feelings of awkwardness, self-doubt, anxiety, and shyness may have arisen when a student decided it was time to speak up. Maybe they were watching the pair next to them, looking for social cues as to when to say “No” rather than going with their own feelings. Maybe they wanted to fit in and not make a scene.

4. Debrief: Lead a group discussion with these questions:
   - How easy or difficult was it to say ‘stop?’
   - How did the other student’s closeness influence your saying ‘stop?’
   - Did you let the other person get closer than you were comfortable with? Why?
   - Did you look to see when the other people were saying stop?
   - Did you wait to hear someone else say stop?
   - Did you wait for your partner to say ‘stop?’

**Activity 3: Scenarios and Discussions** *(20 MINUTES)*

1. Divide the students into groups of 3-4 people and distribute the scenario cards—one scenario per group. It is helpful for each group member to have their own copy of the scenario so they can read it themselves, rather than relying on someone else reading it aloud, which necessitates auditory comprehension.

2. Using the scenario cards, groups take 5-10 minutes to discuss the topic amongst themselves. If there are enough facilitators in the room, you may choose to assign one to each group to help the students carry on the discussion and stay on task.

3. As students talk about the situation, ask them to think about these prompts (write these on flipchart paper and post in the front of the room):
   - How did the student feel?
   - How much adaptation vs. resistance should the student demonstrate?
   - How did the other people feel?
   - What could have happened differently?
   - Were there any warning signs?
   - What would you want to say/do in the situation?

4. Ask each group to share their scenario and their responses to the prompt. As groups share, start a second flip chart labeled *Warning Signs*. Ask the whole group to think about Warning Signs and lead the final discussion into the formation of a list of warning signs that can be written on the flip chart. Some warning signs include (taken from the *Not with Me!* pamphlet):
   - A relationship becoming more intense emotionally;
   - The student becoming more separated from other people;
   - Gift giving or other means of ‘seducing’ the student;
   - Telling the student not to talk with other people about their conversations or interactions.
Wrap Up (5 MINUTES)

Hand out the *Not With Me!* pamphlets and give students a moment to look it over.

- **Warning signs for students:**
  - YOU are uncomfortable and feel that something isn’t right
  - YOU are being isolated or separated from others
  - YOU receive secret “gifts” or special attention
  - YOU are being asked to keep secrets from others

- **Students, YOU take control**
  - Tell the person NO or STOP
  - Tell your Area Rep!
  - Stop uncomfortable behavior the first time
  - Don’t worry about being polite

Tell students that during the year ahead, they need to be aware of times when they are not expected to adapt for safety reasons. Recognizing these situations is important, and being ready to say “No” is critical. It is always OK to say “No”, and it is always the first step when a student is feeling uncomfortable.
SCENARIOS

(Cut apart for distribution to different groups.)

FAMILY FIGHT

The host family is sitting at the dinner table arguing. Robert is not used to family arguments and feels uncomfortable. Later, the grandfather comes to Robert’s room to say he’s sorry about the argument. He puts his arm around Robert and says that he is special and that he understands him better than anyone else in the family. He says that he would like to take him to the mall and buy him a present.

-----------------------------

DRIVING TO THE MALL

Judith is going to the mall with her host brother and some of his friends. One of the friends says, “Judith, I like your clothes a lot.” The second friend says, “Yes, me too. But I think you should wear smaller shirts.” Judith’s host brother laughs and asks Judith, “What size bra do you wear?”

-----------------------------

SOCCER TEAM

Adele, an exchange student, is not a good soccer player, but she is on the soccer team. The coach always tells her, “Adele, you are a great player” and Adele plays in many games. After practice the coach calls Adele into his office and gives her a box of chocolates. The next week the coach gives Adele a new sweater and says, “You are a special person. But don’t tell anyone about the gifts. They may get jealous and cause problems for you.”

-----------------------------

INTERNET USE

Carli, (exchange student) likes her host family but feels sad because there are no other children in the house. She has found that a good way to practice her English and interact with other American teenagers is after school through Facebook, Snapchat and Instagram. Though Carli doesn’t spend a lot of time on her mobile device, she is happy to know an American boy online and is planning to meet him in person soon.
Page left blank for printing purposes
FACILITATOR NOTES FOR SCENARIOS (FOR FACILITATORS ONLY!)

FAMILY FIGHT
Facilitator Notes: The grandfather in this scenario is attempting to become emotionally close with the student, in order to gain the student’s friendship. This is a common first step toward the development of an inappropriate relationship. The student may tell the grandfather/brother/teacher, etc. that he/she is very sorry about the situation, but isn’t comfortable talking about it. The student may also want to let another adult know that these conversations are occurring.

The warning sign to highlight for the students is: It is not normal for an adult to share such personal emotions with or confide in a teenager; a teenager should not be an adult’s sounding board (confidant) for intimate issues.

DRIVING TO THE MALL
Facilitator Notes: It is not normal or OK in the United States to talk with another person about his/her body size, undergarment sizes, etc. The boys in this scenario are harassing the student. Though they are not physically harming Judith, their language is threatening. This type of behavior may not ever develop into physical assault; however, it could escalate into a more serious verbal assault. The student should tell the speakers not to talk to her that way and/or tell an adult such as her host parents, YFU Area Rep or a teacher.

The warning sign to highlight for the students is: It is not normal or considered a compliment in the US to talk or joke about someone’s personal body parts or undergarments. It is harassment.

SOCCER TEAM
Facilitator Notes: This type of gift giving is a form of seduction. The coach should not be offering such gifts to any student behind closed doors. His recognition of her strong efforts would be more naturally displayed in front of others. Further, the coach is attempting to silence Adele by insinuating that she would be kicked off the team if others find out.

The warning sign to highlight for the student is: Students should not accept many or large gifts from anyone in secrecy. If the gift giver has good intentions, there is never any risk of telling others about praise, treatment or gifts that you have received.

INTERNET USE
Facilitator Note: The student should be warned never to meet an internet acquaintance in person. They should never give any information that can identify their location or them personally.

The warning sign to highlight for the students is: In the U.S. there have been many incidents where sexual predators have solicited teenagers online, misrepresented themselves as a teenager, met them in person and then sexually molested them. Students should never provide personal information that can be used to find them over the internet.