### Orientation

<table>
<thead>
<tr>
<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; 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:

- ✓ Meet one another
- ✓ Affirm their commitment to a successful exchange experience while connecting with the YFU network
- ✓ Consider the goals of exchange and how engaging in the orientation will contribute to their exchange experience

### Session Overview

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&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.

### Participants

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

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

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.

### Group Size

Any size

### Minimum Staffing

1 lead facilitator with all other orientation volunteers present and participating

### Materials Needed

- Flipchart or whiteboard, pens, markers, crayons; nametags for participants and volunteers; sign-in sheets
- **Cultural Collage Poster optional activity**: Printed instructions for the activity; flipchart paper for each team working on a poster; crayons, markers, colored pencils, (possibly magazines, scissors, and glue).
- **M & M Candies optional activity**: Flipchart, M&M’s (3–5 candies per participant).
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<th>Preparation</th>
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| - 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

**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.

For more ideas on team dynamics and group agreements:


http://proudtoheprimary.com/creating-a-classroom-contract/
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
- Some thing 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.
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## Orientation

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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 Objectives

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<th><strong>Session Overview</strong></th>
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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

- ✗ Students
- [ ] Natural Parents
- ✗ Host Parents
- ✗ Host Siblings

### Format

- ✗ Highly Active / Interactive
- [ ] Some Activity / Interactivity
- ✗ Discussion
- [ ] Independent

### Duration

20-25 minutes
Group Size | Any size
---|---
Minimum Staffing | At least 2 facilitators (in order to represent the two ends of the continuum)
Materials Needed | Four pieces of paper; masking tape; copy of facilitator handout “Behavior Continuum Topics.”
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:**

   - Frozen — Water — Liquid — Solid
   - Ecstatic — Content — OK — Upset — Depressed
   - Liberal — Moderate — Conservative

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**

   ![Planning Continuum](image)

   Spontaneous
   
   A
   
   Planned
   
   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.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Spontaneous</th>
<th>Planned</th>
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<tbody>
<tr>
<td><strong>PLANNING</strong></td>
<td></td>
<td></td>
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<tr>
<td>Spontaneous</td>
<td></td>
<td>Planned</td>
</tr>
<tr>
<td><strong>NEATNESS / CLEANLINESS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No mess allowed</td>
<td></td>
<td>Messy is OK</td>
</tr>
<tr>
<td><strong>TEEN’S INDEPENDENCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent approval required</td>
<td></td>
<td>Never requires parent approval</td>
</tr>
<tr>
<td><strong>FAMILY TIME</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family always together</td>
<td></td>
<td>Family rarely together</td>
</tr>
<tr>
<td><strong>MEALS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family eats together</td>
<td></td>
<td>Family doesn’t eat together</td>
</tr>
<tr>
<td><strong>SOCIALIZING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs alone time</td>
<td></td>
<td>Always wants company</td>
</tr>
<tr>
<td><strong>AFFECTION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uncomfortable with hugs</td>
<td></td>
<td>Enjoys hugs</td>
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<tr>
<td><strong>PRIVACY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Door always closed</td>
<td></td>
<td>Door always open</td>
</tr>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never starts a conversation</td>
<td></td>
<td>Often starts a conversation</td>
</tr>
<tr>
<td><strong>TECHNOLOGY</strong></td>
<td></td>
<td></td>
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<tr>
<td>Texting at dinner is OK</td>
<td></td>
<td>Texting at dinner is not allowed</td>
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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.

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<table>
<thead>
<tr>
<th>Duration</th>
<th>65-90 minutes (time varies depending on choice of activities and size of group)</th>
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<table>
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<tr>
<th>Group Size</th>
<th>N/A</th>
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### 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

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**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.

3. Discuss with your host parents where the Urgent Care Centers are in your area.

4. 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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4. 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.

5. 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?
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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: ________________________________

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**Non-Support Matters**

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

Regional Office: 1.866.493.8872
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<table>
<thead>
<tr>
<th>Orientation</th>
<th>Post-Arrival</th>
</tr>
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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  
  ✓ 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 |
<p>| 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) |</p>
<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.)

```
100%
Conformity/Adaptation

100%
Resistance
```

**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.
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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.
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## Two Cultures Together
### Students only

<table>
<thead>
<tr>
<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  
- Identify symptoms of culture shock and use coping mechanisms |
| **Session Overview** | The purpose of this session is to define culture, look at some common cultural behaviors, and discuss the adjustment required by both the host family and the student to make the family living experience successful. This session includes information about the iceberg model of culture, adjustment curve, and culture shock. 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 |
| **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** | 1 Facilitator (more would be ideal) |
| **Materials Needed** | Flipchart or whiteboard; “Strategies for Groups to Discuss” sheet at the end of this session; Visual of Iceberg; Visual of Adjustment Curve |
| **Preparation** | - Prepare visual of the Iceberg  
- Prepare visual of the Adjustment Curve  
- Prepare the following Flipcharts:  
  - “What is Culture?”  
  - Stage 1: Honeymoon—“Isn’t this interesting?”  
  - Stage 2: The Thrill Is Gone |
- Stage 3: Culture Shock—“How can they live like that?”
- Stage 4: Adjusting—“I get it”
- Stage 5: Acceptance—“I feel comfortable”
  - Prepare the following flipcharts and hang them around the room; leave space on the sheet for student responses:
    - THE STRANGEST THING I HAVE SEEN ...
    - THE STRANGEST THING I HAVE HEARD...
    - THE STRANGEST THING I HAVE TASTED...
    - THE STRANGEST THING I HAVE TRIED...
  - Cut and fold up “Strategies for Groups to Discuss” for Activity 2
  - Become more familiar with the challenges of culture shock; check out the links below

| Handouts for Participants | *NEW* Strategies for Dealing with Culture Shock |

**Energizer: The Strangest Thing... (5 MINUTES)**
Ask students to grab a marker and respond to some of the prompts hanging around the room. Use these during the discussion about culture and behavior.

THE STRANGEST THING I HAVE SEEN ...
THE STRANGEST THINGS I HAVE HEARD ...
THE STRANGEST THING I HAVE TASTED ...
THE STRANGEST THING I HAVE TRIED ...

**Facilitator Note:** Students should have had the definition of culture in their Pre-Departure orientation. Not all partner countries may use the iceberg model described below, but most do. Briefly review the iceberg analogy if this is unfamiliar to you:

Culture is like an iceberg, where most of what creates a culture is hidden below the surface. The obvious parts of culture—language, food, clothing, holidays—are above the water line, but values, beliefs, and ideals are below the surface. It is important to note that values, beliefs and attitudes are represented by a larger, more significant portion of the iceberg, and that when we think about culture, these critical components of culture cannot always be seen. Understanding culture requires looking beyond “the tip of the iceberg.”

**Introduction & Iceberg Discussion (5 MINUTES)**
1. Take a look at some of the strangest things (energizer above) and ask for volunteers to share some of their “strangest things.”

2. Ask participants to define culture. Write their responses on the flipchart labeled, “What is Culture?” (Definition of Culture: Culture is the values, attitudes, beliefs, and ideas that a group of people have in common.)

3. Present a picture of an iceberg for all to see. Ask students about the image and how it represents culture.
• What does the top of the iceberg represent? (Behavior)
• What about the bottom of the iceberg, the part that cannot be seen? (Values and beliefs)
• What does the idiom “Tip of the iceberg” mean? (Only a hint or suggestion of a much larger or more complex issue).
• Why is this relevant to us to talk about?

4. Explain to the students that since they are in a new culture, they will likely need to learn new behaviors. Use the conversation starters below so students can engage on this topic:

• What are some examples of behaviors that are different here in the US that you need to learn? (Possible answers: table manners, how to dress for different events, household routines, social interactions).
• How is this process going? How does this process affect your feelings about the US? (Again, reference some of the strangest things; ask students what made them uncomfortable with some of these items and why. Possible replies: produces anxiety, confusion, and frustration)
• What behaviors or ways of life in the US are exciting and do you enjoy learning?
• What behaviors or ways of life in the US are frustrating and have been difficult to understand?

5. Close the discussion and move on to the next activity. Be sure to take note of any students who are having a significantly difficult time adjusting and let the Field Director know so that the SSM can get involved.

**Activity 1: Adjustment Curve** *(15 MINUTES)*

1. Introduce the topic by explaining that the adjustment cycle is predictable, normal and healthy, but not everyone experiences all of the stages nor do they occur in any set order. Explain that their host family will likely go through a similar adjustment cycle as well.

2. Use the visual to explain the 5 basic stages of adjustment. Ask questions such as:

• What does the vertical axis mean? (level of happiness or comfort)
• What does the horizontal axis show? (time)
• What is this visual showing us?

3. Divide students into five groups. At each station, provide a flipchart titled with one of the Cultural Adjustments stages:
Stage 1: Honeymoon—“isn’t this interesting?”
Stage 2: The Thrill Is Gone
Stage 3: Culture Shock—“How can they live like that?”
Stage 4: Adjusting—“I get it”
Stage 5: Acceptance—“I feel comfortable”

4. Display the Adjustment Curve visual for the students to see during this activity. Explain that they have 5 minutes to work together and come up with 3 or 4 different examples of the stage. If they prefer, the groups may instead act out a skit that illustrates the adjustment stage they have been given. Some questions that may help get the discussion started are:

- What is happening in this stage?
- If you have already experienced this stage, how did you react?
- What stage are you in currently? How do you know this?
- What kinds of things happen during this stage?

5. After 5 minutes, going in order from Stage 1 to Stage 5, the groups will then share their examples or their skit with the large group as they explain the meaning/significance of their stage.

6. Close the discussion by reminding the group that:
   - Every exchange experience is unique and equally valuable
   - Highs and lows are a normal part of life and are experienced by everyone; this is especially true for exchange students who are living in a new place and experiencing so many new things—both good and bad.
   - At the midyear orientation, we will plot our own adjustment curves and see how different everyone’s experiences have been up to that time. Then, we will do it again at the Re-Entry Orientation and compare once again.

Activity 2: Coping Mechanisms (20 MINUTES)

Facilitator Note: Read the culture shock handouts linked in the preparation notes above so that you are prepared to talk about this topic with students.

Culture Shock: Your mind and body's reaction to being disoriented and feeling overwhelmed by a culture that is not familiar to you. It can cause both psychological and physical discomfort.
1. Using ideas from the “Stage 3: Culture Shock — ‘How can they live like that?’” slide from the previous activity as a guide, lead the students in a brief discussion about culture shock. Ask them what it is and what the symptoms of it are. Be sure to touch on the following points:

✓ Most people go through some sort of culture shock; it is different for everyone.
✓ Culture shock is your mind and body's reaction to being disoriented and feeling overwhelmed by a culture that is not familiar to you.
✓ Culture shock can cause both psychological and physical discomfort.
✓ Some people may be sad, others angry. Some people become quiet and close themselves off. This is all OK and normal, as long as it doesn’t last too long. If you are upset for a long period of time, you should get help from your host family or Area Rep.

2. Ask students to return to their Adjustment Curve Stages groups (5 groups). Ask a member from each group to choose two folded pieces of paper (“Strategies”).

**Strategies for Groups to Discuss**

- Find the courage to take new risks
- Focus on the positive
- Be flexible and accepting of new things
- Become more open minded and less judgmental of oneself, other people and situations
- Seek help from others
- Get involved with your community
- Do small things to make yourself feel better
- Realize that there is more to learn and experience
- Challenges make you resilient; it feels tough right now, but you will grow and learn from it
- Laugh at your own mistakes. Find the humor when learning new things.

3. Explain that they have 5 minutes to work together to read the strategies and talk about how it can be applied to their adjustment.

4. Ask two people from each group to read their strategies and present their examples on behalf of the group. Encourage discussion about the strategies and examples from others.

5. Provide the students with additional strategies as needed:

✓ Remember that culture shock is normal.
✓ Analyze the cultural differences to help explain the issue.
✓ Set some goals.
✓ Talk to someone—your host family, your Area Rep, a friend.
✓ Remember why you became a YFU student.

**Wrap Up (0-2 MINUTES)**

1. Distribute the *Strategies for Dealing with Culture Shock* handout for students to reference during the tougher times of their exchange journeys.

2. Close the session with these ideas:
   ✓ Understanding culture and culture shock, how they affect you and how you react (choices) are key points to consider during your year.
   ✓ By overcoming the down times of culture shock through the choices you make, you will gain confidence in your own abilities to overcome very real and difficult obstacles in life.
   ✓ When you realize you are experiencing culture shock symptoms, pay attention to how you act through your choices and note the type of exchange experience you are making for yourself.
Stage 1: Honeymoon—“Isn’t this interesting?”

Stage 2: The Thrill Is Gone

Stage 3: Culture Shock—“How can they live like that?”

Stage 4: Adjusting—“I get it”

Stage 5: Acceptance—“I feel comfortable”
STRATEGIES FOR GROUPS TO DISCUSS
Cut into strips, and fold into tiny pieces. Each group needs to take two strategies to discuss and share examples of how to use these.

Find the courage to take new risks

Focus on the positive

Be flexible and accepting of new things

Become more open minded and less judgmental of oneself, other people and situations

Seek help from others

Get involved with your community

Do small things to make yourself feel better

Realize that there is more to learn and experience

Challenges make you resilient; it feels tough right now, but you will grow and learn from challenges.

Laugh at your own mistakes. Find the humor when learning new things.
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<table>
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<th><strong>Orientation</strong></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  
   ✓ Identify adaptation strategies |
| **Session Overview**  | The session is designed to look at adaptation and for students to think critically about how to adapt to a new culture. In addition, students should be reminded that they don’t always need to adapt and that in some cases, such as eating food that may cause health issues (allergies) or behaviors that conflict with their values (going to church when one is of a different faith), students should not be forced to adapt.  
   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 |
| **Participants**      | □ Students  
   □ Natural Parents  
   □ Host Parents  
   □ Host Siblings |
| **Format**            | □ Highly Active / Interactive  
   ✓ Some Activity / Interactivity  
   ✓ Discussion  
   ✓ Independent |
| **Duration**          | 35 minutes                                      |
| **Optimal Group Size** | Any size (20 students, four groups of five for scenario activity) |
| **Minimum Staffing**  | 1-2 facilitators                                 |
| **Materials Needed**  | Flipchart or whiteboard; Visual of a Chameleon; Adaptation scenarios (at the end of this session) |
### Preparation

- Prepare visual of a chameleon (use picture at the end of this session)
- Have a blank flipchart ready to write down the definition of Adaptation
- Prepare a flipchart with the following questions:
  - Does this situation frustrate you? Do you need to adapt?
  - How will you adapt, what can you do?
  - What good can come of this situation?

| Handouts for Participants | None |

### Introduction: Adaptation Discussion (5 MINUTES)

1. Open the discussion by explaining the goals:
   - Identify some basic, yet critical information and tools that will serve you well as you continue to transition from visiting to belonging in the family as true family members.
   - This session will provide an opportunity to talk about adaptation and think about what kinds of things you are comfortable adapting to and which behaviors are “out of bounds” for adapting.
   - You will share strategies with each other, ask for help with specific challenges, talk about your responsibilities, and how your choices shape your experience.

2. Have the students list on a piece of paper:
   - What are some challenges that you have experienced that you think are based on cultural differences?
   - How did you handle these? Did you have to “adapt” or did you “change”?

3. Ask the group to create a definition of adaptation. Write different ideas on the flipchart. Accept all ideas and encourage students to provide examples of what adaptation means. (Cultural adaptation is the evolutionary process by which an individual modifies his/her personal habits and customs to fit into a particular culture.)

4. Ask: Why is adaptation important? (It is a method to avoid unnecessary conflicts, deal with culture shock, and offers a way to understand behaviors and thoughts of people from another culture.)

5. Remind students that adapting to another culture does not change the core of who they are. Use the example of a chameleon (see visual at end of session as well as on this page). This will likely be a new word for many students, so allow time for students to use translators and talk to one another about what a chameleon is.
✓ Chameleons don’t become a leaf or a branch. Chameleons just change colors to adapt to their environment

✓ As exchange students, you don’t have to change who you are, but rather, you need to adapt to fit in with your host culture. YFU sees students adapting their behaviors 80% of the time so that they are learning about US culture and understanding how to fit in; whereas families adapt their behaviors for the student only 20% of the time.

✓ It can be tricky to figure out when to adapt versus what adaptations are out of bounds (i.e. if the adaptation conflicts with meaningful values, or the behavior is potentially harmful. For example—food allergies, religious services, permanent changes to the body such as piercings or tattoos, etc.).

Activity 1: Adaptation on Exchange — Small Group Activity (20 MINUTES)

1. Explain to the students that they will work in groups to discuss scenarios and how it feels to adapt. The following scenarios will help students identify and discuss adaptation strategies. The intention is that students come up with their own ways to adapt.

2. Use the following scenario to have a group discussion about how to adapt to a situation. Use prompts such as those below to get the students thinking about ways to adapt.

✓ Remind students that in some cases, behaviors that conflict with meaningful values (such as religion) or behaviors that will cause them harm (such as eating something that one is allergic to) are valid reasons NOT to adapt.

Scenario to do together as an example: In your home culture, everyone stays up very late. With your host family in the US, most people go to sleep early.

Questions for scenarios (Write on flipchart; students will respond to these in their groups):

- Does this situation frustrate you? Do you need to adapt?
- How will you adapt? What can you do?
- What good can come of this adaptation?

3. Small group activity: Tell students to form groups of 3–5. Provide each group with two scenarios (at the end of this session) for discussion. Ask a student to read their scenarios to their group and lead a discussion using the prompts above, encouraging everyone to participate. Ask students to respond to the two scenarios and choose someone to present each one.

4. After 10 minutes of work time, bring the groups back together. Ask each group to share their scenario and how they handled the situation.
Wrap Up (10 MINUTES)

1. Ask the students some of the questions (not all) below to review the key points of the session and help them reflect on what they have learned. This is a topic that applies directly to them as individuals, so to support that individual growth, allow space for them to lead this conversation. The answers in parentheses are only suggestions; allow the students to come up with their own response for each question. There is no right or wrong answer.

- Why do some scenarios stand out more than others? (awkward moments, big culture clash, shared fear)
- Is every scenario an example of something you would want to adapt to? Why or why not?
- Why is it important for exchange students to be conscious of their adaptation in their new culture? (so they are aware of the choices they make about adaptation)
- If, after living in your host country a while, you decide their culture suits you, you may find yourself internalizing some traits. What do you think about that?
- What strengths do you have that have already helped you adapt and fit in? (courage, persistence, curiosity, patience, etc.)
- What are some of your values that you would not be willing to change on exchange? (religion, honesty, importance of friends or family, etc.)
- What are some values or cultural norms that you feel you might be able to adapt or change? (food, individuality, hygiene habits, personal space, leisure activities, etc.)
- Think back to the Chameleon Model—how will that image help you on exchange? (reminder of the need to adapt and fit in but not necessarily change who you are)
- What are some behavior changes that a family might make to help their student feel more like a member of the family? (Celebrate a special holiday from the student’s home country, alter the morning routine, include the student in family decisions, or buy some different foods).

2. While talking about the questions above, weave these important points into the discussion. Provide students the chance to ask questions about the idea or provide examples.

✓ When we talk about adapting, we are talking about changing behavior, not beliefs or values.
✓ About 80% of the time, the student is expected to change behavior to adapt to the family and culture they are here to explore, but the family must make some changes and adapt also.
✓ When adjustment is difficult, both students and families should try and make it positive by looking for ways they can learn more about each other.
✓ Students need to set small goals that they can accomplish, such as asking someone to go shopping with them or fixing a meal they missed from home. Students may need to ask for family help to accomplish these goals.

✓ It is important to take time to reflect on adaptations that you’ve made, so you are conscious of them. Some you may not even realize until you get home.

✓ **Key Takeaway:** While adapting doesn't change the fundamental core of who you are (the chameleon example), a person will ultimately be changed in some way by it. One sign of a successful exchange program is to be changed by your experience of it, and a large part of that is adapting to the culture into which you are immersed.
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Adaptation Scenarios: Group 1

1. In your home country, mealtime is quick. Everyone gathers around one plate or bowl and uses their hands (no utensils) to serve themselves. Your host family always uses a fork and knife to eat, and every person gets their own plate. You find this to be very difficult and a very slow way to eat. What do you do?

2. In your home country, people are very affectionate and always greet one another. People say hello by kissing on the cheek; they stand close to one another, and they hold hands, regardless of gender. You notice at your US school, a few students greet each other by yelling offensive language down the hallway and then laugh. Many of the girls will hug each other. Some students, girls and boys, do the “fist bump”. Other students are very quiet and grumble to say hello. What do you do to be comfortable at school?
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Adaptation Scenarios: Group 2

1. In your home country, your mother cooks every meal from fresh ingredients. She goes to the market daily and there are always fresh vegetables and meat that was recently butchered. Your host family eats frozen dinners or dinners with ingredients that come mostly from cans and you find it very salty. What do you do?

2. Your host father is a hunter and wants you to join him and your host brother on a hunting trip. You are very uncomfortable around guns and are very nervous about this American “hobby”. How will you handle the invitation to go hunting? Why do you handle it this way?
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1. In your home country, you do not go to any kind of church or religious service and consider yourself non-religious. Your host family is very religious and goes to church multiple times during the week. They would like you to join them for Sunday morning services, and they think you would really enjoy the youth group activities on Wednesday nights. They are also encouraging you to join the church choir. What do you do?

2. Your host family expects the females in the family to do inside chores and males to do outside chores, which you find offensive and sexist. You are asked to do a chore based on your gender and you would rather contribute to the family in another way. What do you do?
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Adaptation Scenarios: Group 4

1. In your home country, you have a large family with many siblings and you do many activities together. Your house is crowded and there are always family members around (cousins, aunts, and uncles, too). In the US, your host parents have no children. Your host mom and dad both work late and on the weekends they go to museums and concerts that are not interesting to you. You are getting bored and are often home alone. What do you do?

2. In your home country, your community is concerned about water conservation. Everyone is very careful about water use and people shower every few days, or once a week. In the US, you notice that your host family members shower every day. This seems wasteful to you. What do you do?
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# Social Media

## Students & Families

**YFU Required Session**

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Post-Arrival</th>
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| **Session Objectives** | 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  
  ✓ Use YFU tools and strategies that foster successful adjustment to a new culture and family  
  ✓ Use YFU tools and strategies to welcome a new family member and foster successful family adjustment |
| **Session Overview** | This session is designed to help students and host families understand the impact of social media on the exchange experience by watching a series of videos focused on the dangers of inappropriate social media use and reacting to them. Students and host families may watch the videos on their phones by either typing the names of the videos (posted around the room) into their phones or by scanning the QR codes provided. If they wish to use the QR code scanning option, they must download a free QR scanner app (see instructions for this in the Technology Notes section). This is a good lesson for shy or limited language capability students.  
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 that can be used to facilitate a conversation |
| **Participants** |  
  ❑ Students  
  ❑ Natural Parents  
  ❑ Host Parents  
  ❑ Host Siblings |
| **Format** |  
  □ Highly Active / Interactive  
  ❑ Some Activity / Interactivity  
  ❑ Discussion  
  ❑ Independent |
<p>| <strong>Duration</strong> | 35 minutes |
| <strong>Group Size</strong> | Any size |
| <strong>Minimum Staffing</strong> | 1 lead facilitator with all other orientation volunteers present (Optional: invite local social media expert or host parent to facilitate this session) |
| <strong>Materials Needed</strong> | Tape; flipchart pages or post-it notes; pens; Gallery Walk handouts to post; Computer (optional), Sheets of paper with web addresses/QR codes (at end of session) |</p>
<table>
<thead>
<tr>
<th>Preparation</th>
<th>Tape pieces of paper with QR codes/links to videos (at end of this session) around the room or in an outside hallway. Also tape a large flipchart page at each station.</th>
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<tbody>
<tr>
<td>Handouts for Participants</td>
<td>None</td>
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**Introduction** (5 MINUTES)

1. Ask the participants if they have ever heard the term “digital footprint.” Ask them what comes to mind when they hear that term.
   - Have the students and parents watch the following digital footprint intro video. If you do not have a computer/projector to show the video, students may type “What’s in Your Digital Footprint” into YouTube: [https://www.youtube.com/watch?v=4P_gj3oRn8s](https://www.youtube.com/watch?v=4P_gj3oRn8s)

2. Discuss the following points:
   - After watching the video, how do you define a “digital footprint?”
   - Once you post something online, can it ever be erased? (Be sure that students understand that the answer to this question is NO. Even if you delete a post, it is not gone forever. It could have already been saved by people and can be tracked down. This is why it is essential to think carefully before you post).
   - Why do we need to talk about social media during this orientation?
   - Conclude the opening discussion by saying: Social media has changed the exchange experience in the last 10 years, and each year brings new opportunities and potential pitfalls. This session is for families and students to talk together about how social media can impact the exchange experience and how to keep everyone safe.

**Activity 1: Social Media Gallery Walk** (20 MINUTES)

Preparation: Create a ‘Social Media Gallery’ by posting the social media topics (QR codes and YouTube video titles) around the room. Participants will walk around the “gallery” and state their perspectives/reactions to the videos on flipchart paper or post-it notes.

**Technology Notes:**

- Ask participants who do not have a QR Reader app to download one:
  - iPhone users: [QR Reader for iPhone via App Store](https://apps.apple.com/us/app/qr-reader-for-iphone/id488142123)
    - Note: The iPhone’s Camera app is also capable of scanning QR codes
  - Galaxy users: [Optical Reader via Galaxy Apps Store](https://galaxyapps.samsung.com/app/338288203018632)
- Creating Padlet walls (padlet.com) for the Gallery Walk activity is an alternative to paper post-it notes.
1. Post flipchart paper/post-it notes around the room and show the group the Social Media Gallery.

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<th>Sexting (3:13)</th>
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<th>Chatting with Strangers Online (4:34)</th>
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<th>Unplug and live (4:59)</th>
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2. Tell the participants that they have 20 minutes to walk around the “Social Media Gallery” and watch several YouTube videos. As they read each topic and watch the video, they should write their reactions to the videos on the flipcharts/notes posted on the wall. Have the students focus on the following question:

- **How will the information in this video change the way you use social media while on exchange?**

3. After 20 minutes, most participants should have made their way through the gallery; before too much ‘standing around’ begins, bring the group back together for a discussion.

**Discussion and Wrap Up (10 MINUTES)**

1. Bring the group back together. Select and share some of the interesting comments. Ask the group which topics/videos they liked and why. Use these questions to have a conversation about internet safety:

- Did anything in the videos concern you? What and why?
- What concerns and expectations do you have about using social media while on exchange?
- Does your household have “rules” about social media use? What are these rules? Are they the same for children and parents?
- What strategies might you utilize to make the best use of social media and keep usage positive? Do you have any ideas for blending internet usage with your exchange experience? Ideas should include (but not be limited to):
- Limit electronics in the bedroom
- Friend your host parents/student on Facebook/social media
- Write a blog to update friends/family during your exchange experience
- Complete homework before enjoying screen time
- Put the device down (screen-down) during family/friend time

- What are the risks involved in using social media too much or inappropriately while hosting or on exchange?
- What are some positive ways you can use social media while on exchange? (Share host country with friends/family back home, stay connected with other exchange students, follow YFU).

Throughout the conversation, the facilitator should emphasize the following points as they come up in the discussion. Facilitators should make sure participants know:

✓ You may be used to communicating daily or multiple times during the day with close friends and family. As an exchange student, you need to consider changing this level of communication with friends/family back home so you can create and develop close relationships with your host family and make new friends.

✓ **Inappropriate use of social media and/or technology is not tolerated. “Sexting” and posting naked pictures, or sharing naked pictures of others goes against YFU policies.**

✓ No one (students or host families) should use social media as a place to complain or make negative comments about one another.

✓ The use of social media is changing rapidly and there is a generation gap! Learn about and try to understand each other’s perspective when discussing appropriate use.

✓ Social media will play a role in the exchange experience! Whether the experience is negative or positive is up to each one of us!

✓ It is important to have space to reflect and express all your emotions. Think about reflecting privately in a journal, private video, etc. BEFORE posting anything publicly.
Sexting

Title: The Dangers of Sexting

https://youtu.be/SuBxI5OGdlw
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Cyber-bullying

Title: Cyberbullying: there is a way out!
https://youtu.be/dkG00Czb4ho
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Unplug and
LIVE

Title: Look up from your social media addiction and live

https://youtu.be/aM0egir_I0c
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Chatting Online with Strangers

Title: SNATCHED The dangers of Online Chatting

https://youtu.be/A_qV9gBNy9g
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Email Etiquette at school

Title: How to email a teacher

https://youtu.be/NuzKN7fO8Is
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## Orientation

**Post-Arrival**

### 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

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

### Participants

- ✓ 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

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**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.

**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.

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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.
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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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