



Orientation	Midyear
Session Overview	<p>This session is designed to energize and motivate the students for the orientation, make sure everyone knows each other’s names, introduce the objectives for the day and set an upbeat tone.</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
Session Objectives	To energize students’ commitment to a positive exchange experience. To make introductions and establish the tone for the day.
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	30 minutes
Group Size	Any size
Minimum Staffing	All volunteers present
Materials Needed	<ul style="list-style-type: none"> • Flipchart and/or projector – Post objectives and agenda for the day • Sign-in sheet from Midyear Orientation page with students names pre-populated • Ball for optional <i>Name Game</i>
Preparation	<p>Post objectives and agenda for the day on slide or flipchart</p> <p>Prepare sign-in sheet with students names prepopulated for registration table</p> <p>Attitude quote on a flipchart or slide</p> <p>For Icebreaker Option 2 – Use the questions at the end of this activity and cut into strips to put in “hat.”</p>

INTRODUCTION (5 MINUTES)

1. Ensure that all attendees signed the attendance sheet and have nametags.
2. Welcome students and thank them for being at the orientation.
3. Share posted agenda, provide housekeeping information (location of bathrooms, plans for lunch, etc).

4. Ask volunteers to briefly introduce themselves.

Play optional Name Game if desired. (below)

Optional Name Game – Toss the Ball

- Facilitator starts by saying his/her name then, throws the ball to another student.
- Student who catches the ball has to say the name of the facilitator, then his/her name.
- That student then throws the ball to a third student, who has to say the previous two names.
- Continue tossing the ball and have students repeat names until every student has received the ball.
- End with the first student who received the ball from the facilitator and have them repeat everyone's name.
 - ★ Additional Option: Make it physical! As each person says their name, they do an action associated with their name. For example, a peace sign, a jumping-jack, or a "Rocket-style" kick.

Encourage creativity!

5. Ask the students if they remember the 3-5-8: Choice concept (see the box below). Ask for any examples of how they have used this tool. This concept will be used in Session # 2.

Choice: 3-5-8

YFU uses 3-5-8: *Choice* to demonstrate that each participant can take responsibility for their exchange experience by being aware of how they feel and the importance of making good choices. In that context, 3-5-8: *Choice* serves as a measurement tool for a student's level of involvement and transition from visiting to belonging, with each choice hopefully improving the experience. Zero to three represents feeling a little low, or down; four-six represents feeling ok. This tool helps students think about what they can do to make good choices and feel good to great (7-8).

ACTIVITY: ICEBREAKERS CHOOSE OPTION 1 OR 2 (15 minutes)

OPTION 1 – Attitude Selfies and Silent 3-5-8

Facilitator Note: This session begins with the facilitator "faking out" the students. If desired, approach the situation as if you are asking students to turn off their cell phones but in actuality you are asking them to use their phones to take their selfie.

Later during the activity the students will be lining up along the 3-5-8 continuum to reflect on some of their experiences since the Pre- Arrival. This is a valuable opportunity for a volunteer to note how students are doing. **Pay attention and listen closely to what students are saying about their experiences.** Volunteers should make efforts to talk with students who are having ongoing challenges and as needed, reach out to SSMs for additional support.

Instructions for students

1. Tell the students they will now demonstrate the 3-5-8 concept that they just reviewed. Ask the students to: "Take out your cell phone"
2. Ask students to make a face and take a 'selfie' of how they felt about coming to the orientation today. If students don't have a camera on their phone they can:
 - share cell phone cameras

- draw on a 3x5 card, or
 - just make a face
3. Have students mentally assign a number (from 1-10) to their attitude about coming to the orientation today.
 4. Then ask the students to line themselves up based on the selfie faces they just made in numerical order from lowest to highest number **without words or talking.**
 5. Continue to encourage team work by asking students to line up **silently** using 3-5-8 as indicators to measure how the students rank different events since the Pre- Arrival. Use the questions below or create your own questions to assess how students are doing. After each time the students rank themselves, ask follow up questions:
 - *Why did you rank yourself there? Or What happened? Or Who can tell us more about their experiences related to this?*

Make sure a second facilitator is noting some of the responses, especially any concerns that need to be addressed later during the orientation.

- How were the holidays?
- How do you feel about American food?
- How do you feel about school?
- How do you feel about making friends?
- How do you feel about your language ability?
- How did you feel when you arrived today?
- How do you feel now?

OR OPTION 2 – YES/NO Musical Chairs

YES/NO MUSICAL CHAIRS

On a handout at the end of this session is a list of 20 possible questions to use for this activity.

- Feel free to alter the questions or add your own. If you decide to add your own questions, try to create a mix of fun and more serious questions.
- Allow students to make up their own questions as well.
- Questions that will help you identify problem areas to cover later in the day might be especially helpful.

Have an orientation staff member or two observe how the students respond to each question and take notes about possible topics/questions to cover later in the day.

- If, for example, you see that no one thanked the person who drove them to the orientation, later on you may want to remind students about the importance of saying “thank you” to their host parents.
- Students will enjoy this activity without realizing that you are watching their responses in order to identify their problems and issues.

Explain the rules: The student standing in the middle of the circle of chairs will pull a question from the hat to ask the group.

1. Anyone who answers “yes” to this question must stand up and find a new seat.
2. The student who asked the question will also attempt to find a seat. The student who is left without a seat will draw the next question from the hat to ask the group.
3. Ask students to form a circle with their chairs to begin the activity. If you aren’t able to move the chairs, simply ask students to stand in a circle and tighten the circle each time someone stands up to ask the next question.
4. Once all of the students are seated in a circle, ask one student to volunteer to stand in the center of the circle and read the first question.
5. Once this student is standing in the middle of the circle, remove the student’s chair or make the circle smaller for those sitting on the floor, so that there is one fewer chair or less room to sit on the floor than there are students.

Debrief: Depending on the questions that are chosen, students may benefit from debriefing this activity.

- Ask students if they noticed anything or were surprised by anyone else’s answers.
- Point out to students everyone goes through periods that are a lot of fun and enjoyable, and periods that are difficult and challenging.

WRAP-UP (5 minutes)

1. Thank the students for their input and validate their comments and concerns by telling them we will try to address these in our sessions but if not, we will address any remaining questions or concerns before the orientation is over. Read through the objectives below framing them in a way so students understand that the orientation is about them learning and achieving the objectives.

By the end of the orientation today, **you will be able to:**

- ✓ **Energize** your commitment to a positive exchange experience.
- ✓ **Discuss** the challenges of your exchange and **develop solutions**.
- ✓ **Look forward** to the remainder of your experience and **develop plans and strategies** to continue personal growth-
- ✓ **Apply new skills and knowledge** as a global citizen.

2. Set the tone for the day by sharing all points below with the students:

- ✓ In order to get the most out of today's orientation we ask for your open and honest participation.
- ✓ Being an exchange student is not always easy.
- ✓ You are all exceptional and above average.
- ✓ Just the fact that you chose to do something different from your friends back home is a brave act.
- ✓ We want you to continue to personally challenge yourself to live up to your potential, set your goals high and strive to be the best you can be.
- ✓ Remember to approach difficult situations with a flexible and positive attitude.

3. Close the Welcome session by sharing this quote with the students and ask students about their thoughts on why this is important

“Attitude is a little thing that makes a big difference.” Winston Churchill

YES/NO MUSICAL CHAIRS

(Cut questions into individual strips and put in a hat or basket)

1. Do you speak English? (everyone should move to a different seat)
2. Did you make your bed this morning?
3. Did you thank the person who drove you here today?
4. Do you spend more than two hours on the computer a day?
5. Do you like root beer?
6. Have you have felt homesick since arriving?
7. Do you have an older host brother or sister?
8. Do you live in a city that is smaller than the one in which you grew up
9. Have you felt bored since you have arrived?
10. Have you joined a club or a sports team at school?
11. Do you watch movies in English?
12. Have you made an American friend?
13. Have you had a disagreement with your host family?
14. Do you speak with your other exchange students in English?
15. Have you had problems adjusting to your new school?
16. Have you ridden on a roller coaster in the United States?
17. Is your host family bigger than your family?
18. Is your host family smaller than your family?
19. Does your host family have a pet?
20. Create your own yes/no question...

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Winston Churchill