<table>
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<th>Orientation</th>
<th>Post-Arrival</th>
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| **Session Objectives** | 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. |
| **Session Overview** | This session introduces the year-long themes of both 3-5-8: *Choice* and *From Visiting to Belonging*. These concepts will be addressed at all three orientations this year in conjunction with discussions on how students are integrating into the American culture.  
An additional optional session about Global Citizens is posted on the Post Arrival orientation page on the website linked here: [https://www.yfuusa.org/post-arrival-orientation](https://www.yfuusa.org/post-arrival-orientation)  
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 |

<table>
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<th>Participants</th>
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☑ Students  
☐ Natural Parents  
☐ Host Parents  
☐ Host Siblings |
| **Format** |  
☐ Highly Active / Interactive  
☑ Some Activity / Interactivity  
☐ Discussion  
☐ Independent |
| **Duration** |  
45 minutes |
| **Group Size** |  
Any size. NOTE: If there are more than 10 students at the orientation, create more stations. Limit station groups to five or fewer students. |
| **Minimum Staffing** |  
1 facilitator |
| **Materials Needed** |  
- Flipcharts or whiteboard  
- Visual or PowerPoint slide: *From Visiting to Belonging*  
- Y-F-U definitions printed at end of session to give to 3 different students |
| **Preparation** |  
- Prepare Visual or PowerPoint slide: *From Visiting to Belonging*  
- Have 2 blank flipcharts (or whiteboard) to:  
  ○ Write Y, F, U & You/Family/Understanding (during lesson)  
  ○ Write definitions of Aware and Choice (during lesson) |
- Prepare the following Flipcharts:
  o “Describe a “3” or “Not So Good” Day” (one to two copies depending on group size)
  o “Describe an “8” or “Very Good” Day” (one to two copies depending on group size)
  o “Choices to Belong” (one per 3-4 students)
  o “What can I do to feel like I belong with my family, in my school, and with YFU?”

- Cut apart Y, F, U definitions printed at end of session and distribute to three students who are comfortable reading aloud.

**Handouts for Participants** None

**Introduction: From Visiting to Belonging (10 MINUTES)**

**Facilitator Note:** *From Visiting to Belonging*—The international exchange experience is a journey and YFU provides support for students and families as they adjust to one another. Starting as visitors, the ultimate destination is for students to feel as though they “belong” with their host family, school, and community. The idea is that by fully immersing oneself in American culture, the student will no longer feel like a visitor, but rather part of the family. Together, students and families influence this journey, using the power of choice and communication as tools to steer the experience. The following activity introduces this idea through the use of the acronym YFU.

1. Distribute the Y, F, and U definitions (that you cut apart from the page at the end of this session) to three students who are comfortable reading aloud. Then start the introduction session by welcoming the students and acknowledging the courage it took to come on exchange and to be living with a new family.

2. Ask the students to raise their hands if they feel like visitors in the US. Ask who feels like they already “belong”?

3. Tell the students: The goal of the exchange is that you feel like you belong and do not see yourselves as visitors.

4. Ask the students: What do the letters Y-F-U mean to you? (Response will probably be Youth For Understanding)

5. Explain that they will now learn about another way to think about these three letters and this new way will help them move from “visiting to belonging”. Write a Y on the flipchart and then write the word YOU next to it.
6. Ask the student with the Y definition to read it aloud to the group. The definition they will read is in box below.

**Y** – YOU: The first level of understanding is You - Yourself. This whole experience started because YOU wanted to challenge yourself. In your home country, you knew who you were, where you fit into your family, your school and your community. Now you are immersed in a new culture and a new family. Things you knew about yourself may not be clear at the moment and common routines or habits you had in your home country may now need to change.

7. Have a brief conversation (using one or two questions below) about the challenges students have encountered and the solutions they have discovered. Encourage the students to provide solutions to their peers:
   - What kind of challenges have you experienced?
   - What has been the most difficult part of your journey so far?
   - How have you overcome these challenges?
   - What other challenges do you think you will face?

8. Below the Y on your flipchart, write the letter F and then then word FAMILY next to it. Ask the student with the F definition to read it aloud to the group.

**F** – FAMILY: Within the larger journey encompassing from visiting to belonging, lies a smaller journey, from Y (you) to F (family), which occurs throughout these initial months in the USA. In this time period, YOU get to choose your spot in the family! You get to choose if you are either going to stand on the outside of your host family and watch what happens, OR become a member of your new family. Choosing to live with a family requires a different sort of effort than being a visitor, and also comes with greater rewards and benefits.

9. Have a conversation about the “F” and family and encourage students to share their experiences about becoming part of a new family. Use a few of these conversation starters to engage students on the topics:
   - What do you like most about your host family? Do you feel welcomed? Share some examples of what your family has done to make you feel welcomed.
   - What are the benefits of becoming a member of the family versus being a guest?
   - Do you see yourself becoming part of the family and how can you contribute to this process? (Reference the host family handout How Do You Do Things in Your Home?)
   - What do you do to become part of the family (chores, help cook meals, play with younger siblings, etc.)?

Remind students of the following points:

- Your host family decided that they want you to become a member of their family, and not simply a visitor. Everyone has taken on the responsibilities and everyone will get many rewards.
✓ Challenge yourself to engage with your family and build relationships; seek out opportunities to show your family that you want to be part of the family, and not a visitor.

10. Below the F on the flipchart, write the letter U and then word UNDERSTANDING next to it. Ask the student with the U definition to read it aloud to the group.

**U** – UNDERSTANDING: By the time our **mid-year orientation** comes around, you should be well on your way to becoming a full-fledged member of your host family, with all of the benefits and responsibilities. You are then ready to move toward U (understanding). **This is a journey toward belonging not only in a new family, but in a global society.** Your American experience will be shaped by where you live, how involved you get in your host family and your school, and your own willingness to **understand new experiences**. It does not mean giving up your identity; German or Danish or Japanese or whatever your country of origin. It is rather the awareness of yourself and being able to enjoy and participate in the culture of your host country.

11. Ask the group to comment on “understand new experiences” and their “journey”. Some conversation starters are:

- What part of this journey are you most looking forward to?
- What makes you feel a bit apprehensive of this journey?
- How can you make the most of this journey?

12. Close the discussion by sharing that an important strategy for a successful exchange is to make choices that will help them move from being a visitor to feeling like they belong. Tell them that the next activity will help them make choices to help them feel like they belong.

**Activity 1: 3-5-8: Choice (15 MINUTES)**

**Facilitator Note:** YFU uses 3-5-8: Choice to demonstrate that students can take responsibility for their exchange experience by the choices they make. In that context, 3-5-8: Choice serves as a measurement tool for students to rate their level of involvement and effort for a successful exchange, with each choice hopefully improving the experience. Using words or numbers on the continuum together is a common strategy when introducing 3-5-8: Choice. Descriptive words such as poor (3), good (5) and great (8) may resonate more clearly with your student groups.

1. Write the words AWARE and CHOICE on the flipchart/whiteboard. Ask students to give you a definition of these two words. If students have trouble, explain the words using the definitions below as a guide.

   **Aware:** Having knowledge or perception of a situation or fact.

   **Choice:** An act of selecting or making a decision when faced with two or more possibilities.

2. Introduce the idea of the 3-5-8: Choice tool. Explain that students will be making choices all the time and we all have control over the choices we make. Use the following points to explain the 3-5-8: Choice tool:
✓ 3-5-8: Choice is a continuum that goes from 0 to 10, where 0 is poor and 10 is fantastic.
✓ Using 3-5-8: Choice, you can measure the experience of your day: whether you are having a great day, like an 8, or a day with lots of challenges and homesickness, like a 3. Or sometimes, your day is just OK (5).
✓ Keep in mind that in many ways you have control over your day based on the choices you make. For example, the effort you put into making friends or learning English is a choice. Or how you choose to react to a given situation, your attitude, determines so much. If you react with anger to something, it will be difficult to learn a valuable lesson.
✓ Effort and attitude will determine if an experience is a 3, 5, or 8. If every day starts at a 5… it’s an OK day. However, where it goes from there depends on your choices and your attitude.

   0_____1_____2_____3_____4_____5_____6_____7_____8_____9_____10
   Poor          Good          Great/Outstanding

3. Post prepared flipcharts on the walls spaced far enough apart for groups to congregate, discuss, and record answers. Review the two prompts that the students need to respond to:

   1) Describe a “3” day  2) Describe an “8” day

4. Divide the group in two and assign them to a flipchart. NOTE: if there are more than 10 students at the orientation, create more stations. Limit station groups to five or fewer students.

5. Ask the students to think about some of their more challenging or difficult experiences/days since they have arrived in the US. Ask the students to list these on the “3” chart. Ask them to think about some of their favorite, most enjoyable experiences since they arrived. Ask them to write these down on the “8” chart.

6. Provide students with about 3 minutes per chart.

7. Gather the group back together to discuss their responses. Use the following prompts (5-7 min or more if necessary).
   • Tell us about your “8” day.
   • What are you or your host family doing to make an “8” day for everyone? How can we make this happen more often?
   • Tell us about a day that was a “3”. What does that look like and why?
   • What choices can you make to move from a 3 to a 5?

**Activity 2: Brainstorming—Choices to Belong** (10 MINUTES + time for sharing)

**Facilitator Note:** During this activity, students can talk about strategies to become part of the family and feel as though they belong. Encourage students to help one another. Be sure to emphasize the power of their CHOICE. Students have control over becoming an active family member OR someone sitting on the outside.
1. Explain that during this activity, students will think about both YFU themes: From Visiting to Belonging, and The Power of Choice.

2. Place students in teams of 3-4. Provide each team with a flipchart titled “Choices to Belong”.

3. Post this prompt: **What can I do to feel like I belong with my family, in my school, and with YFU?** Ask students to work together for 7 minutes to list ideas to respond to the prompt. Encourage them to list as many ideas as possible.

4. After 7 minutes, post the flipcharts to the walls around the room and ask each group to share two of their favorite ideas, not repeating any of the ideas already shared. Listen closely to their ideas and also remind students about their Area Representatives who can also support them.

**Wrap Up** (0-5 MINUTES)

1. Close the discussion with the following questions.
   - What were the important things to learn during this session?
   - Was there anything that we talked about that will help you during your exchange?
   - How can you use 3-5-8: Choice to help you?
   - What does “belonging” look like to you? How will you get there?

If students don’t bring up some of the following ideas, be sure to weave these into the wrap-up conversation.

- ✓ Your goal, in partnership with your host family, is to transition your experience from visiting to belonging.
- ✓ The 3-5-8: Choice tool can help you think about the choices you are making.
- ✓ Starting right away, as we just discussed, you can begin by sharing your home culture with your host family. Sharing more about yourself and your typical rituals will help the journey move forward. Then begin thinking and asking questions about American culture.
- ✓ Spend time with your host family. All of this will naturally pull everyone into a sense of understanding of why your YFU experience is important in your lives and to the world.
- ✓ If you are having a hard time trying to figure out how to transition from visiting to belonging, your host family and your Area Rep want to help. Talk with your host parents or call or email your Area Rep to start this conversation and get tips on how to make the transition.

**Orientation Conclusion** (5 MINUTES)

1. Thank participants for spending this time with your orientation team today.

2. To confirm all objectives for the Post Arrival have been met, ask a participant to review 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.
✓ 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.

3. Let them know of any upcoming YFU social events or ask for help with planning social events during the year and have the participants add the other 2 orientation dates for your area to their calendars and phones!

4. Remind them of the following points:

✓ The international exchange experience is a journey that YFU provides for students and families
✓ Use 3-5-8: Choice: it applies to behavior, attitude, and CHOICE!
✓ Starting as visitors, or having a visitor in the home, the ultimate destination is belonging and developing a meaningful understanding of the impact of exchange.
✓ Host families and students control the journey, using the power of choice and communication as tools to steer the experience.
✓ YFU’s role is that of guide, using orientation programming and the support structure as their tools.
YFU TOOLS
(Cut apart and distribute to students who are comfortable reading aloud)

Y – YOU: The first level of understanding is You - Yourself. This whole experience started because YOU wanted to challenge yourself. In your home country, you knew who you were, where you fit into your family, your school and your community. Now you are immersed in a new culture and a new family. Things you knew about yourself may not be clear at the moment and common routines or habits you had in your home country may now need to change.

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