



Orientation	Post-Arrival
Session Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Revitalize 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	<p>In this session, the YFU Support Structure and YFU Rules & Policies are shared. There are 2 options that review policies of YFU USA: a scenario activity or playing a Memory Game. The facilitator will need to choose which option will work best for the group.</p> <p>Note the following lesson icons throughout the session:</p> <ul style="list-style-type: none"> ✓ - 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	<input checked="" type="checkbox"/> Students <input type="checkbox"/> Host Parents <input type="checkbox"/> Natural Parents <input type="checkbox"/> Host Siblings
Format	<input type="checkbox"/> Highly Active / Interactive <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Some Activity / Interactivity <input type="checkbox"/> Independent
Duration	40 minutes
Group Size	N/A
Minimum Staffing	1 facilitator
Materials Needed	<p>Flipchart or whiteboard</p> <p>Handout – Lines of Communication for Support- at end of session</p> <p>A ball (soccer or volleyball sized is ideal)</p> <p>Large nametags (sheet of paper with tape is great)</p> <p>Activity 2/Option 1-Preprinted scenarios - at end of session</p> <p>Activity 2/Option 2-Cards to play Memory Game - at end of session</p>

Preparation	<p>Read lesson to understand concept For constellation visual, use flipchart, whiteboard or constellation visual provided Create “nametags” for each of the roles below</p> <ol style="list-style-type: none"> 1. Student 2. Host family 3. American friends 4. Area Rep 5. SSM 6. Home country national office 7. Natural parents <p>For Activity 2- Select and cut apart scenarios or cut apart cards for Memory Game</p>
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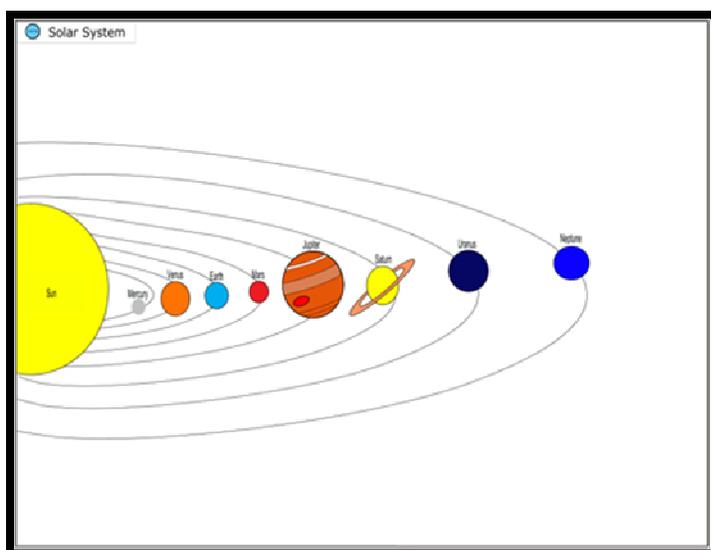
INTRODUCTION (2 MINUTES)

Introduce the goals and the importance of this session:

- ✓ The goal for this session is to outline the support structure and to demonstrate the proper communication paths to follow. Through the use of common support problems that touch on YFU’s policies we will outline the preferred way to handle specific support communications, and also outline some of the problems that can arise when there are deviations from the path of communication.

ACTIVITY 1- YFU Support Structure (15 MINUTES)

1. Using the illustration shown, or draw on a piece of flip chart paper, introduce the concept of a “constellation”
2. Tell the students that they will build a physical constellation to represent the YFU Support Structure.



3. 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, and friends who are far away. The different scenarios and tossing the “communication ball” will help demonstrate how the lines of communication work.

4. Select students and give them nametags and explain their role.

- a. Student (center of the constellation as the sun)
- b. Host Family (several students holding hands, forming a tight circle around the student)
- 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 and touching base with the student)
- e. YFU Support Services Manager (SSM, outside the Area Rep)
- f. Home Country National Office
- g. Natural Parents and home country friends

5. Using the *Lines of Communication* handout as a visual, explain the role of each piece of the support structure while physically building the constellation with the different players to illustrate layers of YFU support.

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

7. As the facilitator reads through each scenario, the participant should toss the ball to the person with whom she or he is communicating and that person continues until the communication has reached all necessary people.

8. As each scenario is read, and 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 (proper path is listed in parentheses in each scenario).

Facilitator Note: Stop at key points to discuss the communication flow as it is reflected. Explain why each point of communication is made, what can result from that, and how problems can arise from deviating from the recommended line of communication.

Support Structure Scenarios to Read Aloud

- a student is struggling with grades and English comprehension (student to host family to Area Rep to SSM for suggestions and solutions.)
- a student is very homesick, perhaps suffering from culture shock (student to host family to American friends to Area Rep to SSM for suggestions and possibly on to Home Country National Office and natural parents)
- a student whose natural parents are putting pressure on her to graduate, to study for SATs, to visit colleges and to forego extracurricular activities. (student to host family and Area Rep will be the closest support; SSM will be closely involved to Home country national office to natural parents)
- a student whose natural parents tell her that she can't attend prom because it is an evening of sin (student to host parents to Area Rep to SSM to home country national office to natural parents)
- a student is miserable in the host family, feeling that they don't like him/her. (Student to host family to Area Rep, if a move is deemed necessary, then home country national office and natural parents)

Discussion

- 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? (YFU communicates with natural parents immediately in cases of true emergency, but natural parents are far away, do not have all the facts and are communicated with by YFU when necessary.)

ACTIVITY 2: OPTION 1: YFU Rules and Policies SCENARIOS (10 MINUTES)

Facilitator Note: This activity is a small group activity using scenarios printed 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 **Passport to the USA** student handbook.)
3. Divide participants into groups of 3-5.
4. Have each group select 3+ scenarios "out of a hat". Scenarios are found at the end of this session.

5. Give the students 5 minutes to work together and discuss their scenarios and determine what rules were not followed.

Debrief (5 minutes)

1. Ask all groups come back together. Ask each group to share their scenario and discuss the rules that were broken to the full group.

ACTIVITY 2: OPTION 2: POLICIES AND RULES MEMORY GAME

(15 MINUTES)

This activity is a small group activity (five or less students) and uses the cards printed at the end of this session. If you are doing this with larger groups, you will need to print extra decks of cards.

1. Divide participants into groups of 3-4.
2. Pass out a set of playing cards to each group and outline the rules of the card game “Memory”. (A match in this game is made when the card with the printed rule is paired with the card with the picture illustrating that rule.)
3. Shuffle the cards and place them all face down, not touching one another. They can be in a grid format or simply scattered across the table/floor.
4. Going around in a circle, players flip 2 cards over, looking to find a pair – the picture that matches with the policy or rule.
5. When a player finds a pair, s/he can indicate to the group what the policy or rule is and keep the cards.
6. If no pair is found (i.e. a picture of a cigarette and “students must maintain a C average at school”) then the cards are put upside down again and it’s the next players turn.
7. The player at the end of the game with the most cards is the winner.
8. Allow groups to begin playing Memory. After 10 minutes, students return to large group.

Debrief (5 MINUTES)

1. Popcorn style (students call out answers) Students take turns sharing one YFU rule with the group they used during this activity.

WRAP UP (5 MINUTES)

- Ask students if they have any further questions about both the policies and rules or the communication structure.

7-YOU & YFU- POLICIES & RULES SCENARIOS

(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 have her travel with them 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 his/her home country.)
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 2 courses and doesn't have 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 combinations with poor adjustment in general, will 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 gave 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? (Refer back to comments from Session #6- Social Media)
8. Philippe's class from his home country school 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 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 p37- "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? Student 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 (i.e. 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 sells 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 and she likes to eat meat. Does YFU have to find another host family for her? (Refer to comments from discussions in Session #5- Adaptation, and other suggestions would be to cook her own food, try new American dishes, work with 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, pg 12- All stds are expected to follow the rules and policies set by their host family. In addition, p. 14- Student 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 mother’s host family during her spring holiday. Is this possible? (From the Permission to Travel policy: Travel NOT Allowed: independent travel by the student alone or with other students.)



**DRINKING
&
DRUGS**



DRIVING



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PREGNANCY



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SMOKING



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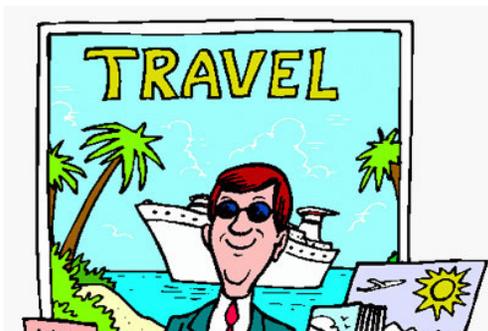
**NATURAL
PARENT
VISIT**



SCHOOL ATTENDANCE



**DON'T
COMPLAIN
ON YOUR
BLOG!**



**STUDENT
TRAVEL**



**KEEP
FAMILY
ISSUES
PRIVATE**



STUDENTS WORKING



**ILLEGAL
PICTURES**

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.

