



Orientation	Post-Arrival
Session Objectives	<p>Families 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 to welcome a new family member and foster successful family adjustment
Session Overview	<p>The parent sessions that are facilitated separately from the students are described in this document. The goal of the parent session is two-fold:</p> <ol style="list-style-type: none"> 1- Host families can connect with other host families and discuss and learn from one another. 2- Parents can understand what the students are learning during their Post-Arrival orientation and then follow up with students at home. <p>This document contains the following facilitation guidance for parent sessions: Part 1- YFU Tools- 3-5-8: Choice, From Visiting to Belonging AND in Part 2- Adaptation- Iceberg analogy, Culture, Adjustment Curve, Culture Shock and Coping Mechanisms, and the YFU Lines of Communication (support structure).</p> <p>Sessions which can be carried out with students and Host Families together are:</p> <ol style="list-style-type: none"> 1-Welcome 2-Behavior Continuum 6- Social Media (if possible) <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 that can be used to facilitate a conversation

Participants	<input type="checkbox"/> Students <input type="checkbox"/> Natural Parents	<input checked="" type="checkbox"/> Host Parents <input type="checkbox"/> Host Siblings
Format	<input type="checkbox"/> Highly Active / Interactive <input checked="" type="checkbox"/> Some Activity / Interactivity	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Independent
Duration	Total 80 minutes: Part 1 – 40 minutes and Part 2- 40 minutes. Note that this is after the parents attend sessions 1 and 2 with the students.	
Group Size	Any size	
Minimum Staffing	1 facilitator	
Materials Needed	Flipchart or whiteboard Display visual – From Visiting to Belonging Display visual - How Do You Do Things In Your Home? Display visual - iceberg Visual- Visuals embedded in this session are From Visiting to Belonging, 3-5-8: Choice, iceberg	
Preparation	Read the lesson to understand all of the concepts. Be sure to understand <u>3-5-8: Choice</u> and the theme of <u>From Visiting to Belonging</u> , as these are YFU tools we continue to use throughout the year. Create 2 flipcharts with these headings: <ul style="list-style-type: none"> • Is your family or your student creating a “3” day? • What are you or your student doing to make it an “8” day? 	

INTRODUCTION (2-5 MINUTES)

1. Welcome host families and acknowledge the courage it has taken to welcome someone in to their home. Thank them for being part of the YFU family!
2. Ask them to think a bit about the continuum activity and if there are any concerns about difference in family behavior and student behaviors.
3. Tell them that next they will look at **three tools** that YFU uses with students to help them as they transition. Explain that it is a good idea that they understand these tools so they can use them with students at home.

TOOL 2: YFU: FROM VISITING TO BELONGING (10 MINUTES)

1. Next share information about the *Visiting to Belonging* theme. Use the talking points below and how the graphic:



- ✓ Another tool we use during this experience we call From Visiting to Belonging.
- ✓ The international exchange experience is a journey that naturally occurs as you host with YFU. Starting with the students as visitors, the ultimate goal for host families is to create a bond with students and help them feel they belong in your family, school and community.
- ✓ Students and families control this journey, using the power of choice and communication as tools to steer the experience.
- ✓ YFU's role is that of a guide, using orientations and the support structure as tools.
- ✓ To review the concept used to illustrate this journey, let's talk about *YFU: From Visiting to Belonging*.

2. Explain the YFU acronym within the theme *From Visiting to Belonging*. Have a discussion about the acronym and the theme.

- ✓ **Y** – YOU: The first level of understanding is You - Yourself. This whole experience started because your family - “YOU” - wanted to challenge yourselves.
- ✓ Changing routines is just one example of a choice **YOU** have made since your new son or daughter has arrived. How has that impacted you and your family?

Facilitator Note: Be sure to emphasize the power of CHOICE. Families have control over helping their student either become an active family member OR being someone sitting on the outside.

3. Below the Y on your flipchart, write the letter F and then the word FAMILY next to it.

- ✓ **F** – FAMILY: Within the larger journey encompassing from visiting to belonging, lies a smaller journey, from Y (you) to F (family), which occurs throughout the fall. In this time period it's the perfect time to help your student find a spot in your family! Help your student make the right **choices** to become a member of your family and not stand on the outside of your family and watch what happens

4. Show the “**How Do You Do Things In Your Home?**” handout.

- Ask who has already had a discussion with their student about their home rules and routines. This is a great opportunity to have an interactive discussion about ways they can become a member of your family.

- Ask them about some of these activities and how they occur in their natural family as this may help you better appreciate and understand why they do some of the things they do in your home now.
- What are some things your student has done to start becoming a member of your host family – (examples could be - doing chores without being asked, making part of a meal, baking brownies, raking leaves, helping around the house, bringing in groceries, walking the dog)

5. Below the F on your flipchart, write the letter U and then word UNDERSTANDING next to it.

- ✓ **U** – UNDERSTANDING: By the time the mid-year orientation occurs, your student should be well on their way to becoming a full-fledged member of the host family, with all of the benefits and responsibilities. The next step is to move toward the U in Y-F-U (understanding). This is a journey toward belonging not only in a new family, but in a global society.

Wrap Up

- ✓ Your goal, in partnership with your student, is to transition the experience from visiting to belonging. Starting right away, as we just discussed, you can begin by sharing your home culture with your student. Asking about your students' culture and their typical rituals will help the journey move forward.
- ✓ Then begin sharing information about your American culture. Spend time with your student. All of this will naturally show everyone why the YFU experience is important in your lives and to the world.

TOOL 3: ICEBERG ANALOGY (10 MINUTES)

1. Show the picture of the YFU Cultural Iceberg, ask if anyone has seen this before. Ask the following questions to encourage the group to have a conversation about the iceberg. If families do not remember the significance of the iceberg remind them of the key points (those indicated by check marks.)

- Are there any student behaviors that have really surprised or have not fit in with your family culture? How did you handle that? Does anyone have advice?
- Why is it important to look closely at the bottom part of the iceberg?
- Have there been parts of your family culture that have been difficult for your student to understand, how did you handle that?
- How can the iceberg analogy assist your family when dealing with conflict?

Key Points about the iceberg:

- ✓ The visible elements of culture are ones that can be seen and understood quickly. They are objects and routine behaviors – the 10% of the iceberg that is visible, like food, clothing, and activities. Below the surface are beliefs, attitudes, and values. These are the elements that drive a group's behaviors.

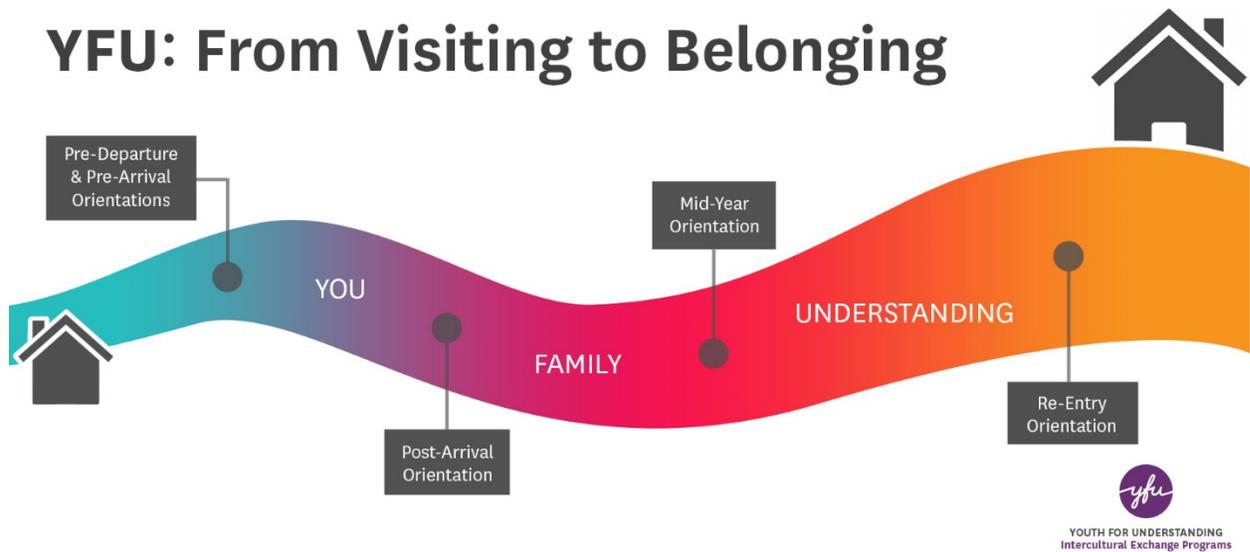
- ✓ Below the waterline represents attitudes, values and belief, for example: fairness, degrees of modesty, approaches to problem solving, gender roles, honoring the elderly or the young, independence.
- ✓ You cannot see beliefs and attitudes, you can only see them as expressed in behaviors. It is critical to be concerned with the underlying values and beliefs that lay underneath the behavior, in order to evaluate one's behavior. (See the detailed iceberg attached at the end of this session for more details).

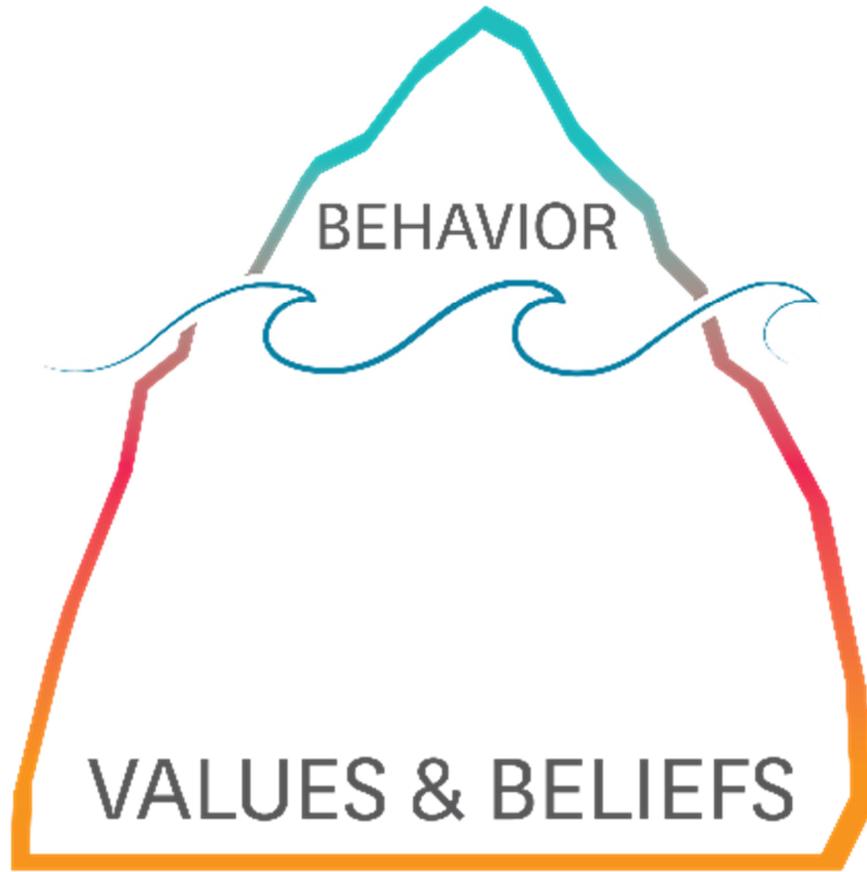
WRAP UP (3 MINUTES)

1. Wrap up the first parent session by thanking everyone and letting them know that the students are familiar with these tools. Share the following letter that a former YFU student wrote:

“It would be ridiculous for anyone to say that they had had a complete reversal of all of their beliefs and values because of their international exchange experience. However, my values and beliefs were contrasted to others, and after the experience I could better evaluate what I believed in. I believe UNDERSTANDING is the key ingredient in the exchange process. While preparing to leave for my host country I constantly heard that my exchange experience would be one of a lifetime. It would be something that would affect me for the rest of my life. I could not imagine it at the time, but I am grateful that it was just that, and more.”

YFU: From Visiting to Belonging







PARENT SESSION-PART 2

ADJUSTMENT TIPS

Orientation	Post-Arrival
Session Overview	<p>The session is designed to</p> <ul style="list-style-type: none"> • Discuss Culture and culture shock, address the adjustment curve, share adaptation information and coping strategies and review the YFU support strategy. (including AR, AC, SSM). • Examine & promote ways to advance the process of helping student find their place in the family
Participants	<input type="checkbox"/> Students <input checked="" 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 checked="" type="checkbox"/> Independent
Duration	50 minutes
Optimal Group Size	Any size
Minimum Staffing	1 volunteer
Materials Needed	Flipchart or whiteboard Visual - Definition of Culture Shock Visual - Adjustment Curve Lines of Communication handout
Preparation	<ul style="list-style-type: none"> - Read lesson to understand concept - Print facilitator handouts Read Culture Shock handout before session- link: https://my.yfu.org/dept/eandt/Publications/Horizons/10_CultureShock.pdf Found on p. 19 in the Host Family handbook and on the Post Arrival orientation page on my.yfu.org

Introduction (5 MINUTES)

1. Explain the goals of the session:

- ✓ discuss culture shock and how to help your student deal with it
- ✓ provide an opportunity to talk about your experiences, share tips with each other
- ✓ discuss the adjustment curve your student may be experiencing
- ✓ talk about the adaptation process and how your choices shape your experience
- ✓ review the YFU support already in place.

CULTURE & CULTURE SHOCK CONVERSATION (15-20 MINUTES)

Facilitator Note: Read the culture shock handout linked in preparation notes above. Note that this session is for the families to share challenges related to the adjustment process and for other families to help find solutions. This facilitator should sit with the group, preferably in a circle, and encourage dialogue among the participants. Avoid lecturing and keep your “talk time” down and let the families learn from one another, just fill in gaps in knowledge as needed.

1. Ask for participants different definitions of culture

2. Provide the YFU definition:

Culture is the beliefs, attitudes, values and ideas that a group of people hold in common.

3. Ask participants about their experiences with Culture Shock, use any of these questions to facilitate **meaningful conversations** where participants can learn from one another.

- What is culture shock?
- Have you ever experienced culture shock, what happened?
- What was the most shocking for you when traveling to a new place?
- How did you handle culture shock?
- How is your student handling adjusting to a new culture?
- What can the experienced families suggest as advice for host families as students go through culture shock?
- Another example of how a student might be going through culture shock: Student feels that school is tiring- what can you do about this:

Possible Solutions: Talk to host family, Area Rep, find activities to become involved with, remove technology from bedroom, etc.

- What other adjustment challenges are students having?
- What other concerns do you have?

4. As the conversation flows make sure to point out the following ideas:

- ✓ **Definition of Culture Shock---Culture shock is 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.**

- ✓ Helping to identify some of the behaviors your student may have displayed, and realizing they are temporary and possibly due to culture shock, can help determine the solutions that may lead to a smoother adjustment.
- ✓ Culture shock symptoms can be both physical and psychological.
- ✓ What are the symptoms of culture shock? Physical and psychological?
- ✓ Have you seen your student experiencing some of these symptoms?
- ✓ Are you worried?

Physical Symptoms

- ✓ Too much sleep or too little sleep
- ✓ Eating too much or no appetite
- ✓ Frequent minor illnesses
- ✓ Upset stomach
- ✓ Headaches

Psychological Symptoms

- ✓ Loneliness or boredom
- ✓ Homesickness and idealizing home
- ✓ Feeling helpless, over dependent
- ✓ Irritability or even hostility
- ✓ Social withdrawal
- ✓ Great concern for health and security
- ✓ Rebellion against rules
- ✓ Crying
- ✓ Stereotyping of host country people

Review these solutions:

- ✓ Culture shock is normal.
- ✓ Analyze the cultural differences to help explain the issue.
- ✓ Help students set some goals.
- ✓ Encourage your student to talk to someone---host family, Area Rep, a friend.
- ✓ Remind them why they became a YFU student.

ADJUSTMENT CURVE CONVERSATION - (5 MINUTES)

1. Display slide at end of session or draw simple adjustment cycle on whiteboard or flipchart. Ask the families what they think the adjustment curve means. Have a conversation using these questions:

- What was the first stage like for you and your family?
- What stage is your student in right now?
- What stage is your family in right now?
- Is everyone going through the stages at the same pace?

- How are the other members of your family adjusting? Any cases of sibling rivalry?
- ✓ The adjustment cycle is predictable, normal and healthy, but not everyone experiences all of the stages nor do they occur in any set order.
- ✓ Your family will likely go through a similar adjustment cycle as well.

Here are the 5 basic stages: (Also in the Host Family Handbook)

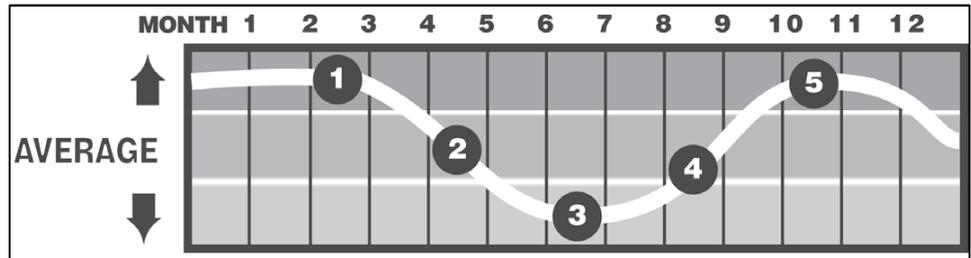
Stage 1- Isn't that interesting?

Stage 2- The thrill is gone

Stage 3 - How can they live like that?

Stage 4- Let's get on with it

Stage 5- I feel at home



Also share 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.

ADAPTATION CONVERSATION - 10 MINUTES

1. Open the conversation with a few key points:

- ✓ Cultural adaptation is a group effort. Welcoming an exchange student into your home involves effort from everyone. The exchange student should be ready to adapt 70% of the time, while the host family can expect to adapt 30% of the time as they make adjustments to include the student into their family. Think back to the behavior continuum!
- ✓ When we talk about adapting, we are talking about changing behavior, not beliefs or values. During the student sessions we are taking the time to remind students that adapting to another culture does not change the core of who they are. Let’s use a chameleon example to help illustrate and explain this process.
- ✓ Chameleons don’t become a leaf or a branch.

- ✓ Chameleons just change colors to adapt to their environment
- ✓ Your exchange student doesn't have to change who they are, but they do need to adapt to fit in with their new host culture.

2. Use the prompts for a conversation about adaptation:



- What are some behavior changes that a student might make to fit into their family?

Possible responses-Attend family gatherings, help with the dishes, walk the dog, or cook meals together.

- What are some behavior changes that a family might make to help their student feel more like a member of the family?"

Possible responses- Celebrate a special holiday from the student's home country, alter the morning routine, include the student in family discussions/decisions, or buy some different foods.

- When confronted with unknown behaviors, what are some strategies you could use to work through the situation?

Possible responses- ask student why they did what they did or said what they said, clearly communicate, teach siblings to address the situation and not ignore it, seek advice from Area Rep, etc.

- ✓ 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 miss from home.
 - ✓ Students may need to ask for family help to accomplish these goals,
 - ✓ Remind them to use 3-5-8: Choice. It applies to behavior, attitude and CHOICE!
 - ✓ It is important to take time to reflect on adaptations that you and the student have made, so you are conscious of them. Some adaptations that have occurred you may not even realize until your student leaves and returns 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 the experience, and a large part of that is adapting to the culture into which you are immersed.

YFU LINES OF COMMUNICATION (10 MINUTES)

Display the Lines of Communication handout and take a few minutes to review the information below with the host families. The information was shared at the Pre Arrival, but reminding them that this support is available is helpful.

Facilitator Note: The information below is a detailed description of the Lines of Communication handout. Please read through this information in advance of the Parent session and use this information to help you explain the handout.

Use these prompts to facilitate this discussion:

- YFU support is an important element of the exchange experience. Can any experienced host families identify who the YFU support shown on this document are and share with us the impact of the support they have had?
- Any other host families want to share their support experiences?
- Is everyone aware of who their Area Rep is that is assigned to them? (Make note of those who do not know who their Area Rep is and share this information with the FD right away.)

Detailed description of Lines of Communication document

Student and Host Family: YFU does encourage you and your student to support one another and solve problems together. However, you have a whole team of people to support you when the situation seems too challenging! YFU USA relies on committed volunteers to act as YFU Representatives in local communities across the US. YFU volunteers are of all ages and backgrounds, and many are alumni, host families, and even YFU staff. Thus, they understand the joys and the challenges associated with exchange and living in a new culture. Let's look at the Lines of Communication handout now.

Area Representatives. You have been assigned a volunteer Area Representative (Area Rep or AR) who will provide you and your student with support during your exchange. Many Area Representatives have traveled as exchange students or lived and worked in a foreign country. They bring skills, knowledge, and experience to help you navigate questions and misunderstandings that can occur.

Area Reps contact the host family and student separately each month to check in on everyone's adjustment. In addition, the AR can act as a neutral third party and assist in addressing a specific challenge that your or your host family may encounter. Your Area Rep is your YFU "go to person" for help with any concerns, such as cultural misunderstandings or adjustment challenges. Your Area Rep and YFU want to help you find solutions; YFU does not look for fault or blame when challenges arise. In fact, points of conflict are often the times that both students and families realize the most personal growth as they learn to communicate and understand one another.

We also encourage you to call your Area Rep to share good news. Sharing good news as well as difficulties allow you to develop a meaningful relationship with your Area Rep, which in turn makes you feel more comfortable to reach out to your Area Rep when problems arise. If you do not hear from your Area Representative for a while, please initiate contact with them. If you still don't hear from them, call YFU to let them know you are not receiving regular contact, and to update them on how the exchange is progressing.

Support Service Managers (SSMs) and the Support Services Department. The YFU Support Services Department works with Area Representatives (volunteers), Field Directors (YFU staff), host families, and students to help resolve any questions or concerns that occur during the exchange year. In addition to the Area Rep, you will also be assigned a Support Services Manager (SSM) who is trained in counseling and managing international exchange student support issues. The SSMs also operate the YFU after-hours emergency support phone line, which you can use to report and receive help with any emergencies. The SSM's goal is to work with students and families to resolve issues and ensure safety, security, and emotional well-being for both the student and the host family. If necessary, SSMs issue letters of encouragement or warning if a student does not follow YFU rules and policies.

Partner Country and Natural Parents- To complete the Lines of Communication handout, when deemed necessary by YFU, the SSM will reach out to the partner country office and the natural parents to share or seek information or ask questions. The emergency support line number (which is manned 24 hours a day/7 days a week) is below:

24-HOUR EMERGENCY SUPPORT LINE: 1.800.424.3691

YFU USA NATIONAL OFFICE: 1.800.TEENAGE

More YFU Info to share – (2 minutes)

- ✓ Additional information shared with the students today is a session 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 any student feels they may be threatened.
- ✓ Another session deals with social media and the impact of social media on the exchange experience. The students walk around the room and watch a series of videos focused on the dangers of inappropriate social media use and react to them.
- ✓ **YFU Host Family Reminders** – This new 2 page document contains critical information for host families and students about insurance, permission to travel forms, etc. Families should have received this document via email and it is included in the mailed packet sent with curriculum materials.

Q & A – (5 minutes)

Take a few minutes and ask the group if there are any unanswered questions, comments or ideas they may have to share.

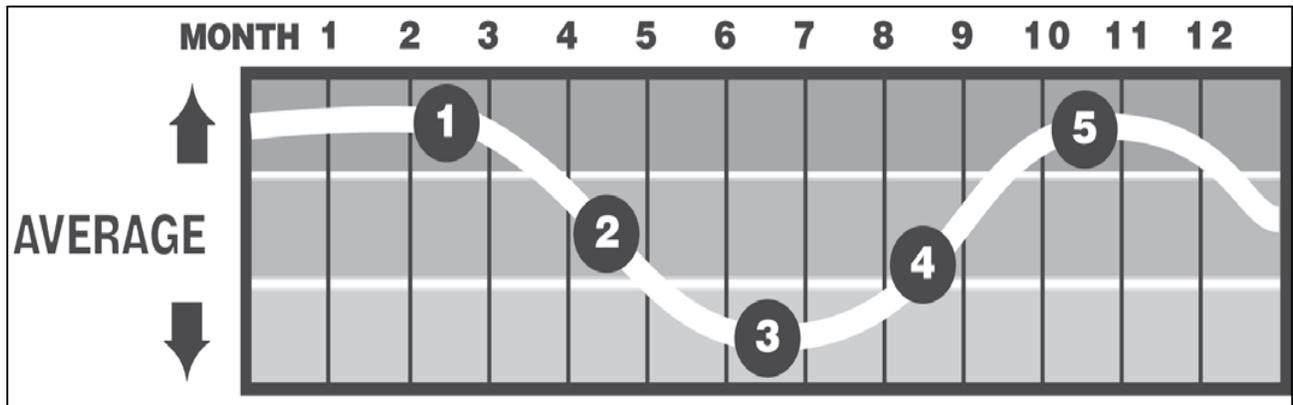
WRAP UP (5 MINUTES)

1. Tell the families that this is the end of the parent session and thank them for coming.
2. Encourage families to connect with one another, especially if there is a facebook page or other social media sites where YFU connects locally.
3. Share any upcoming social events with the families and if a date has been set, let them know when the other 2 orientations will occur and thank them again and remind them that open communication is the key to success!

CULTURE SHOCK

Culture shock is 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.

ADJUSTMENT CURVE EXAMPLE



- **Stage 1- Isn't that interesting?**
- **Stage 2- The thrill is gone**
- **Stage 3 – How can they live like that?**
- **Stage 4- Let's get on with it**
- **Stage 5- I feel at home**

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.

