YOUTH FOR UNDERSTANDING
Intercultural Exchange Programs

SESSION # 1
WELCOME

Orientation	Pre-Departure
Session Overview & Objective	This session consists of a brief discussion to welcome all participants, explain the agenda and rules for the day, and allow students to begin to talk about what they think their exchange experience will be like. To **develop** realistic expectations and enthusiasm for the family living experience.
Participants	☒ Students ☐ Host Parents ☒ Natural Parents ☐ Host Siblings
Format	☒ Highly Active / Interactive ☐ Discussion ☐ Some Activity / Interactivity ☐ Independent
Duration	10-15 minutes
Group Size	Any size
Minimum Staffing	1 facilitator
Materials Needed	Flipchart, pens; nametags for students and parents
PowerPoint Slides	1-4
Preparation	Read through all of the material and make sure you are comfortable discussing it; make notecards or highlight suggested questions to ask students in group discussions. Prepare flip charts ahead of time and hang them somewhere in the room which will allow the participants to continue to reference them throughout the session. - Prepare flip chart (or a printout) with the agenda - Prepare flip chart with any rules you wish to post - Prepare name tags for participants

WELCOME/HOUSEKEEPING

Tips for Facilitator

Express excitement as you begin your session. Be enthusiastic. Remind students that they are about to embark on an experience that is going to change life as they know it.

1. Introduce yourself. Briefly describe your history with YFU and your role in today's session.

2. Explain the purpose for today's orientation. Go over these objectives:

- To **develop** realistic expectations and enthusiasm for the family living experience.
- To **describe the stages of adjustment** and consider them when adapting to a new family in the host culture.
- To **identify** how culture will influence and impact daily life in the host country.
- To **exemplify** what it means to be a YFU student with an understanding of YFU's policies, procedures, and support systems.

3. Tell students where the restrooms are and go over the agenda, including lunch and break times. This can be handed out as a handout for easy reference or the flip chart page can be hung on the wall.

4. Ask students to turn off their phone and establish some team rules regarding phone use.

5. Ask participants (individually if the group is small or by naming countries and using a show of hands for larger groups) where they are going while on exchange.

Facilitaor Note:

- Bullets represent questions for the facilitor to aks students.

✓ Checkmarks represent key points or take away points that should be emphasized in conversations with students.

6. Use the previous question to launch your culture discussion. Examples:

- "Explain to me what you think will be different in _____ (Use one of the countries that you just listed)."
- Ask them why it will be different. Ask them what they think the year/semester will be like; what do they expect to learn, to feel. Repeat this question for several countries and then ask:
- "How does what we just discussed relate to culture and why are we talking about this today?"

7. Listen closely to student responses and provide additional points if these are not covered in the discussion:

✓ This orientation is focused on getting you ready for your exchange.

✓ We will talk about cross-cultural skills and how to live in a new culture.

✓ It is important to start thinking deeply about your own culture so you can be ready to learn about new cultures.

YOUTH FOR UNDERSTANDING
Intercultural Exchange Programs

SESSION # 2
TWO CULTURES TOGETHER

Orientation	Pre-Departure
Session Overview & Objective	This session includes two interactive lessons. In the first, students will break into small groups and learn what culture is using the iceberg analogy. In the second, alumni (if available) will share their own experiences adjusting to a new culture. This lesson will end with a discussion of culture shock, what a typical adjustment curve might look like, and how students can make themselves feel better during challenging times abroad. To **identify** how culture will influence and impact daily life in the host country. To **describe the stages of adjustment** and consider them when adapting to a new family in the host culture.
Participants	☒ Students ☐ Host Parents ☐ Natural Parents ☐ Host Siblings
Format	☐ Highly Active / Interactive ☐ Discussion ☒ Some Activity / Interactivity ☐ Independent
Duration	45 minutes
Group Size	Any size
Minimum Staffing	1-2 facilitators; alumni leaders if possible
Materials Needed	Flip chart pages and markers
PowerPoint Slides	5-15
Preparation	Read through all of the material and make sure you are comfortable discussing it; make notecards or highlight suggested questions to ask students in group discussions. Prepare the flip chart with definition of culture: *Culture is the values, attitudes, beliefs and ideas that a group of people have in common* - Prepare flip chart titled "**What is Culture**?" - Prepare flip chart with large text that says ""**Not Better or Worse, Just Different**"" - Prepare flip chart with **Adjustment Graph** (at end of this document) - Print and copy "**How I Feel/What I Do**" Handout (one per student)

LOOP standards achieved	Students will: Culture: 1. Understand the concept of culture in terms of objects, behaviors and values. 2. Be aware of the influence of culture on people. 3. Understand which aspects of cultures may differ (communication patterns, personal distance, individualism vs. collectivism, etc.). 4. Understand that cultural references are relative. 5. Be aware that understanding cultural characteristics requires knowledge of the cultural context (e.g. history, values, safety issues, religions, etc.). My Culture: 1. Be aware of their own cultural background (values, behaviors, objects that are part of it). 2. Be aware that they have expectations and that those are culturally influenced. 3. Be aware of the way they might be perceived by others—prejudices and stereotypes. 4. Understand their motivation(s) for going on exchange. The Other Culture: 1. Understand their expectations of living in the other culture. 2. Understand their own stereotypes of the culture they are going to. 3. Be curious in terms of the other culture and be able to ask questions about it. 4. Be aware that they will have to take on challenges (be comfortable about the exchange experience not always being comfortable). 5. Understand how to explore differences between two cultures. Adaptation: 1. Be able to uncover one's own expectations and fears. 2. Be able to recognize culture shock. 3. Understand that differences cannot be judged in terms of right or wrong—it's just different. 4. Be aware of his/her limits to adaptation.

DISCUSSION: Culture Definition (25 minutes)

1. Begin this activity by explaining to the students they will be defining culture and understanding the process of adaptation to a new culture.

    - Ask the group: "What is culture?"

2. Write answers students give on the flip chart labeled, "**What is culture?**"

> **Facilitaor Note:**
>
> - Bullets represent questions for the facilitor to aks students.
>
> ✓ Checkmarks represent key points or take away points that should be emphasized in conversations with students.

3. Once you have a list, ask what on the list can be photographed and circle their responses.

4. Explain that when people go abroad they usually take a camera and they may take many photos. When they return home, they have pictures of people, places, and celebrations. However, these things are not culture because culture cannot be photographed. The photos show the reflection or products of a culture.

- Ask students again: "So, what is culture?" Looking at their list, help them see which items were not circled. Then show the prepared flip chart "**Definition of Culture**."

    ✓ *Culture is the values, attitudes, beliefs and ideas that a group of people have in common*

<u>Good examples of culture to share with students could be</u>:

-The way we eat (i.e. it is common to some African cultures to gather around a bowl and eat from the same plate),

-Methods of prayer/religious activities (i.e. in Islam there are 5 prayers per day),

-Dress and clothing (i.e. in some cultures it is important for women to keep their legs/shoulders covered),

-The value we place on sports and hobbies (i.e. football/baseball tend to be culturally important in America, soccer is culturally important in Spain).

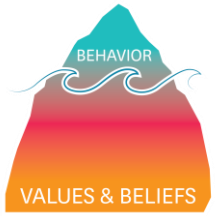
✓ Culture has a profound influence on our values and ideas. Some practices or beliefs that may seem unusual to us are completely accepted in other cultures.

For example, in North American cultures, people like to spend time in the sun to tan their skin while in many Asian cultures people carry umbrellas in order to keep their skin as fair as possible. Some cultures think Americans bathe too frequently and it is wasteful to shower every day.

Encourage students to think of additional examples of practices, beliefs or behaviors that may seem normal to us, but are seen as odd to other cultures.

ACTIVITY # 1: Iceberg Analogy

1. On blank flipchart, draw a large iceberg floating in the sea so that 10% of the iceberg is above the waterline and the rest is below the waterline.



Ask the students: "What do you know about icebergs?"

✓ Make sure students point out that most of the iceberg is hidden from view

2. Introduce the Iceberg Model of Culture: Explain: ✓ We know that the part of an iceberg that we can see is only a small portion. We may not know the shape of what's under the water, but we know that the visible part - the part above the waterline - doesn't tell us all we need to know about the iceberg. Only a reckless ship's captain would evaluate an iceberg without including the massive invisible part - the part under the waterline.

- Ask the students: "So how does this image of an iceberg help us understand culture and its effect on the way we all behave?"

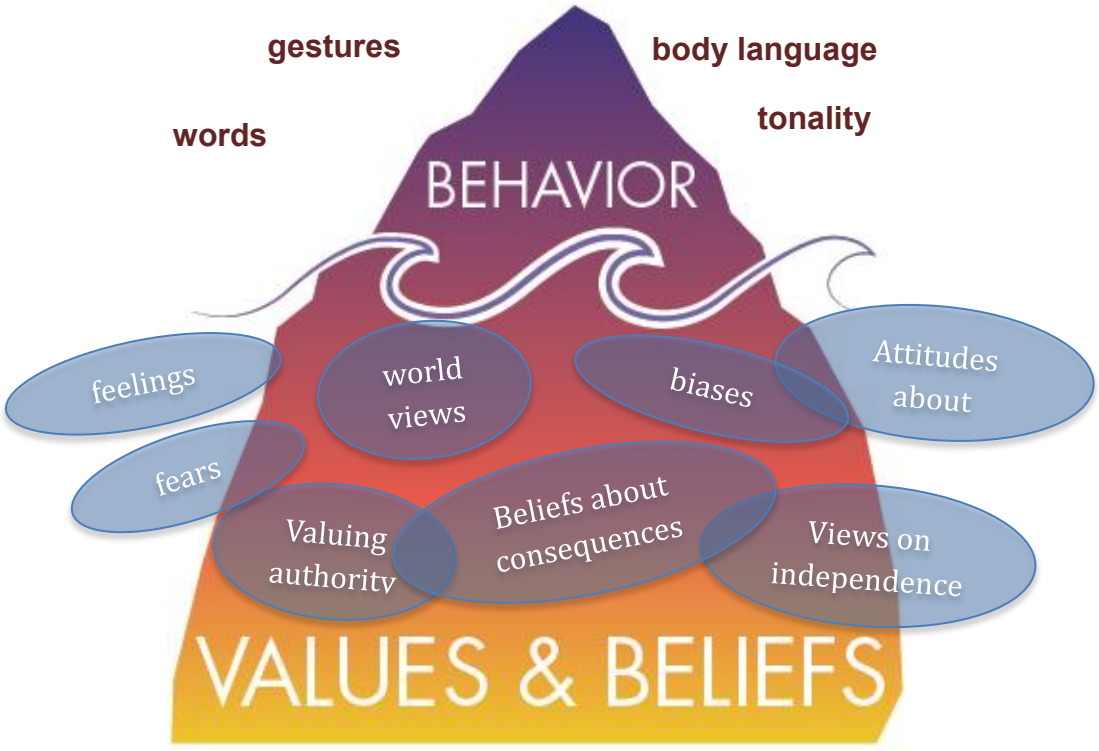
✓ The visible elements of culture are ones that can be seen and understood quickly. They are routine behaviors like shaking hands, holding the door for someone, or taking your shoes off before you enter someone's home. Behaviors, while visible, only make up 10% of the iceberg.

✓ Below the surface are beliefs, attitudes and values. These are the things that drive a group's behaviors. Examples of these are a group's notion of fairness or modesty, familial hierarchies, approaches to problem solving, or gender roles. Just like the iceberg, where 90% of its mass cannot be seen, with culture you cannot see these aspects. You can only see them as expressed in behavior.

3. Ask students to form small groups and provide them with a blank iceberg and/or a large piece of flipchart paper.

4. Instruct them work together to list elements of culture. Have them try to figure out where to place each representation of culture on their iceberg. Aspects of culture that are visible should be above the waterline (visible) and the aspects of culture that drive the behaviors you see (such as values) should be below the waterline (invisible).

Example for Facilitator:



5. Come back together as a large group and ask the students share their opinions. As students share their ideas, record these above or below the waterline on the iceberg drawing on the flip chart. Encourage dialogue and debate about student responses.

6. After students share their ideas, have more conversation about culture: Ask the group:

- "What are some behaviors that tend to be standard to the culture you have grown up in? *(Ex. firm handshake when meeting someone, eye contact when someone is speaking to you, showing up on time to meetings, talking to someone directly if you have a conflict with them)*
- "What are some values and beliefs that tend to be standard to the culture you have grown up in?" *(Ex. It is good to become independent, working hard will take you far, being on time is very important)*

7. To help students understand culture, read them the fable below. Explain that it will help them see more clearly what culture is and how our personal cultures can block our understanding of a new culture.

"Imagine that in the USA everyone is born with two eyes, two arms, two legs, a nose, a mouth and a pair of yellow sunglasses. No one has thought them strange, because everyone has them. Thousands of miles away in another country, everyone is born with two eyes, two arms, two legs, a nose, a mouth and a pair of blue sunglasses. No one has thought them strange because

everyone has them. In both countries, everything the people see is filtered through their yellow or blue lenses. Now, suppose you travel to this other country, and when you arrive, you want to see what the people there see, so you get yourself a pair of blue sunglasses. You put them on and believe you are really learning about the other country. When you go home, you tell everyone you have learned all about the other culture, and that everything over there is GREEN."

8. Ask students work in small groups and respond to the following questions (these should be written on a flip chart and posted in the wall). Then, call on groups to share their answers out loud:

(Note: All answers in parenthesis indicate the answers you want from the group. If they are not supplying them, you may do so.)

- What happened? *(The yellow sunglasses were not removed first.)*
- What do the sunglasses represent? *(Each individual culture—values, attitudes, beliefs and assumptions in that culture.)*
- What is the moral of this fable? *(Before we are open to learn about another culture, we need to set aside our own.)*
- How do we remove the sunglasses? *(The more we learn about other cultures and accept them, the more we understand them. The more we can discuss and see different points of view, the more we can adapt to a new culture.)*
- Can we take off our sunglasses 100%? *(No, and we don't need to…just set them aside for a while and learn more about your own as well as others' points of view. Even if you can't take off your sunglasses, you should be aware that you are viewing everything through them.)*

Info for Facilitator

Thoughout the orientation, refer back to this statement as often as appropriate to reinforce the idea to students to remove their yellow sunglasses.

9. Show the flip chart "**Not Better or Worse, Just Different**" and explain that there is not a "right way" or a "wrong way"; just different ways of doing or looking at things.

10. Explain- In a new country you will encounter many new ideas, attitudes, customs, etc. You might catch yourself saying, "back home we do it the right way or the correct way." Challenge students to consider this statement and ask some of these questions:

- Why might you think this?
- Why would thinking this way prevent you from understanding the culture you are living in while on exchange?
- How can we change our mentality about *right* and *wrong* ways of doing things?

✓ Emphasize remembering the phrase "Not Better or Worse, just Different".

ACTIVITY # 2: Adjusting/Culture Shock (20 minutes)

Info for Facilitator

If you have alumni present, this segment will consist of the leader asking questions of the alumni. Do not digress to deeper questioning or country specific.

1. Facilitator asks the alumni or assistant leader(s):
    - What was it like when you first arrived?
    - After the first few weeks, how did you feel?
    - After the first six weeks, how did you feel?
    - How did you feel at the end of the experience?

2. Show the prepared flipchart "**Adjustment Curve**." Point to each numbered phase, and ask the students what they think might be occurring during that phase. Guide them to the answers as follows:

- ✓ Feelings generally start emotionally high; combination of nerves and excitement. Everything is new, generally seen as positive and exciting.
- ✓ Then life becomes more routine; students do more on their own. Begin to contact home less often.
- ✓ It's common to hit a down period. Language may be part of the problem, homesickness sets in, and family and home become glorified.
- ✓ Last phase, student pulls out of the low period and becomes more involved, finds new ways of feeling successful and discovers ways to enjoy the new culture.
- ✓ Explain that while everyone's graph will look different, it is common to experience the phases laid out on the graph.

3. Explain that adapting to a foreign culture has its ups and downs. You won't automatically be happy or sad.

4. Tell students you are now going to look at some common feelings they may have and how they may help themselves when they experience these feelings.

5. Remind students that:

- ✓ Everyone is different; they have different experiences and different responses to their experiences. This leads to different levels of adaptation. Even for one person, the level of adaptation can change over time and depending on the situation.
- ✓ There is no right amount, as long as they are consciously trying to adapt.

6. Give each student the handout, "**How I Feel/What I Do**". First ask for suggestions of ways students might feel when abroad (These could include sad, depressed, angry, tired, lonely,

headache/sick, hungry etc.) and have students list these feelings down the left side of their chart. Then have them work on their own for a few minutes to fill in the "What I Do" column for each "How I Feel" topic. Encourage them to think about what they normally do at home to address these feelings.

7. Explain to students that while they are in their host country, they can do many of the same things they do at home to make themselves feel better. In fact, remembering to stick to some of their normal routines (such as exercising when stressed or hanging out with friends when lonely) can help them have a great experience.

8. Ask students:

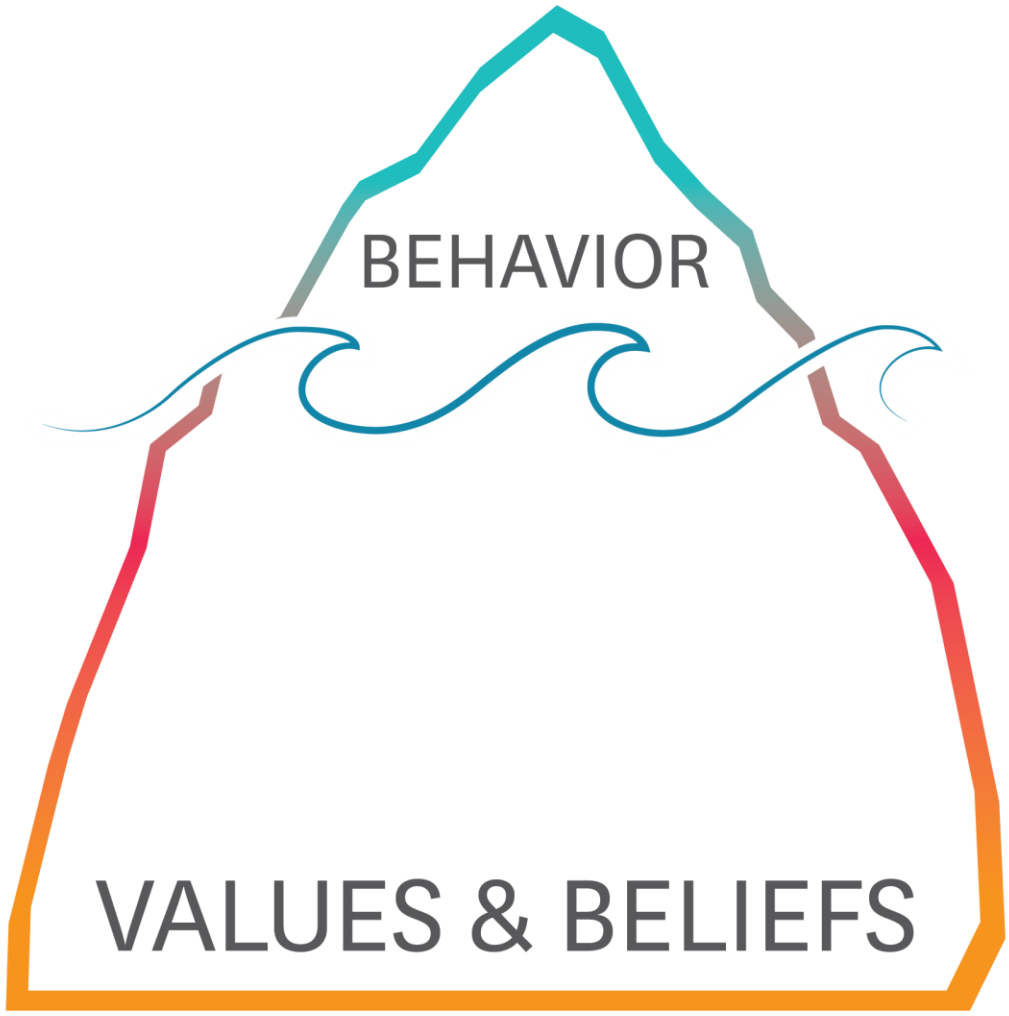
- "Have you heard the term "culture shock" before? What do you think it means?" *(Explain that culture shock can be a low point of discouragement that is a common reaction to a foreign culture. It happens because so many things are different from what we are used to.)*

✓ Tell them not to be upset if they get discouraged. Tell them to do the same things they normally do at home to help themselves. Remind them that they're taking a big risk and are getting big rewards. They will probably experience higher highs and lower lows than they regularly do at home and that is normal.

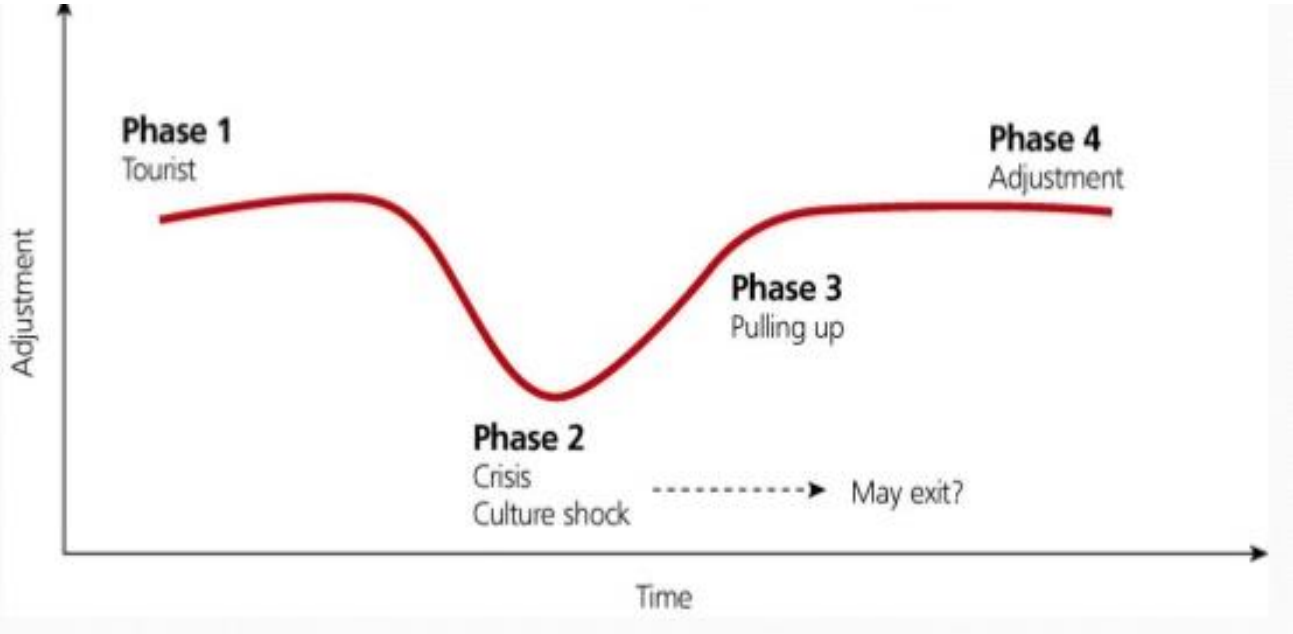
✓ Reassure them they won't lose their "American-ness" if they adjust or adapt to another culture. There isn't any competition -- they can like both places and can learn to appreciate them in different ways.

SESSION # 2 TAKEAWAYS:

- ✓ Most of what makes up a culture is invisible (values and beliefs), only behaviors are visible
- ✓ We should be aware of our own "cultural sunglasses" and should try to set them aside
- ✓ You will probably experience "culture shock" as well as many ups and downs as you adapt to the new culture
- ✓ When you're abroad you can do the same things to help yourself feel better as you normally do at home


BEHAVIOR
VALUES & BELIEFS

Adjustment Curve



YOUTH FOR UNDERSTANDING
Intercultural Exchange Programs

How I Feel	What I Do

YOUTH FOR UNDERSTANDING
Intercultural Exchange Programs

SESSION # 3- OPTION 1
CHATTER

Orientation	Pre-Departure
Session Overview & Objective	In this session, students will break into small groups to play a simulation game called "Chatter." After the game is over, students will come back together as a large group to discuss what they learned about cultural uses of language and how they can apply this information to their exchange experience. Students will experience the challenge of using and interpreting unfamiliar communication patterns and will identify strategies for successful cross-cultural communications. To **identify** how culture will influence and impact daily life in the host country.
Participants	☒ Students ☐ Host Parents ☐ Natural Parents ☐ Host Siblings
Format	☒ Highly Active / Interactive ☒ Discussion ☐ Some Activity / Interactivity ☐ Independent
Duration	60 minutes
Group Size	Groups of 4-6 student participants plus 3-4 student observers
Minimum Staffing	2 facilitators per 4 small groups
Materials Needed	Etiquette sheets to cut apart and pass out
PowerPoint Slides	16-21
Preparation	Read through all of the material and make sure you are comfortable discussing it; make notecards or highlight suggested questions to ask students in group discussions. Copy and cut etiquette sheets into strips Make sure you have an open area where people can move around freely
LOOP standards achieved	Culture: Students will: 1. Understand the concept of culture in terms of objects, behaviors & values 2. Be aware of the influence of culture on people 3. Understand in which aspects cultures may differ (communication patterns, personal distance, individualism vs. collectivism, etc.)

	My Culture: 1. Be aware of their own cultural background (values, behaviors, objects that are part of it). 2. Be aware that they have expectations and those are culturally influenced. 3. Be aware of the way they might be perceived by others / prejudice and stereotypes. The Other Culture: 1. Be curious in term of the other culture and be able to ask questions about it. 2. Be aware that they will have to take on challenges (be comfortable about the exchange experience not always being comfortable). 3. Understand how to explore differences between cultures. Adaptation: 1. Understand that differences cannot be judged in terms of right or wrong. It's just different. 2. Understand the challenges of intercultural communication in terms of: • language. • different communication styles. • different cultural perspectives.

ACTIVITY #1 (30 MIN)

NOTE: For large orientation groups: Break into groups of 20-30 to introduce the session. Each group of 20-30 will have one main leader (to give instructions) and assistants as needed.

1. Explain that language is one of the most obvious and complicated defining features of a culture. And language – vocabulary, syntax, and intonation – is only one aspect of the complex communication patterns that groups use to share meaning and experience.

2. Explain that "Chatter" is a simulation game that asks players to pay attention to the subtleties of communication and to discuss how these influence our perceptions of individuals and groups.

3. Explain that in this simulation they will be attending a party with guests from many different cultures. Participants will be given etiquette sheets defining the roles they will play as they make small talk at the party.

4. Tell students: "As with all simulations, it is very important to the game for the participants to keep their sheets hidden from others and not to divulge the content of their sheets to anyone!"

5. Organize students into a group of 7 to 10 members.

6. Hand each participant an etiquette sheet, asking them to study their instructions carefully.

7. After giving participants a couple of minutes to study the sheet, ask them to talk with each other while sitting in their groups, using the conversational rules described on their etiquette sheets.

8. After about 5 minutes, ask the students to form new groups and follow the same instructions, still not divulging their personal cultural information. These groups should start a new conversation, continuing to follow the same instructions on their sheet.

9. After another 5 minutes, ask the students to stop talking and bring them back into the larger group. The next part of the game is very important to help the players understand what they have learned.

10. Explain that there are 11 different etiquette sheets and that it was possible for more than one person in each group to have the same sheet. Ask the students to think back silently about their conversations and guess what each player had on his/her sheet.

11. After a brief pause, ask some of the participants to guess what rules others had on their etiquette sheets. However, do NOT tell them if they were right or wrong.

12. Tell them that one of the sheets says "Be yourself". Ask them to guess if anyone they met was acting as himself/herself.

13. Have one person for each etiquette sheet tell what theirs said, and ask anyone else with that sheet to raise his/her hand as well. Were the guesses accurate?

DEBRIEF ACTIVITY **(30 minutes)**

1. Bring all students back together as one group for the debrief activity. Use the following questions to guide your discussion of the challenges of cross-cultural communication. Be sure to ask the student observers to share their observations of the group and individual behavior to help give participants a broader view of the activity. With each question, allow discussion as long as it stays on topic.

Discussion Questions

- What are some of the particular communication styles you noticed and how did they present conflicts? How did communication change as the activity went on?
- How did you feel about this exercise? Were you relieved or disappointed when it came to an end? Why?

- What happened during the simulation? Did any of you feel embarrassed or frustrated during the conversations? What made you feel that way? Was it the way your etiquette sheet asked you to behave? Or the way someone else was instructed to behave? Why do you think you reacted the way you did?
- Did you consider any of the behavior patterns in this exercise rude or offensive? If so, was it one of your behaviors or someone else's? Why do you think it bothered you?
- What were the differences between your conversations in the first group and in the second group? Why? Does this happen in real-life situations?
- Discuss the following statements and ask if they agree or disagree with each. Ask them to use examples of their experiences from the game and from real life to support their opinions.
    - "There is more to a conversation than just the words and sentences"
    - "We tend to judge other people based on what we think is "normal"
    - "Behaviors that we consider to be bizarre or rude may be acceptable or polite in other cultures"
    - "Sometimes you may feel negative about another person because of his or her conversational style"
    - "After time, people get used to unusual behaviors and begin paying more attention to the topic of conversation."
    - "What real-world situations are represented in this game? How does this game apply to your exchange experience? Based on your experiences during this activity, what are some things you can do overseas to make communication easier?" **(BE SURE YOU ASK THESE QUESTIONS)**

If you have time for more questions, choose from these:

- Can you think of any conversational behaviors you exhibit that others might find distracting or strange? (slang, greetings, small talk etc.)
- What might have happened if the conversations had lasted 45 minutes instead of 10?
- What would have happened if you had been asked to solve a homework problem with the other members of your group?

WRAP UP

- What have you learned from this exercise?

Note to facilitator: Be sure to stress the relationship between the game and the exchange experience. Help students understand the following takeaway points:

SESSION # 3 TAKEAWAYS:

- ✓ Different cultures tend to have different norms for communication
- ✓ It's important to recognize differences in communication styles in order to find ways to communicate more effectively across cultures

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Intercultural Exchange Programs

CHATTER ETIQUETTE SHEETS

Cut apart and give one "rule" to each student participant (not to student observers).

It is impolite to shout, so whisper. Even if people cannot hear you, do not raise your voice.

- -

It is impolite to talk to more than one person at the same time. Always talk to a single person standing near you so that you can have a private conversation. Do not address your remarks to the group as a whole.

- -

It is important to get others' attention before you speak, so hold your hand above your head and snap your fingers before you make a statement or ask a question. That's the polite way to get everyone's attention.

- -

It is impolite to crowd people, so maintain your distance. Stand away so that there is at least an arm's length between you and the nearest person. If anyone gets too close to you, back off until you have achieved the required distance.

- -

It is friendly to share your thoughts and feelings without any inhibition, so make several self-disclosure statements. Describe your intimate feelings about different subjects. Ask personal questions of the other members of the group.

- -

It is impolite to stare at people, so avoid eye contact. Look at the floor or the speaker's shoes. Do not look at the speaker's face.

- -

It is polite and reassuring to reach out and touch someone. Touch people on the arm or the shoulder when you speak to them.

- -

It is important to show your enthusiasm, so jump in before other speakers have finished their sentences and add your ideas. Remember, it is rude to hold back your thoughts.

- -

It is impolite to speak impulsively. Whenever somebody asks you a question, silently count to seven before you give an answer.

- -

It is impolite to be aloof from others. Stand close to others until you nearly touch them. If someone backs off, keep moving closer.

- -

Be yourself! Behave as you would normally behave at an informal party.

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SESSION # 3-OPTION 2
HIDDEN RULES

Orientation	Pre-Departure
Session Overview & Objective	This session will begin with a discussion of the different ways that culture can be acquired. Following the discussion, students will be given an opportunity to practice communicating with others who utilize different styles of communication than they do as they participate in the "toothpicks" activity. Finally, students will discuss their experience and gain the skills necessary to objectively describe interactions with others around them. To **identify** aspects of one's own culture in order to anticipate differences in the host culture.
Participants	☒ Students ☐ Host Parents ☐ Natural Parents ☐ Host Siblings
Format	☐ Highly Active / Interactive ☒ Discussion ☒ Some Activity / Interactivity ☐ Independent
Duration	60 minutes
Group Size	Any size.
Minimum Staffing	2 facilitators
Materials Needed	Flipcharts, markers, toothpicks (10 per student), index cards with the nonverbal norm written on them, dots (can use different colored markers) to put on the cards (each norm gets its own color)
PowerPoint Slides	22-29
Preparation	**VERY IMPORTANT PREPARATION FOR SIMULATION ACTIVITY**: Print out nonverbal norms, then cut and paste them onto the index cards. Depending on how many students you have, you may need more than one of the same norm, so use colored dots or markers to indicate the duplicates (students will be instructed not to talk to people with the same color dotted on their notecard). Prepare a flipchart with the rules for the activity on it. Prepare a flipchart titled **"How do you Get a Culture?"**

	Review the categories of non-verbal communication included in The Debrief so that you are ready to direct the discussion into those categories.
Session Goals	Culture: Students will: 1. Understand the concept of culture in terms of objects, behaviors and values. 2. Understand in which aspects cultures may differ (communication patters, personal distance, individualism vs. collectivism, etc.). 3. Understand that cultural references are relative. 4. Be aware that understanding cultural characteristics requires knowledge of the cultural context (e.g. history, values, safety issues, religions, etc.). The Other Culture: 1. Be aware that they will have to take on challenges (be comfortable about the exchange experience not always being comfortable). Adaptation: 1. Understand the challenges of intercultural communication in terms of language, different communication styles, and different cultural perspectives.

INTRODUCTION

Remind the group that earlier in the orientation (in "Two Cultures Together), you used an analogy of an iceberg to represent culture.

✓ Above the waterline, so to speak, are aspects of culture that are visible, taught and explicit (behaviors).

✓ Under the waterline are hidden aspects of culture – the assumptions, beliefs, understandings, values and judgments that underlie that which is seen.

ACTIVITY # 1: How Do You Get Culture? Discussion (10 minutes)

1. Ask students:

   - How do you "get" a culture? Are you born with it? Can you "catch" it by just living in it?

2. Have the students brainstorm with a partner, then write their ideas on a flipchart; hint if necessary so the three main ways are captured.

3. Using the terms they have given, pull out these three methods of "getting" a culture:

- **Learned** *(formally and informally/consciously and unconsciously, through language, art, etc.)*
- **Shared /transmitted generation to generation** *(family, peers, media, school, church)*
- **Based on symbols** *(gestures, clothes, objects, flags, religious icons, with language probably being one of the most important and influential)*

4. Ask students for examples of aspects of culture that they think they have learned, has been shared/transmitted generation to generation, and is based on symbols.

Info for Faciliator

Items 3 and 4 are discussion; you can capture on a flipchart, but it might work best just to talk about it, gesturing to items already on the flipchart as appropriate.

5. Because they are going into a new culture as young adults, ask the students what ways they may have "missed out" on learning their host culture *(examples could be: they don't know "norms" for meal etiquette, they don't know exactly how it's appropriate to act towards a teacher, they don't know how strangers normally greet each other, etc.)*

6. Ask the students how they think they can compensate for that (missing out)?

7. Tell the students that some cultures are very direct and informal in style, relying on the literal and precise meaning of what is said or done to communicate. Others rely on the message being understood through implication – people should just "know" what to do or say.

8. Introduce the next activity by telling them that the group is going to do a short exercise to help them think about cultural differences and some of the challenges they might face as they communicate with others.

ACTIVITY # 2: Toothpicks (20 minutes)

Set Up Notes and Key Tips for Facilitators: In this simulation game students will talk to one another while following certain, assigned norms (or social rules). As they do this, they will "punish" others who are not following their own norm by giving people toothpicks. It is important that the simulation is set up correctly with the different norms indicated by different colors marked on a notecard (or some other easy way for students to identity people to talk to during the activity).

SET UP INSTRUCTIONS (10 min):

1. Tell students: "Each of us has our own culture and way of communicating. In this exercise, each of you will be given an additional (fictional) nonverbal norm – something that will be ingrained in you and that **you will always follow.**"

2. Pass out one card and 10 toothpicks to all students – remind them not to share the content with anyone else. (*If possible, try to give the "norms" out to students whose personality seems like they would **struggle** acting out that norm to simulate some of the discomfort they may feel overseas.)*

3. Tell students the following rules (and display them on a flipchart or the PowerPoint slides):

- Follow the norm that is on your card.
- Only talk with people who have a different color marked on their cards.
- If the person you are talking to violates **your** rule, give that person a toothpick; if they violate it again, give them a second one, but don't give more than two to the same person (even if they violate your rule again).
- Don't talk to two people with the same color in a row – for example, don't talk to two reds directly after each other.
- Do not share what your norm is with others, including observers.
- Try to figure out the difference in your nonverbal communication norms.
- At the end, we will check to see who has the most toothpicks left and who was given the most.

4. Remind students not to give more than two toothpicks to the same person, even if they violate the rule more than twice. Also remind them to keep talking and following their norm until time is called.

ACTIVITY (10 MINUTES):

1. Tell students to mingle and start talking (and following their rules/norms).

2. After a few minutes, tell the students to switch and talk to someone else (can't be with someone who has his/her color).

3. Repeat for ten minutes (they should talk to at least 5-6 people (as many as they can) – each with a different color notecard)

4. Gather each small group back together for the debrief (they should have interacted for 10 minutes or so).

ACTIVITY # 3: Debrief of Toothpicks (20 minutes)

Part 1: Categorizing Ideas (approximately 10 minutes)

1. Have the students describe some of the **nonverbal differences** they encountered or that the observers saw. Write these on flip chart paper. Once the students have shared these, ask them to look for any ideas that are related or could be considered similar. Circle these in specific colors of

ink. For example: “touching my arm” or “standing very far away from me,” might be group together and circled in red. Other ideas around facial expression or eye contact might be circled in green. **However, don’t reveal the pre-designated categories to the students**.

2. Point out that nonverbal communication falls into a few different categories. Go through each category and use the notes below to explain how American cultural norms are different from those they will experience when they are abroad.

a. **Personal Contact**: Remind students that each culture has its’ own rules about person contact – hugging, handshakes, casual touching while speaking.

Point out that rules might be different depending on if you are in a public or private setting, or with family/close friends.

b. **Eye Contact** – Many Americans depend on direct eye contact as a sign of active listening, sincerity, or perhaps honesty – what does it mean to you?” (Get a few responses, then ask if students know of some cultures that are different in regards to eye contact)**.**

c. Gestures – Highlight some different gestures, for example bowing in Japan, high fives in the US, different ways of greetings, with handshakes, versus hugs, versus kissing on the cheek.

d. Personal space – Ask students about how this cultural norm is learned. Explain that personal space is always context-sensitive and varies. The “size” of our specific “space” is unconsciously acquired in early childhood. It is important for students to really pay attention to this norm and ask host family members about this.

e. Timing within conversations– Ask students about their experiences with how conversation flows; what do they notice about how Americans speak with one another. Explain that all cultures have well-established patterns used for conversation. Some cultures interrupt each other often, other cultures value silence, some are uncomfortable with silence. How did you interpret interruptions? How did you interpret silences? How does this relate to your exchange?

3. Wrap up the debrief by reiterating that communication can be grouped into categories, and if they are in a situation that is uncomfortable or that they don’t understand, they can use these categories to help determine what just happened or what might be causing the issue.

Part 2: How did you feel? (Approximately 10 minutes)

1. Have a conversation with the students about how it felt to do this activity (frustrating, fun, a challenge to try to figure out what the other person’s norm was). You may wish to have students discuss each question in pairs before calling on someone to share with the group.

- What did it feel like to give someone a toothpick? What about when you received one?
- Was it easy or hard to discover what someone else’s nonverbal rules were?

2. Close the debrief with the following take away:

✓ Culture goes deep, and is often unseen. As a young adult, some people may assume you have gained skills and knowledge that you have actually "missed" by not growing up in that culture. Some cultures are very explicit and "say what they mean", while others expect the listeners to understand what they are saying – even if they don't say it!

WRAP UP (5 minutes)

✓ Remind students that they are coming into a culture without the background and tools that natives have (and may expect from the student).

✓ Language as well as nonverbal actions can cause confusion or be misinterpreted, so remember the categories we just discussed, and think to yourself 'what assumptions am I making?'

✓ Remember to be open, flexible, and observant, and remember it's ok to ask if you don't understand what's happening around you.

- If time allows, have alumni or others who have lived abroad share stories/incidents of challenges with cross-cultural communication (and how they overcame them!)

SESSION # 3 TAKEAWAYS:

- ✓ Nonverbal behavior can have a great impact on communication.
- ✓ Learning the nonverbal "norms" in a new culture can help to prevent misunderstanding and personal embarrassment.
- ✓ Many communication "norms" are taken for granted by the people within a culture. It is important to be observant and to ask appropriate cross-cultural questions to enhance understanding.
- ✓ When you don't understand something, step back and try to describe it unemotionally, so you can look at all the various interpretations.

YOUTH FOR UNDERSTANDING
Intercultural Exchange Programs

NONVERBAL "NORMS" FOR "APPROPRIATE" COMMUNICATION

(print, cut apart, and paste on index cards or print directly on index cards)

You find direct eye contact offensive. When you speak, you try not to look people directly in the eye; instead, you avert your eye contact from listeners. If someone looks you in the eye, give him or her a toothpick.

You like to know that people are listening when you speak and you expect that people show they are listening by nodding their heads. You nod your head when others speak. When you are speaking, if listeners are not nodding their head, give them each a toothpick.

You find people standing closer than 18 inches or so to you offensive. Stand at quite a distance from people and give them each a toothpick if they come too close.

During conversations you find tapping one's feet or fidgeting offensive. Try not to do this when you speak to people and give them each a toothpick if they do this when you are speaking with them.

You like when people get their ideas out quickly in conversations and you are easily distracted by vocalized fillers such as "um," "ah," and "er." If people do not speak quickly enough or if they use vocalized fillers, give them each a toothpick.

When speaking, you pause frequently and you do not like to be interrupted until you finish speaking. You do not interrupt others when they speak. If people interrupt you and do not give you enough time to pause, give them each a toothpick.

When listening carefully you stand fairly still with your arms folded firmly in front of you so that nothing can "intrude" on your attention. If your conversation partner is standing with a "relaxed" posture or is overly animated, give her or him a toothpick.

Smiling during a conversation indicates to you that the conversation is not being taken seriously. If your conversation partner is smiling while you talk, give him or her a toothpick.

You like to know all the details about a topic, so ask as many questions as possible to be very clear about what the person is telling you. If the person skims over details, or doesn't answer your questions, give him or her a toothpick.

YOUTH FOR UNDERSTANDING
Intercultural Exchange Programs

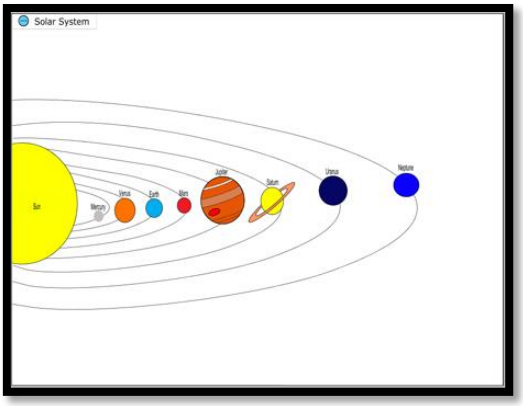
SESSION # 4
YOU AND YFU

Orientation	Pre-Departure
Session Overview & Objective	In this session, students will participate in three activities to help them gain a clear understanding YFU's policies, its organizational structure, and the support network available to students while they are on program. To **exemplify** what it means to be a YFU student with an understanding of YFU's policies, procedures, and support systems.
Participants	☒ Students ☐ Host Parents ☐ Natural Parents ☐ Host Siblings
Format	☒ Highly Active / Interactive ☒ Discussion ☐ Some Activity / Interactivity ☐ Independent
Duration	60 minutes
Group Size	10-15
Minimum Staffing	1 facilitator
Materials Needed	Handouts (one for each student): *"Communication and Structure of YFU"* and *"Danger Areas"* Extra copies of **The Guide** handbook in case students do not bring theirs to the session Pad of paper and pen/pencil per group of 3 or 4 students Flipchart, markers Ball or stuffed toy
Preparation	Review *"Lines of Communication"* and *"Danger Areas"* Familiarize yourself with the policies and procedures in **The Guide** handbook Read through all of the material and make sure you are comfortable discussing it; make notecards or highlight suggested questions to ask students in group discussions. Prepare a flipchart that lists sections of The Guide for students to read for Activity 3
PowerPoint Slides	30-34

LOOP standards achieved	Culture: Students will: 1. Be aware of the influence of culture on people The Other Culture: 1. Understand their expectations of living in the other culture. Adaptation: 1. Understand that social media and the internet present both good opportunities and challenges to having a good exchange year. YFU General: Students will: 1. Be aware of the history and structure of YFU as an educational organization and its educational aims YFU Support: 1. Understand that there is a structure to support them in every YFU country 2. Understand who and how they should contact when needed Student Safety and Wellbeing: 1. Be able to identify challenges that could affect their safety and well being YFU Rules: Know the YFU student policies, particularly related to communication with home country and the need to obey local laws in the host country.

ACTIVITY 1- YFU Support Structure

(15 MINUTES)



1. Introduce the concept of a "constellation." Ask students what they know about planets and the solar system. Tell the students that they will build a physical constellation to represent the YFU Support Structure.

2. Assign different roles (listed below- i.e. exchange student, host family, host country friends, etc) to different participants. Have the student you assign to "*Exchange Student*" stand at the center of the room. Read out each role and ask the students to place themselves in proper proximity to the student within the "solar system."

Note: In this activity, the Exchange Student is at the center of the "solar system" (representing the sun) and all other "roles" are circling (orbiting) around the student, showing their proximity to the student.

Facilitator Note: The goal of this activity is to demonstrate for the students 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.

3. Once students have placed themselves, challenge the students on why they placed themselves where they did and provide some assistance to how "close" or "far away" they should be to the student. Responses in parentheses are the "correct" responses.

a. **Exchange Student** (center of the constellation as the sun)
b. **Host Family** (several students holding hands, forming a tight circle around the student)
c. **Host Country 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. **Host Country YFU Office** (one of the planets that orbits closely around the student)
f. **Home Country National Office and YFU USA Support** (planet that orbits much further from the student)
g. **Natural Parents and American friends** (a planet that orbits much further from the student)

4. 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.

5. Provide the *"Exchange Student"* (in the center of the constellation) with a ball or stuffed toy. (*The ball is the physical representation of communication.*)

6. Read each scenario (in the box below) aloud to the students. Instruct the "*Exchange Student*" participant to toss the ball to the person with whom she or he is communicating. Tell that person to then continue to toss the ball to the next person who should be communicated with and continue until the communication has reached all necessary people.

8. As each scenario is read, and 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 (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 (solutions in parentheses)

- A student is struggling with grades and speaking German (Student to Host Family and Area Rep; AR and Host Family may talk with the school, and/or make arrangements with the YFU Host Country office for additional tutoring)
- A student is very homesick, perhaps suffering from culture shock (Student to Host Family and to New Country Friends. The AR should also be involved and if necessary the YFU Host Country office. If necessary, the Host Country will reach out to YFU USA for communication with the Natural Parents.)
- A student's natural parents are calling the student regularly and putting pressure on her to study for the SATs, and to forego extracurricular activities in order to focus on school. (Student to Host Family and Area Rep will be the closest support; the Area Rep will contact the Host Country Office if necessary to involve the Natural Parents as needed).
- A student is miserable in the host family, feeling that they don't like him/her. (Student to Area Rep. The AR will work with the student and family and if necessary, the Host Country office will intervene and contact YFU USA and the 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: Communication and Structure of YFU (20 minutes)

This activity is designed to emphasize that students need to utilize the support structure in their host country; and go to their Area Rep if they have problems/questions. Use the handout as a tool to guide this interactive discussion.

1. Pass out the *"Lines of Communication"* handout to all students.

2. Explain that YFU has support structures in place in each host country, and that their Area Representative will be their designated contact person.

   ✓ Students will receive their Area Rep's name and phone number shortly after they arrive.
   ✓If students have questions or concerns while on exchange, they should contact their Area Representative.
   ✓If their Area Rep is unable to assist them, students should go to the next level, which varies from country to country; and may be the local or national YFU office or a regional committee.

   When should students contact their Area Rep:

   They should make contact shortly after they arrive

   Any time they feel that they need help

   Generally, maintain regular contact even if only to report good news.

3. Ask students when they think they should contact their Area Rep (see box above for example answers).

4. Ask students to look on the handout and emphasize that the group furthest from the exchange student is their natural parents. Ask them why they think this is.

   ✓ If students have a problem, they need to utilize the support structure in their host country - which begins with their Area Rep.
   ✓ Telling their natural parents about their problems will not help as it will only worry their parents and their parents do not understand the situation, the culture, or the other point of view.

5. Talk about the following additional ideas in regards to host families and the support structure.

   ✓ Maintaining a good relationship with the host family will be an important part of their success/happiness in their host country. Complaining about host families on social media is unproductive and could be very hurtful.
   ✓ Emphasize to students that their assigned Area Rep is an unbiased, neutral party that can help to diffuse tense and difficult situations.
   ✓ Encourage students to take the *Lines of Communication* handout with them on program and fill in the names and contact information on the handout.

ACTIVITY # 3: Policies and Procedures (20 minutes)

This activity requires that you are familiar with several sections in **The Guide** student handbook *("Getting Along with Your Host Family," "Staying in Touch with Family and Friends," "Internet Guidelines," and "Safety," on pages 25-35 and 54-55).* Be prepared for a lively discussion and interesting questions.

1. Divide the students into groups of 3-4 and tell students that they have 10 minutes to look at the sections mentioned above in **The Guide**. Write these sections on a flipchart or use the Powerpoint slide.

2. After ten minutes, take the handbooks away.

3. Give each group a pad of paper and a pen/pencil. Ask them to designate a secretary.

4. Tell students that each team has 10 minutes to write a story of an exchange student that makes as many bad decisions as possible.

5. After 10 minutes, let each team read their story to the group.

6. Pass out the Danger Areas handout.

WRAP UP

Ask students if they have any further questions about what was discussed in the section of The Guide that they read or the communication structure.

SESSION # 4 TAKEAWAYS:

- ✓ Utilize the support structure in your host country before calling your natural parents
- ✓ Complaining on social media is not a good way to address problems you are having abroad
- ✓ Ask for help any time you feel you need it
- ✓ Be familiar with the content of The Guide Handbook

YOUTH FOR UNDERSTANDING
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DANGER AREAS

As an exchange student, it is very important to honor the values and attitudes of your host country and host family. This includes obeying local laws. Be aware of the following areas that could get you into trouble:

- Sex (promiscuity or pregnancy)
- Theft and/or shoplifting
- Cheating in school
- Religious and political discussions - don't attack the beliefs of others.
- Romance within your host family
- Violation of the law - including illegal use of alcohol or drugs.
- Alcohol - even if your host country does not have age restrictions, drunkenness is not respected and can cause embarrassment.
- Driving
- Marriage
- Excessive contact with your natural family or home friends
- Natural-family visits
- Unauthorized travel - policies vary from country to country

YOUTH FOR UNDERSTANDING
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LINES OF COMMUNICATION FOR STUDY ABROAD STUDENTS

When students (or natural parents) require support, contacting those who are best equipped to help allows the YFU support structure to work most effectively.

STUDENT & HOST FAMILY

VOLUNTEER AREA REP

Volunteer Area Representative (Area Rep)

Name: _____

Phone: _____

Email: _____

HOST COUNTRY OFFICE

Host Country Office

Phone: _____

Email: _____

SUPPORT SERVICES MANAGER

Support Services Manager (SSM)

Name: _____

Phone: _____

Email: _____

Emergency Support: 800.424.3691

NATURAL PARENTS

Before Departure

Your Admissions Counselor can answer questions before you depart on your exchange.

Admissions Office: 800.833.6243

YOUTH FOR UNDERSTANDING
Intercultural Exchange Programs

SESSION # 5- OPTION 1
EMOTIONAL BANKING

Orientation	Pre-Departure
Session Overview & Objective	This session consists of three activities that encourage students to think about courtesy and thoughtfulness. The first activity teaches students how to create "trust deposits" by demonstrating kind and considerate behavior toward their host family and shows how thoughtless actions can destroy the trust that must be built from the beginning of a relationship. In the next activity, students act out scenarios to describe what constitutes trust. They end the session by learning effective ways to say thank you and show appreciation. To **exemplify** what it means to be a YFU student with an understanding of YFU's policies, procedures, and support systems.
Participants	☒ Students ☐ Host Parents ☐ Natural Parents ☐ Host Siblings
Format	☒ Highly Active / Interactive ☒ Discussion ☐ Some Activity / Interactivity ☐ Independent
Duration	60 minutes
Group Size	10-15
Minimum Staffing	1 facilitator, 1 alumni assistant
Materials Needed	Handouts: *"Emotional Bank Account Situations"*, *"Deposits/Withdrawals"*, and *"Sample Thank You Note"* Thank you notes, flipchart/whiteboard, markers, pens
PowerPoint Slides	35-39
Preparation	Read through all of the material and make sure you are comfortable discussing it; make notecards or highlight suggested questions to ask students in group discussions. Complete key, add additional examples from other lessons presented the same day (relevance and continuity)

LOOP standards achieved	Culture: Students will: 1. Understand the concept of culture in terms of objects, behaviors & values My Culture: 1. Be aware of their own cultural background (values, behaviors, objects that are part of it). YFU General: Understand the expectations YFU has for them as exchange students.

INTRODUCTION: (5 minutes)

To introduce the activity, please present the introduction below as closely as possible.

"From the day you joined your family, you began creating relationships. Healthy relationships have a lot of give and take, good moments and bad. Your mother may remember that you were a cute baby, and your father might have the Father's Day picture that you drew hanging up in his office. Over the years, you have built up a repository of good will, and that helps your relationship through difficult times."

"We all know how a regular bank account works. We make deposits, save up money, and when we need that money later, we withdraw it. What happens, though, if you take more money from your account than has been deposited?"

"An emotional bank account is built of trust instead of money. Deposits build and strengthen relationships; withdrawals break down and lessen trust. With your natural family, you have had many years of shared experiences that help to build up a nice balance in your account. In a host family, you'll be starting at the beginning with a low account balance and will need to work hard at building a relationship or placing deposits into their account."

ACTIVITY #1: Deposits and Withdrawals (20 minutes)

1. Have students refer to the Emotional Bank Account handout. Discuss what actions create deposits and ask students to provide examples of **"deposits"** either from their own experiences or what might occur with their host families. For example, if you commit to walking the dog every day and follow through with that commitment, you are making a "deposit" (see examples of "deposits" in box).

2. List their responses on a whiteboard or flip chart.

Concrete Examples of Making Depsosits

Helping with housework without being asked.

Talking with host family members and building these relationships.

Helping younger siblings with homework and/or learning English.

Respecting family rules.

Being an active member of the family and participating in family activities.

Asking questions about family traditions.

Saying thank you.

3. Continue by explaining: "As we've said, you'll be starting with a low balance with your host family. In order to create a good relationship with them, you need to begin making deposits into your relationship account. You also need to understand the other person's "currency". What constitutes a deposit to one person may be a withdrawal to another (example: public awards and recognition). Some cultures may be embarrassed by excessive praise, while others may expect many thank yous.

✓ Observe the behavior of your host family for cues about their emotional currency, paying particular attention to the "hidden rules" of the culture if you can. As a part of family living, you might unintentionally make a withdrawal, but learning from mistakes and adapting is an important part of becoming a family member."

Examples of Withdrawals

Assuming you understand or not listening the other's viewpoint

Showing unkindness, discourtesy, or disrespect

Breaking promises or commitments

Being disloyal or bad-mouthing others, gossip

Creating unclear expectations

Being proud or arrogant

Giving no feedback or evaluating a person's character – using "you messages" (example: "You are inconsiderate.")

Holding grudges

4. Again refer to the Emotional Bank Account handout and this time, discuss what actions **create withdrawals**. In a popcorn style discussion, have the students come up with some withdrawals that might happen with their host families and list them on the white board or flipchart (examples at right).

5 . Ask students:

- Why this is important to think about before you go on exchange?

✓ Building and nurturing relationships takes time and effort. There are sometimes automatic withdrawals in our daily interactions with others or in their perceptions of us that we aren't even aware of. It is very easy to overdraw our account. As a general rule, it takes five deposits to make up for one withdrawal.

✓ If you do five nice things for your family, it doesn't give you a free pass to do something you know is wrong. If you unintentionally make a mistake, or withdrawal, it is important to acknowledge it, apologize and learn from the experience. You didn't expect to get the PERFECT host family, and your host family should be realistic and accept that sometimes you will make mistakes. It's important to focus on having the positive action balance out unintentional withdrawals.

ACTIVITY # 2: Scenarios (20 minutes)

1. Divide the students into groups of 3-4. Present each group with one of the scenarios (see handout). Tell students the following directions: They will be given time to practice acting out their scenario with their group. They should only act out the scenario written, and should not add any kind of solution/resolution to the end of it.

2. Give the students time to prepare their situation in a role-play or skit. Tell them to just act out the scenario they are given, NOT a response to it.

3. After giving students 10 minutes to prepare their skits, bring them back together. Tell students that the presentations will work as follows: A group will act out their skit. When the situation becomes uncomfortable, one of the students in the audience must raise their hand and say "Freeze!" That student must then explain what the host student should do to diffuse their situation. After this, the group as a whole can take a moment to discuss the situation:

- How did the members of the group feel in this situation?
- How did (name the student from the audience who froze the situation)'s suggestion help address the conflict? What other ways could are there to handle the situation?
- Are there sides to the situation that don't seem to be apparent at first? (below are some examples of "the other side" of the scenarios):
    - Alex only makes those jokes because he heard that Americans like this kind of humor. He does not usually make these types of jokes.
    - Your host family was worried that you spend too much time alone in your room, and that is why they were always in your room.
    - Your host dad thought that you liked the sauerkraut because you said that you did at first. He was making it because he thought that was what you liked.
    - Your host parents are just trying to explain their rules in the household. They think that the reason there are messes is because you did not understand their rules for cleaning up after oneself when they explained them.
    - Your host family read in your biography that you loved kids. They thought that you would enjoy playing with the younger children in the family because of how you described yourself. You only wrote that though because you thought it would be easier to get a host family that way.
    - Your host mother was hurt that you did not speak directly to her. Sometimes it is too easy to say bad things about people, when we don't have to speak directly to them.

4. Repeat these questions following each skit. Then, after all skits are over, discuss the following remaining questions:

- What will you need to learn about your host country in order to address these situations as effectively as possible?
- How would the situations have changed if the student was on exchange in Japan, where the communication is more indirect? What about Germany where they are very direct?
- How do the students approach these situations differently than if they were to occur in their home country? Did the fact that the students had an "empty bank account" change how they approached the situation?

ACTIVITY # 3: Showing Appreciation (10 minutes)

1. Introduce the activity by exampling the importance of saying thank you:

✓ Showing appreciation helps to nurture relationships and create warm feelings. During your exchange, many people will make an extra effort to help make your year successful. They may invite you to an activity, or spend extra time helping you. It is important to acknowledge and thank others when they make an extra effort for you. A hand written thank you note is always welcome and a sincere form of expressing gratitude.

2. Ask students to think about how YFU has impacted them. Remind them that YFU is volunteer-based. Some examples: Did a YFU volunteer make a presentation at your school? Did a volunteer take the time to interview you? Did someone spend time answering your questions? Perhaps you have already been in contact with your new area representative?

3. Distribute thank you cards and pens. Refer to the handout and spend a few minutes discussing the mechanics of writing a short thank you note.

WRAP UP (3-5 minutes)

Wrap up the session by asking students if they have any additional questions or comments. If alumni are available, have them share a few anecdotes or examples of "deposits" that their host family strongly valued.

SESSION # 5 TAKEAWAYS:

- ✓ There are many ways to nurture relationships with others. For a strong emotional bank account, you should strive to have many more deposits than withdrawals.
- ✓ Take the time to understand the other person's "currency". Practice being sincere and consistent in your deposits. Small deposits over time build large account balances. Sincere expressions of gratitude help to improve your relationships and create warm feelings.

- ✓ There may be times during the exchange year where uncomfortable situations occur. Keep in mind the idea of deposits and withdrawals while finding a way to deal with the situation.
- ✓ Remember that positive communication is always helpful.

EMOTIONAL BANK ACCOUNT

Deposits	Withdrawals
Understand the Individual: By listening intently to what the other person is saying and empathizing with how they may feel. It's important to care for others and act with kindness toward them.	
Keep Commitments. How do you feel when someone does what they said they would do? Emotional reserve is built by keeping your commitments.	
Clarify Expectations. We are not mind readers, but we expect others to know what we want from them. Communicating expectations creates a higher level of trust. When we ask for what we want, and we get it, we build trust.	
Attend to the Little Things. Little things tend to become the BIG things when they do not receive our attention. Doing the little things shows honor and respect for others. Small kindnesses, a smile, a little extra effort, and a hug, doing something you didn't "have" to: are the things that build trust.	
Show Personal Integrity. Integrity is the moral floor upon which trusting relationships are built. When we operate with sound moral character, it makes it so easy for others to trust us.	
Accepting and Giving Feedback: Accept advice graciously and in the spirit given. Use "I messages" (example: "I was embarrassed by your comment.") when giving feedback to others.	
Apologizing When We Make a Withdrawal. We all make mistakes; it's part of life. When you have violated a trust, sincerely apologizing makes a deposit to counteract the damage we have done.	

EMOTIONAL BANK ACCOUNT KEY (INSTRUCTOR ONLY)

Deposits	Withdrawals
Understand the Individual: By listening intently to what the other person is saying and empathizing with how they may feel. It's important to care for others and act with kindness toward them.	*Self-centeredness* *Unwillingness to understand* *Unwillingness to listen to the other person 's viewpoint*
Keep Commitments. How do you feel when someone does what they said they would do? Emotional reserve is built by keeping your commitments.	*Not keeping commitments (i.e. promise to clean up room by tomorrow)* *Breaking promises*
Clarify Expectations. We are not mind readers, but we expect others to know what we want from them. Communicating expectations creates a higher level of trust. When we ask for what we want, and we get it, we build trust.	*Creating unclear expectations*
Attend to the Little Things. Little things tend to become the BIG things when they do not receive our attention. Doing the little things shows honor and respect for others. Small kindnesses, a smile, a little extra effort, and a hug, doing something you didn't "have" to: are the things that build trust.	*Showing unkindness, discourtesy, or disrespect*
Show Personal Integrity. Integrity is the moral floor upon which trusting relationships are built. When we operate with sound moral character, it makes it so easy for others to trust us.	*Being disloyal or bad-mouthing others* *Holding grudges* *Posting negative comments on Facebook*
Accepting and Giving Feedback: Accept advice graciously and in the spirit given. Use "I messages" (example: "I was embarrassed by your comment.") when giving feedback to others.	*Giving no feedback or evaluating a person's character – using "you messages" (example: "You are inconsiderate.")*
Apologizing When We Make a Withdrawal. We all make mistakes; it's part of life. When you have violated a trust, sincerely apologizing makes a deposit to counteract the damage we have done.	*Being proud or arrogant* *Unwillingness to acknowledge mistakes or misunderstandings*

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EMOTIONAL BANK ACCOUNT SCENARIOS

You have recently become friends with some of the other students at your school. The friendships are still new, so you are still reluctant to say anything to ruin them. Recently, your friend Swedish friend, Alex has been making jokes that you find offensive. You would like to tell him to stop it, and that it hurts your feelings, but you want to keep Alex as a friend. What do you do?

After school, you like to take some time to unwind in your room. You take this time to write your blog in order to update your family and friends back home on what is going on and to reflect on your time so far. In the past week, though, your host family has been coming into your room and not allowing you to take your time to unwind. You would like to confront them and tell them that they are invading your privacy without offending them. What do you do?

Your host dad is known for his cooking in your village. He tells you how everybody loves how he cooks his sauerkraut. You cannot stand the taste of sauerkraut. After asking what he's planning on making for dinner, he tells you with a big smile on his face, "Sauerkraut!" How do you respond?

Your host brother is seen as the perfect child. Everything that he does just makes your host parents so proud. He couldn't do anything wrong in their eyes. Whenever any problems arise in the house, the blame is always put on you. There is a mess in the kitchen that you know that your host brother made while you were doing your homework. Your host parent(s) just came home from work and is blaming you for the mess. How do you respond?

You have been staying with your host family for about a month now. You have become close with your family but are starting to get annoyed with your younger host siblings. They always ask to play with you even when you're in the middle of your homework. You are starting to think that your host parents only wanted you to join their family so they had somebody to play with the children. You don't understand why though, because you don't really like kids. Your younger brother just asked you to play outside with you. How do you respond?

Your host mother knocks on your door and asks to speak to you. She seems upset, and keeps asking you if something is wrong and if you like your host family? You remember the fun time you all had yesterday and respond, "of course". She responds that while she doesn't get on Facebook much, the cousin that you friended told her mother that you weren't happy with your host family. She said she heard you posted a status complaining about her. Your host mother says that if you aren't happy, you need to tell her why. How do you respond?

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Sample Thank You Note

Dear _____,

Thank you for _____, It was special to me because _____ ___.

I really appreciate your time and effort,

Thanks,

YOUR NAME

Handwritten thank you notes are more personal. You could also include a drawing (if you are artistic), a picture of you and the person together, or a picture from your exchange.

May 15, 2014

Dear Ms. Smith,

Thanks for all of the extra time you spent talking to me about YFU exchange opportunities. Because of your enthusiasm, I am spending next year in Ecuador. I really appreciate your time and effort and will always remember your kindness. I will be blogging about my year, and here is the link www.tinyblogs.com/andrewequador

Thanks,

Andrew

(You may wish to include your contact information, and invite them to stay in touch with you)

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SESSION # 5- OPTION 2
FAMILY LIVING

Orientation	Pre-Departure
Session Overview & Objective	In this session, students will first be reminded that YFU is a family living program and will learn how to ensure that they become a part of the family rather than a guest in their homestay. They will then participate in a group activity which will encourage them to think critically about what they value and how they may need to be flexible while abroad. Finally, they will learn to be a lovable exchange student and maximize their experience using the TOPHATS model. To **develop** realistic expectations and enthusiasm for the family living experience.
Participants	☒ Students ☐ Host Parents ☐ Natural Parents ☐ Host Siblings
Format	☐ Highly Active / Interactive ☒ Discussion ☒ Some Activity / Interactivity ☐ Independent
Duration	65 minutes
Group Size	Any size
Minimum Staffing	2 facilitators
Materials Needed	Handouts: *"Things I Value,"* and *"How to be a Lovable Exchange Student-TOPHATS"* Flipchart, pens, pictures of various families
PowerPoint Slides	40-48
Preparation	Prepare **Things I Value** Flipchart and **TOPHATS** flipchart, make copies of handouts
Session Goals	Culture: Students will: 1. Understand the concept of culture in terms of objects, behaviors & values 2. Be aware of the influence of culture on people 3. Understand in which aspects cultures may differ (communication patterns, personal distance, individualism vs. collectivism, etc.)

	4. Be aware that they are part of different cultural circles ranging from larger (e.g. national) to smaller (personal) level 5. Understand that cultural references are relative My Culture: ✓ Be aware of their own cultural background (values, behaviors, objects that are part of it). ✓ Be aware that they have expectations and those are culturally influenced. ✓ Understand their motivation(s) for going on exchange. The Other Culture: 1. Understand their expectations of living in the other culture. 2. Be aware that they will have to take on challenges (be comfortable about the exchange experience not always being comfortable). 3. Understand how to explore differences between cultures. Adaptation: 1. Be able to uncover one's own expectations and fears. (The first step to adaptation is realizing the need to adapt.) 2. Be able to recognize culture shock. 3. Understand that differences cannot be judged in terms of right or wrong. It's just different.

INTRODUCTION: (10 minutes)

Explain the purpose of the session to the students by hitting these points:

- ✓ YFU is a family living program, so we will talk about adjusting to living with a family that is not your own.
- ✓ We will talk about ways to adapt to your surroundings and how to cope with issues or situations you may encounter.
- ✓ Remind students of the definition of culture (*the values, attitudes, beliefs and assumptions a group of people have in common*) and that culture cannot be photographed *(you can photograph reflections of culture or examples of cultural behavior but not the "culture" itself)*.

Discuss How Culture is Transmitted

- Ask the students "Where do we learn our culture?" (you are expecting them to answer that the first and most important place is from your families/at home).
- Explain that families are the transmitters of culture – each family passes on their own language patterns, gestures, points-of-view, and ways of doing things to their children
- Ask the students what other ways families transmit culture and ask for examples of transmitted culture (examples in the box above).

Info for Facilitator

Be ready with a list if students are not responsive – try to get them to engage!

Examples can include: Leaving shoes at the door as a sign of respect, saying a prayer before dinner to be thankful for what you have, etc.

Observing

Explain that when they arrive, they will need to watch their host family to learn culturally acceptable ways to behave. They will need to be good observers of their family and others.

- ✓ In many ways, they'll be like a small child, learning from the beginning about the family's way of life (and may feel like a child at times!).
- ✓ Their host family may not realize that their exchange student has never experienced simple things that their children know.
- ✓ Tell the students: Ask your host family questions if you do not understand a situation. If you still do not understand, call your area volunteer or area representative. This is a trained individual who lives within your host culture. They are good at answering questions and explaining cultural values.

- **KEEP** an **OPEN MIND** and **COMMUNICATE.**

Stress that YFU is a Family Living Program

YFU is not a travel or language program. Those are side benefits, but as a group you will be exploring what family living means.

- ✓ **STRESS** this. We are not a travel program, which seems counter-intuitive because you are traveling. You will spend the year or semester with your host family – if they travel great; however, this is a side benefit. The reason or purpose you are there is to learn about your host country from your host families perspective or point of view.

ACTIVITY # 1: Active Discussion (10 minutes)

1. Ask students:
   - "Do you like everything about your own family?"

- "What is a habit of someone in your natural family which might bother a new person? What might they find strange or unusual?"
- "What habits of your family might bother your host family or they may not understand?"

2. Ask students:
    - "Is it possible you'll like everything about your host family? Is it possible that your host family will like everything about you?"

✓ **Recap** that no family is perfect, and thus they shouldn't expect their host families to be perfect.

✓ Look for the **positives not the negatives**.

3. Is it possible to remain a guest in your host family's home?
    - What are some differences between how a guest is treated and how a member of the family is treated? (*Guests don't need to work hard to fit in, aren't given chores, are treated differently)*
    - How do you feel when someone visits your family and acts like a guest?
    - Would you want to remain a guest? Why not?

<u>Examples for #3 may Include</u>

Always letting the mother do your laundry when everyone does their own, not having an assigned job like everyone else in the house, not having to follow the same rules as the other teens in the family, being excused for your behavior as "just an exchange student".

4. Ask the group to think about a time when they were a guest at someone's house.
    - How do you feel when someone visits your family and acts like a guest?
    - What did it feel like? Was it fun? Did you fit in?
    - What is the down side of being a guest?

<u>Downside of Being a Guest Examples</u>

Always having to ask before eating or using something

Feeling guilty if everyone is busy with housework, etc.)

✓ Since it is normal to be a guest at first, the student must work hard to become a part of the family.

5. Ask the group to think about what they could do to feel more a member of the family *(list these on your flip chart)*
    - What types of things could you ask?
    - How should you act?

ACTIVITY # 2: Values (25 minutes)

Distribute handout - *"Things I Value".* Tell the students that during this next section they will be exploring what things or behaviors we consider important or value.

1. Have students break into groups of 3-4 and give them **2-5** minutes to read the list and rank the items in order from what is most important (1) to least important to them on the list.

2. Small group discussion (5 minutes):
   - Once they have completed ranking their lists, have them discuss within their group what they shared as important and how they differed.
   - Have them explain to each other why something is important to them.
   - Allow about 5 minutes for the small group discussion. Ask one student in the group to add up how their group rated the listed activities by ranking the group's 5 most important values.

3. Have the small groups report to the big group by listing their top 5 rankings on the "**Things I Value**" flip chart (5 minutes).

4. As a large group, discuss the results of what the students said they valued (10 minutes). Use the following questions to facilitate an open discussion:
   - "Did the groups agree on the top 5?"
   - "Was there agreement/disagreement in each group? (This means that almost everyone they meet will have differences of opinion about what is most important to them)"
   - "What items gave you the most difficulty and why?"
   - "Which are likely to be affected by your living with a host family?"
   - "Which would be the most difficult to give up?"
   - "How do you behave when you have to give up something important to you?"
   - "What benefits can you gain from giving up something you'd like to have?"
     - ✓ Reiterate that there is no right or wrong.

5. Ask the group – "Who do you think needs to change/ adjust the most when you are overseas; you or your host family?"

At the end of # 4

Explain that the items listed on the Values list are the most common adjustments students have to make while on program. These are the issues around which most problems occur.

- YFU believes a student should adapt more than the host family, approximately 20% for the host family and 80% for the student. Why?
  - ✓ Remind them that they don't have to adopt the values or beliefs of the host family, but they do need to accept them in order to adjust to living with them.
  - ✓ **Acceptance, Tolerance and Understanding are the keys to success.**

ACTIVITY # 3: Learning to live together (how do I get along?) (15 minutes)

1. Ask: "What types of things do you think a family would expect of their children? As a new family member, what do you think a family would expect of you?"
2. Turn to the prepared **TOPHATS** flipchart.
3. Ask the students to describe what each letter of the acronym means. Provide additional examples, as needed.
4. Tell the students that memorizing the acronym TOPHATS will help and remind them how to be a "loveable exchange student".

T - Talk (Communicate/ Share)

Talk with your host family; openly share your feelings, and ask questions. Talk about your day; ask about theirs. **BE a PARTICIPANT; DO NOT** watch from the sidelines. The more you share, the more you learn.

O – Observe (How your family interacts; follow rules, customs, and laws)

Watch your family closely; recognize that each family has rules. Follow them. Each country has laws. Follow them. Some family rules may be stricter than the country or local laws. Watch, observe, and ask questions. Communicate!

P - Participate (In family activities)

Let your host family show you around. Remember that they are showing you what is important to them. Be eager to share and participate. Join their activities. Make sure you spend individual time with siblings.

H - Help (Without being asked)

Offer to take out the garbage; keep your room picked up. Set the table without being asked. In addition to being helpful, you will learn where things are kept in the house. Family members help out, guests do not.

A - **Affection/Appreciation** (Thank them and be appreciative for all they are doing)

Nothing is as important as saying thank you. Granted Americans say it a lot but no one ever gets tired of hearing it. Hosting is a lot of work; be appreciative.

T - Trust (Show you respect them)

Remember your family has invited you into their home. Do not take things that do not belong to you; treat their belongings and property with respect. Follow their rules and ask if you don't understand something.

S- Smile

In addition to respect, a smile can say thank you or "I enjoyed that!" It also can mean that you had a good time.

5. Remind students that this is what will be expected of them by their families and by YFU. Tell them to enjoy themselves and be open to all possibilities.

WRAP UP (5 minutes)

Summarize by telling the students that this session was designed to give them tools to help them live in another culture with another family. By helping them define what behaviors and ideas they value most and by showing how those values could change or be compromised, we are encouraging them to adapt and be flexible.

- Questions?
- Students should keep the TOPHATS handout

SESSION # 5 TAKEAWAYS:

- ✓ One of the biggest ways we learn culture is from our families. Because you have grown up in a different culture than the one in your host country, you must be observant and watch your host family carefully to learn unspoken cultural rules
- ✓ Being part of a family is much different than being a guest- you need to work hard to be part of the family, but it will be very rewarding!

- ✓ It’s important to be aware of your own values and to acknowledge what you are willing and unwilling to give up while abroad
- ✓ Following the TOPHAT model can help you have an excellent experience as an exchange student
- ✓ YFU is a family living program, not a travel program

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SAMPLE FLIP CHART: *THINGS I VALUE*

(FACILITATOR: DRAW THIS ON A FLIPCHART AND RECORD STUDENT RESPONSES)

Things I Value					
	Group 1	Group 2	Group 3	Group 4	Group 5
Books					
Computer/email					
Daily shower					
Independence					
Intellectual discussion					
Music					
Own room					
Physical touching					
Religion					

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STUDENT HANDOUT: THINGS I VALUE

Thing I Value	Ranking
Books	
Computer/email	
Daily shower	
Independence	
Intellectual discussion	
Music	
Own room	
Physical touching	
Religion	

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TOPHATS FLIP CHART

T TALK

O OBSERVE

P PARTICIPATE

H HELP

A APPRECIATE

T TRUST

S SMILE

How to be a Lovable Exchange Student: TOPHATS

T - Talk (Communicate/ Share)

Talk with your host family; openly share your feelings, and ask questions. Talk about your day; ask about theirs. **BE a PARTICIPANT; DO NOT** watch from the sidelines. The more you share, the more you learn.

O – Observe (observe how your family interacts; follow rules, customs, and laws)

Watch your family closely; recognize that each family has rules. Follow them. Each country has laws. Follow them. Some family rules may be stricter than the country or local laws. Watch, observe, and ask questions. Communicate!

P - Participate (in family activities)

Let your host family show you around. Remember that they are showing you what is important to them. Be eager to share and participate. Join their activities. Make sure you spend individual time with siblings.

H - Help (Without being asked)

Offer to take out the garbage; keep your room picked up. Set the table without being asked. In addition to being helpful, you will learn where things are kept in the house. Family members help out, guests do not.

A - **Affection/Appreciation** (Thank them and be appreciative for all they are doing)

Nothing is as important as saying thank you. Granted Americans say it a lot but no one ever gets tired of hearing it. Hosting is a lot of work; be appreciative.

T - Trust (Show you respect them)

Remember your family has invited you into their home. Do not take things that do not belong to you; treat their belongings and property with respect. Follow their rules and ask if you don't understand something.

S- Smile

In addition to respect, a smile can say thank you or "I enjoyed that!" It also can mean that you had a good time.

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SESSION # 6
NOT WITH ME

Orientation	Pre-Departure
Session Overview & Objective	In this session, students will participate in three activities designed to help them understand how to protect themselves from potentially dangerous situations. In the first activity, students will learn that while they are expected to adapt while on exchange, there are certain situations/occurrences that we do not expect them to adapt to. Students will then actively practice saying "No" in the face of an uncomfortable situation and will be informed to contact their Area Rep or YFU Staff if they feel that something inappropriate has occurred. Finally, students will discuss scenarios in small groups that will help them understand some of the behaviors that perpetrators utilize before abuse occurs. If you feel uncomfortable leading this session after reading through it, consult with the SSM at the orientation for advice on how to lead it. To **exemplify** what it means to be a YFU student with an understanding of YFU's policies, procedures, and support systems.
Participants	☒ Students ☐ Host Parents ☐ Natural Parents ☐ Host Siblings
Format	☒ Highly Active / Interactive ☐ Discussion ☐ Some Activity / Interactivity ☐ Independent
Duration	55 minutes (or 40 minutes, if Optional Activity 2 is taken out)
Group Size	12
Minimum Staffing	2 facilitators
Materials Needed	Handout: *"Not with Me! Scenarios"*, flipchart, markers, *"Not with Me!"* pamphlet
PowerPoint Slides	49-54
Preparation	Read all scenarios thoroughly; note suggested questions for discussion Prepare the Conformity vs. Resistance flipchart Prepare flip chart titled "Dangers of Adaptation" Prepare flip chart titled "Debrief Questions"
Session Goals	Culture: Students will:

	1. Understand in which aspects cultures may differ (communication patterns, personal distance, individualism vs. collectivism, etc.) 2. Be familiar with one cultural framework (e.g. Hall's culture model/ Hofstede's dimensions, etc.) that will help them to recognize the differences and compare cultures The Other Culture: 1. Be curious in terms of the other culture and be able to ask questions about it. 2. Be aware that they will have to take on challenges (be comfortable about the exchange experience not always being comfortable). YFU Support: 1. Understand that there is a structure to support them in every YFU country 2. Understand who and how they should contact when needed Student Safety and Wellbeing: 1. Understand the nature of harassment, abuse or bullying 2. Be aware of procedures to be followed to ensure the safe use of social media, internet chat rooms and use of text messages on mobile phones 3. Be able to identify challenges that could affect their safety and well being

SPECIAL BACKGROUND INFORMATION FOR FACILITATORS (NOT FOR STUDENTS)

Every 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, the following factors heighten the possibility of these occurrences while students are on exchange:

1. Students lack of knowledge related to what is OK and not OK; (the definition of sexual abuse or harassment varies from culture to culture)
2. Students feel uncomfortable in a new place
3. Students strong desire to be part of a group
4. Students feeling shy about speaking out

Learning what is acceptable physical and verbal behavior in the new culture is critical, but in the process students need to know that complete adaptation or conformity to all behaviors (i.e.: 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.*

Four goals for this session:

1. For our exchange students to begin to understand, define, and consider the preservation of their personal boundaries.
2. For our exchange students to identify different forms of sexual abuse.
3. For our exchange students to recognize common signs preceding an act of sexual exploitation or assault against them.
4. For our exchange students to know what to do and who to call if he/she suspects a future assault or has become the victim of an assault.

Please note: 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 presentation of the lesson plan. It is also wise to have note cards available for students with a hotline they may call with questions. One such line is the National Center for Missing and Exploited Children, 1-800-843-5678.

Your participants (and maybe you) may be ill at ease and will show nervousness with this subject matter, and thus 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.

ACTIVITY # 1: Conformity vs. Resistance (10 minutes)

1. Begin this activity by saying that during the orientation, you've spoken a lot about the students' responsibility to adapt to the host country and host family's customs and culture.
    - Explain that there are extremes to this though, with the student resisting the host culture completely on one end and adapting to everything—no questions asked—on the other end. Of course that means that there is a lot of ground in the middle.
    - Direct the students' attention to the **"Conformity vs. Resistance"** flipchart.

Note for Facilitator

It will be helpful for you to have a few personal experiences to share with the students as examples

- Tell the group that too much conformity, or adapting to everything, can be a problem.

2. Ask the group if they can think of any situation in which conforming could cause problems or have a negative outcome.

3. Write the students' answers on your flip chart entitled **"Dangers of 100% Adaptation."** Answers may include:

    - Breaking dietary restrictions: For example, a student's host family always eats peanuts with meals and the student has a peanut allergy. In order to conform/adapt, the student eats peanuts even though he knows it will make him sick.
    - Having to compromise religious beliefs: For example, a student living in Indonesia feels pressure to become Muslim in order to connect with the host family. This ends up being very upsetting to both his host parents and his natural parents.
    - Overdoing or exaggerating cultural differences: For example, a student living notices that people in Japan bow to greet one another. The student then starts "performing" bows in every situation, often embarrassing her host family.
    - Doing something that would be against YFU policy: For example, driving, drinking, doing drugs, etc.
    - Acts of racism or crime, etc.

Note for Facilitator

If you are short on time in your orientation schedule, shorten this activity by only taking a few student responses before moving on to summarize this section. If time allows, give the group the chance to briefly discuss or give examples of any of these topics.

4. Explain that adapting to or being flexible about some things (attending a religious service with your host family, being flexible with self-imposed dietary restrictions, etc.) 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 that they are adapting to a new culture. While it is important to be flexible, students should maintain concrete limits in certain areas.

Activity Wrap Up

Close this activity by expressing to students that Students should not be flexible when it comes to their core values about personal rights and safety; if a student feels threatened or is the victim of bodily assault or sexual assault, they must stop being culturally flexible and speak to someone who can provide help.

Tell students that the objectives of this session are to:

- ✓ help them identify or 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.

ACTIVITY # 2: Maintaining Personal Space (Optional; 15 minutes)

This activity helps students think about just how difficult and awkward it can be to say "No" when they are placed in an uncomfortable or threatening situation. While this activity can be excessively silly, it is designed to illustrate the difference in perception. 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 may even be comfortable with.

1.Begin the activity by explaining that it can be easy to identify situations where a person's limits are being tested when it's on TV or even when it is happening to someone else. But it is much more difficult to identify these situations when they are personal and then do something to fix the situation.

2. Create two, parrell 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. Explain that student A will remain stationary while student B, maintaining eye contact, should walk *slowly* toward student A. As soon as student A becomes uncomfortable with the distance between him/herself and student B, he/she should firmly say "stop." The two students should switch roles and repeat the activity. If there is time, you can have the students switch partners, to see if physical size, gender, etc. makes a difference in Student A's comfort level/limits.

Info for Facilitator

As students carried out the activity, they may have realized that what they considered to be too close was considered by their partner to be ok. 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.

3. Lead a group discussion about how easy or difficult it was to say "stop." These are some of the questions that you might ask students:

- How did the other students' closeness change your saying stop?
- Did you let the other person get closer than you were comfortable with? If so, why?
- How did it feel when you said stop? Was it hard or awkward to say this to your partner?

- Did you look to see when the other people were saying stop?
- Did you wait to hear someone else say stop?
- Did you want to stop before your partner said stop?
- What from this exercise should you remember and apply when in your host country?

4. Wrap up this discussion by telling the 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.

ACTIVITY # 3: Discussion Groups (30 minutes)

1. Divide the students into small groups of 3-4 people and distribute a scenario card to each group. One student in each group should take responsibility for reading the scenario out loud to the group (see separate document containing the scenarios).

2. Groups should take 3-5 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. Meanwhile, the presenter should write on a flipchart the following talking points for the students:

    - What should the student do or say in this situation?
    - Is there a misinterpretation or miscommunication?
    - How much adaptation vs. resistance should the student demonstrate?

4. After the small group discussion period, give each group the opportunity to read their situation aloud to the larger group and relay their group's thoughts/reactions/opinions about the situation. This will be followed by a larger group discussion about the situation. *Possible questions for the facilitator to spark a debrief discussion after each group reads their scenarios:*

    - "How did the student feel?"
    - "How did the other character/s feel?"
    - "What should the student do or say?"
    - "What could have happened differently?"
    - "Were there any warning signs?"

- "What would you want to say or do in the situation, but you know/feel like you never could?"

5. Remind students of precautions to take when using social media, texting, etc.:
    - Never agree to meet a stranger in person that they "met" online
    - Do not give out identifying information (address, phone number, full name, school attended, etc) online or to an unknown phone number
    - Do not impersonate someone else online; and be aware that others could be impersonating someone
    - Avoid any kind of sexual language/innuendo both online and in texts and remember, in some places, "sexting" is against the law and there are legal consequences
    - Use privacy settings and do not "friend" someone unless you have met them in person
6. Lead the final discussion into the formation of a list of warning signs that can be written on a flip chart. Some such warnings (taken from the *Not with me!* pamphlet) are:
    - A relationship becomes more intense emotionally
    - The student is becoming more physically 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 by telling the students that many assaults are preceded by warning signs and that the students should be aware of some of them and never hesitate to tell an adult (YFU Representative or another trusted person) if they feel uncomfortable.

    - Hand out the *Not with me!* pamphlet and discuss why the topic of sexual assault is discussed at YFU orientations (outlined in the pamphlet and at the top of this session).

WRAP UP: **(2 minutes)**

Emphasize to the students that the best way to protect themselves against any type of exploitation or assault is to get to know their Area Representative. This means spending time with him/her, being open during phone conversations, sending an email on occasion, etc. Additionally, while YFU is a caring and responsible organization, some responsibility falls on the students to

encourage and develop a relationship with the Area Representative. The better their Area Rep can get to know them, the safer they will be.

- ✓ Encourage students to call their local YFU office if they are not getting a response from their Area Rep after a reasonable amount of time.
- ✓ Encourage students to talk with you after the session if they have some personal questions. Have the hotline number for the National Center for Missing and Exploited Children handy: 1-800-843-5678.

SESSION # 5 TAKEAWAYS:

- ✓ While it is good to try to adapt to your new cultural surroundings, you should not adapt to things that make you uncomfortable or unsafe
- ✓ Be aware of your own limits and do not be afraid to say “NO”
- ✓ Be aware of warning signs for assaults and tell your Area Representative or another trusted adult if you feel concerned

YOUTH FOR UNDERSTANDING
Intercultural Exchange Programs

NOT WITH ME! SCENARIOS-

CUT INTO STRIPS

Family Fight

The host family (mom, dad, son or daughter and exchange student, Steve) is sitting at the dinner table arguing. Steve feels very uncomfortable. Later, the host mother comes to Steve's room to apologize for the argument. She says that nobody understands her, that she is unhappy with her husband and that she is happy that Steve understands her.

Hanging out in town

Exchange student Judith is hanging out with her host brother and his friends, both male and female. One of Leo's friends says, "Judith, I like your clothes a lot." The second friend says "Yes, me too. But I think you should wear tighter shirts." Judith's host brother laughs and asks Judith "What size bra do you wear?" The other girls in the group giggle.

Family Trip

Tom lives with his host family in a small town and really wants to see some of the big cities in his host country. Tom's host father invites him to go to the capitol where Tom will finally get a chance to see some of the architecture that he has read so much about. Tom's host father reserved one hotel room for safety and financial reasons. But when they arrive at the hotel there is only one bed to share.

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 language skills and interact with other teenagers from her host country after school is in internet chat rooms. Though Carli doesn't spend a lot of time on the computer, she is really excited because she recently met a boy online who lives nearby and is planning to meet him in person soon.

Soccer Team

Adele (exchange student) is not a good soccer player, but she is on the soccer team. The coach always says "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. Adele feels happy. 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, cause problems for you, and you could be sent home early."

YOUTH FOR UNDERSTANDING
Intercultural Exchange Programs

SESSION # 7
WRAP UP

Orientation	Pre-Departure
Session Overview & Objective	This session consists of one short activity designed to help students debrief what they have learned, answer any remaining questions that students may have, request that students complete an orientation evaluation, and to allow students time to exchange contact information with each other. To **develop** realistic expectations and enthusiasm for the family living experience.
Participants	☒ Students ☐ Host Parents ☐ Natural Parents ☐ Host Siblings
Format	☐ Highly Active / Interactive ☒ Discussion ☐ Some Activity / Interactivity ☐ Independent
Duration	30 minutes
Group Size	12
Minimum Staffing	1 facilitator
Materials Needed	Handouts: *"Pre-Departure Checklist,"* and *"Orientation Evaluation"* Flipchart with Goal Setting Questions (optional)
PowerPoint Slides	55-56
Preparation	Read through all of the material and make sure you are comfortable discussing it; make notecards or highlight suggested questions to ask students in group discussions. Make sure you have enough of the handouts and orientation evaluation. Prepare flipchart with the 2 questions students should ask themselves for the optional goal setting/letter writing activity
LOOP standards achieved	Adaptation 1 YFU Admin

ACTIVITY: (25 minutes)

Part 1: Review the Orientation lessons

Ask the students what they have learned during the orientation. Explain that you have given them a chance to:

- Learn about how to explore other cultures and build communication skills
- Develop realistic expectations
- Learn about the YFU support structure
- Learn about how to handle problem situations
- Consider family living
- Look ahead at their experiences in terms of goals and expectations
  - ✓ Keep this session very positive.
  - ✓ Remind students that they are embarking on the adventure of a lifetime.
  - ✓ Remind students that they will have a lifetime connection with YFU and that we hope they will continue to actively engage with the organization after their return.

Part 2: Take Additional Questions

Ask students if they have any additional questions that were not covered during the orientation. If you do not know the answer, **DO NOT GUESS**. Tell them you'll find out and get back to them.

Info for Facilitator

You will likely get questions about departure plane ticket/itinerary information. Tell students that they will receive their itinerary in the mail from our travel department.

Part 3: Review Handouts

- Explain that these handouts should be taken home and used to prepare for their departure.
- Encourage the students to share these handouts with their natural parents.

Part 4: OPTIONAL: Goal Setting

If you have extra time, you may wish to include this short goal setting activity. If there is not enough time, encourage students to take some time on their own before departure to write down some goals for their experience.

1. In order to get the most out of this experience ask the students to take a few minutes to think about the questions on the flip chart:
   - Why have you decided to become an exchange student?
   - What do you hope to accomplish?

2. Now that they have had some time to reflect on these things, ask them to write a letter to themselves, answering the two questions honestly. Explain that this letter is private. No one else will read it unless they choose to share it.

WRAP UP

Pass out the evaluation forms; ask the students to fill them out and return them to you.

Take a group photo (optional).

- ✓ Give students time to exchange contact information with each other.

Tell the group how much you have enjoyed working with them and excuse them.

YOUTH FOR UNDERSTANDING
Intercultural Exchange Programs

Have the Experience of your Life!
Make every moment count!
For Questions Prior to Departure:
1.800.424.3691
or 1.800.TEENAGE (800.833.6243)
For Issues/Emergencies while traveling:
1-800-705-9510

PRE-DEPARTURE CHECK LIST

_____ 1. Get your passport (and, if required, a visa). Allow plenty of time.

_____ 2. Read the Guide Handbook and pack for reference while on program.

_____ 3. Get copies of any prescriptions to carry with you (medications, glasses), health insurance policy with I.D. number, health insurance claim forms. Make copies of address book. Leave extra copies of such records at home as well.

_____ 4. Make arrangements with your school for credits and required subjects (if applicable). Please note that YFU does not get involved with school credit issues.

_____ 5. Make a note for yourself to obtain a copy of your transcript in your hosting country prior to returning to the US. YFU does not assist students with obtaining transcripts after they have returned to the US.

_____ 6. Buy any necessary clothing (but don't overdo it).

_____ 7. Study about your host country (the internet is a good source for this). Ask Alumni on the Alumni Referral list: http://www.yfuusa.org/alumni/

_____ 8. Buy some small gifts for your host family; if possible, take some extras for people who help you in some way. It is not appropriate for YFU students to carry alcohol, even in an unopened container.

_____ 9. Choose items or photographs that show your life and home to share with your family and friends.

_____ 10. Photocopy your passport and get extra photos to bring with you in case your passport is lost. Do not carry these in the same place as your passport! You should also leave copy of your passport at home.

_____ 11. Plan with your family how and when to send money.

_____ 12. Purchase a small amount of foreign currency. You may need to pay a tip or want to buy a snack at the airport. Learn how much a dollar is worth in your host country's currency.

_____ 13. Bring a journal. It's a great thing to look back and read. Bring a supply of stationary so you can write home every so often.

_____ 14. Pack your luggage so its size and weight is acceptable to the airlines. Then walk around the block to make sure you are willing to carry it through the airports.

_____ 15. Put a YFU luggage tag on your suitcase.

_____ 16. Prepare your carry-on for the plane to include: a change of clothing (or at least underwear), medications, airline ticket, passport and visa, medical information, information about your host family, medical insurance claim form (with I.D. number and mailing address)