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| C:\Users\rotz\Desktop\Webinar Power Point trainings\signatureLogo.png­ | | **SESSION # 2**  **YOU & YFU** | |
| Orientation | Pre-Arrival | | | |
| Session Overview | This session is designed to help host families understand YFU resources, including the support network available to host families and students. During this session, the host families will be introduced to the Host Family Account, as well as the Host Family Handbook. It is preferable to show the Host Family Account to families via the website on a laptop. If this is not possible, there are handouts with screenshots  The support structure and the YFU staff involved with support will also be explained. In addition, this session will review hosting responsibilities, the importance of the monthly contact between Area Rep, Host Family and student, key policies and procedures, such as the travel policy, insurance information with a discussion around what health care facility is most appropriate to use (Emergency Room vs. Urgent Care Center) and the dangerous activities policy.  Note the following lesson icons throughout the session:   * - this indicates a take away point that should not be missed during the lesson   + - this indicates a question or idea that can be used to facilitate a conversation | | | |
| Session Objectives | By the end of this session, families will be able to:   * 1. Navigate their Host Family Account and identify important host family resources   2. Apply YFU policies and procedures that promote student and family safety throughout the student’s exchange | | | |
| Participants | Students  Natural Parents | | Host Parents  Host Siblings | |
| Format | Highly Active / Interactive  Some Activity / Interactivity | | Discussion  Independent | |
| Duration | 60-75 minutes | | | |
| Group Size | Any size | | | |
| Minimum Staffing | 1 facilitator | | | |
| Materials Needed | * Flipchart, slide or whiteboard * Copy of the Host Family Agreement (pages 45-46 in HF Handbook) * Printed example of the full Host Family Welcome Packet (each family receives this when the student placement status becomes “permanent”). TIP- many facilitators ask families to bring copies of this to the orientation. * Discussion # 1-Using the projector, have the web-based *Host Family Account* up on the screen. Someone will need to login and use their own account to give the families a tour of this important resource. * Printed copies of the scenarios for activity | | | |
| Preparation | Read lesson to understand the concepts  Create flipcharts  List of Orientation dates for year (check with Orientation Coordinators/Engagement Managers for this info) | | | |
| Participant Handouts | Screenshots to access HF Account  Lines of Communication | | | |

**DISCUSSION #1: HOST FAMILY RESPONSIBILITIES AND HOST FAMILY RESOURCES** (10 minutes)

1. Open the session by asking the participants what are the **main responsibilities of hosting**. Review the following responsibilities, allow families to ask questions about these responsibilities as needed:

* Welcoming the students as a member of the family and caring for the student as he or she is a member of the family - “Treat them as your own!”
* Helping students achieve their cultural and educational goals
* Helping students meet YFU expectations
* Providing students with three meals a day
* Assisting the students with transportation
* Providing a safe home with a bed and place to study

1. If families do not offer up any questions, use the following ***conversation starters*** (or develop your own) to help families think a bit more deeply about these responsibilities:

* What kinds of things will you need to do to welcome the student as a member of your family?
* What might be challenging about doing that?
* What kinds of educational or cultural goals might the student have, how can you help him/her achieve these?
* What do you think YFU expects of the student? How can you help your student achieve these goals?
* Do any of these responsibilities make you nervous?

1. Tell the families that the next discussion will focus on the **resources to help their family fulfill their responsibilities.**

**Facilitator Note:** Be prepared to either show the host family resources page on the YFU website using a laptop or ask participants to use their phones. Alternatively, pass out copies of the screenshots provided at the end of this session.

5. **Review the different materials** that were mailed in the *Host Family Welcome Packet* and are also found on the Host Family Account Resources page.

The Host Family Welcome Packet includes:

* Welcome letter from YFU President, Scott Messing
* Host Family Handbook
* Permission to Travel policy and procedures
* Instructions on how to complete a Permission to Travel form online
* IRS tax form that allows a $50 per month deduction on your income taxes
* W-8BEN Form
* Travel information and how to sign up for travel alerts
* Student itinerary
* Several handouts with hosting tips: *Your First Week Together,* *How Do* *You Do Things in Your Home handout, 10 Steps to Success,* *Emailing Tips*

If possible, bring up the **Host Family Account online** and identify and review materials (accessed through [www.yfuusa.org](http://www.yfuusa.org)).

If the facilitator is not a host parent, ask a participant to log into their account. Show participants how to **navigate to the different tabs** (Resources tab; My Student Tab; etc.), OR pass out screenshots to review these tabs. Encourage families to log into their Host Family Account and explore all the different resources in preparation for the students’ arrival and use during the exchange year.

Focus on these important resources:

* [*Host Family Handbook*](https://yfuusa.org/media/hf_lounge/HFHandbook.pdf) – posted on the HF Resources page and *mailed to every family*
* [*Travel*](https://yfuusa.org/international-students/travel-info.php) *Notification System & Alerts* (families can also view the student’s itinerary)
* Handouts to prepare for your student’s arrival: *Your First Week Together, How Do You Do Things In Your Home?, 10 Steps to Success*. These are also in the mailed Welcome Packet.
* Important policies and forms: [*Dangerous Activities Policy and Permission Form*](https://yfuusa.org/media/hf_lounge/2013_Dangerous_Activity_Participation_Policy.pdf)*,* [*Permission to Travel Policy and Form*](https://yfuusa.org/media/hf_lounge/2013_Permission_to_Travel_Policy_and_Form.pdf)*,* [*Host Family Tax Deduction Form*](https://yfuusa.org/media/hf_lounge/8_-_Tax_Deduction_Letter.pdf)*,* [*U.S. Department of State letter to Host Families*](https://yfuusa.org/media/hf_lounge/DOS-Host-Family-Letter-2013-14.pdf), [CultureGrams](http://online.culturegrams.com/main/portal.php?a_username=youthunder&a_password=welcome) (helpful information to read about your new son or daughter’s culture)
* Student travel information, host family application, students’ information

7. **Inform host families about the YFU orientations** (Post-Arrival, Mid-Year, and Re-Entry) and how these are a critical part of supporting students and families, as well as accomplishing YFU’s educational goals and YFU’s mission. Ask the following ***conversation starters*** to encourage dialogue about the orientations and to help families understand why these gatherings are so important to a successful experience.

* Why does YFU have three orientations? *(to help students and host families network, share best practices and share and discuss tools to help them have the best possible experience)*What kinds of topics do you think are covered at the Post- Arrival orientation, at the Mid-Year orientation, and at the Re-Entry orientation?
* Why does YFU want families to attend these orientations, along with students?
* One of our orientation themes is “YFU: From Visiting to Belonging” what might that be about? (*acclimating to the host family experience and helping the student become a family member, not a guest*)

8. Highlight the following points about the orientations:

* Orientations provide opportunities for students and families to talk with other host families, volunteers and staff. This group makes up a great support system for the family and the student.
* Orientations are required for students. They must attend and if there is an important conflict that cannot be avoided, the FD must be contacted.

9. Share the orientation dates for the year, even if the dates and venues are tentative. Explain that students and families typically will get an email invitation or an Evite and the volunteer organizing the event needs the family to respond.

**Discussion** **#2: SUPPORT and Area Representatives** (20 minutes)

**1. Area Representative**: Have a conversation about the **role of the Area Representative**. Ask experienced families to share how the Area Rep is part of the exchange experience and the importance of the monthly contact report. Use these ***conversation starters*** to facilitate. What is the role of the Area Representative and why is this “mentor” an important part of the exchange experience?

* What do you know about the Area Representative?
* What are your responsibilities the AR?

Make sure the conversation covers these key points:

* AR is trained to be there as a neutral third party to provide assistance to both the student and the host family.
* The AR is YFU’s local connection to the family and student. The AR provides support and answers questions for both the student and the family.
* The AE also plays a role in addressing challenges and working with the student and family to problem solve
* ARs are required to complete a monthly contact report. It is a Department of State requirement AND a helpful tool to solve minor questions/issues before they become insurmountable.)
* Monthly contact helps YFU understand how students and families are adjusting to one another.
* While YFU wants families and students to communicate openly and work through challenges, the AR is there to help out and offer guidance as needed.
* The AR is available to lend an ear for support and whenever you have questions or are unsure how to handle a situation.
* The AR may be available to join the family at the airport when the student arrives, to take pictures and help with lost luggage if necessary.
* ARs are required to ask YFU staff for help for certain issues that pertain to health and safety. ARs are encouraged to seek additional help from YFU staff if a problem within the family cannot be addressed through an AR mediation. As a host family, you are responsible to respond to your AR. You need to accommodate their visit to your home and when the call or text you, call them back.
* AR are volunteers, they are not paid YFU staff members. They volunteer because they want to help you and your student have a good experience by supporting BOTH the family and the student. They become frustrated when they reach out to support you and your student and they are ignored. Please be respectful of your AR and return phone calls and text messages.

1. **Monthly Contact Report:** Ask an experienced family to share about the Monthly Contact Report (MCR). Fill in any gaps in information or wrong information including:

* AR completes a Monthly Contact Report as a way to document that YFU has monthly contact with families and students. The Monthly Contact Report is a US State Department requirement.
* Monthly contact with the AR should be welcomed, as it is an opportunity for the family and student to “touch base” with YFU.
* It is the student and the host family’s responsibility to be available for phone calls and visits by the AR so that he or she can complete the MCR. A prompt reply is needed whenever Area Rep attempts to make contact.

1. **Pass out the *Lines of Communication*** handout and read through it to familiarize host parents with the available support. Ask families what they know about the Engagement Managers and how YFU provides support and assistance to both the student and the family, especially in cases when the challenge is more serious in nature.

* Engagement Managers are YFU staff who are trained counselors. Their goal is to step in and help students and families, especially when an issue is more serious in nature.
* Each student is assigned an Engagement Manager.
* The Lines of Communication handout summarizes how families can access support and help, however in the event of an emergency always call the Engagement Manager, or if necessary use the 24-hour hotline (after hours)

YFU recommends that families think critically about communication with the Natural Family. Too much communication between the Host Family and the Natural Family can undermine the Host Family’s ability to parent. The Engagement Managerassigned to the family and student will be emailed to the family by either the Engagement Manageror the FD prior to or just after the student arrives.

**Activity: Group Work and the AR Role- Scenarios** (15 min)

Monthly contact reports can be the difference between a fantastic host family / student experience or an experience that falls apart and requires a new host family.

1. Ask participants to form small groups to talk about these scenarios to further illustrate the importance of the AR and MCR (Monthly Contact Report). Hand out copies of all scenarios to each group (one copy per group). Let groups work for 7-10 min. Come back together and , read each scenario aloud and ask for reactions and suggestions.

***Scenario # 1****- Gretel, a woman in her mid- 30s who immigrated from Germany to the US, as a teenager,was very excited to serve as an Area Rep in her community. Gretel met the student and host family in the first 2 weeks of the student arrival and the year was off to a great start. Each month Gretel enjoyed taking the student out for coffee or going for a bite to eat. In January, at the Mid-Year orientation, the orientation leaders were chatting with Gretel about her experience as an Area Rep and she was thrilled with the relationship she had created with the student. When questioned about how the host family was doing, Gretel responded that she had not reached out to them but “they are fine”.*

***Question: What is wrong with this scenario? What should the family do?***

***Answer****: Although the AR had done a great job connecting with the student, no contact had been made with the HF by the AR and no relationship had been nurtured with the HF. It is possible that the family is not “fine”. The family should take the initiative and reach out to the AR. The family could even invite the AR for a meal and work on building the relationship. If the AR is not interested in building a relationship with the family, the family should let YFU know. YFU is committed to supporting BOTH the student and the family!)*

***Scenario # 2****- Coming to America may have been the biggest mistake of my life, thought Anastasia. The language is so hard, making friends is so difficult and even though my host family makes healthy meals every night, I just don’t like the food. I talk or chat with my family back in Russia every day, and I just don’t think I can stay. My Area Rep keeps calling me, but I don’t want to talk to her because my English is not very good. I guess I’ll just tell my Russian parents I need to come home.*

***What is wrong with this scenario?***

***Answer:*** *Anastasia is not adjusting well to her new life in America. She is talking to her natural parents instead of the local support offered to her by her YFU, including her own Host family and the AR. The AR is reaching out, but the student is not responding.)*

***As a host family, what are your responsibilities to the Area Rep in this situation?*** *What can you do if you detect that your student is not happy?*

* Contact your AR and share your perspective. Ask your student to return the ARs calls and make sure the student knows that the family and the AR are here to help the student adjust.
* If the student continues to avoid calls from the AR, ask your student why. Perhaps there is a very legitimate issue about trust. Remind your student that being on a program with YFU means that the student needs to be in touch with the AR. Reach out the Engagement Manager for more assistance to solve this issue, especially if trust issues with the AR are related to safety

3. Bring the teams back together and review the scenarios and some of the solutions. Talk about the role of the host family when working with the Area Representative. Make sure families understand:

* Reach out to the AR every month, even if you AR has not contacted you.
* Appreciate your AR; he/she is a volunteer. Help the AR help you and your student by being available to the AR, returning phone calls, and including the AR in the exchange experience.
* Make sure your student contacts your AR and returns the AR’s calls and texts promptly.
* Contact YFU if your AR is not responsive to you.

**Discussion # 3 Additional Responsibilities** (15 min)

1. School **Enrollment:** Ask experienced families to share their experiences enrolling exchange students in school. Inform families of their role in assisting with school enrollment for their exchange student. If experienced families are not present, discuss some of the challenges that families might face during the enrollment process.

* Encourage families to check with their Area Rep, Area Coordinator, or Engagement Manageron what their responsibility is in helping with student enrollment.
* According to YFU basic standards*: “Host families often play a supportive role in their student’s course selection. YFU students should take at least one English course, one US history or government course, and one other academic subject.”*

1. **Insurance Information**: All YFU students coming to the U.S. are required to carry insurance for the duration of their stay. There are 3 different insurance options for our students.

* Most students come on the program with illness and injury insurance provided by Aetna. On the website, there are several links that will provide policy information for students on the Aetna plan. Students using this insurance will be mailed their insurance cards to their host family homes.
* A second plan, called ASPE is specifically for students on the CBYX, FLEX, and YES program.  The policy number is on their ID card and a second insurance card will also be mailed to the host family home.
* Some students come from countries that provide students their own insurance through the YFU partner. You can see the list of counties online and click to read the policy. These students will arrive with their insurance card.
* Make sure you understand which plan your student is on either: Aetna, ASPE or a country policy issued through the YFU partner. Read the policy and print out any important documents so you are always ready for an emergency

4. Remind families that Urgent Care centers are less expensive than the Emergency room and also provide quality care. Define the terms “Emergency Room” and “Urgent Care Center”.

**Emergency Room** = the department of a hospital that provides immediate treatment for acute illnesses and trauma.

**Urgent Care Center**= clinic outside of a hospital that provides medical care and services to people with urgent but not serious problems.

* Where are the Urgent Care Centers in your area?
* How did you find them?
* How do you decide whether your student needs to be seen at an Emergency Room or if an Urgent Care or a walk in facility will give proper care?

***Visit an urgent care center.****An urgent care center can be a good option for non-emergencies at night and on weekends when your doctor may not be in the office. At these centers, you can usually get things like X-rays, stitches, and care for minor injuries that aren't life threatening yet require medical attention on the same day.*

***Visit a hospital emergency room.****An ER — also called an emergency department (ED) — can handle a wide variety of serious problems, such as severe bleeding, head trauma, seizures, meningitis, breathing difficulties, dehydration, and serious bacterial infections.*

* It is important to seek medical help from the appropriate location. When ER visits are warranted, the cost is charged to the International Students and in many cases, treatment at an Urgent Care Center could have provided the necessary level of care.

5. Point out to host families the importance of knowing and understanding the YFU policies and procedures. Additionally, tell them that today you will spend some time on two specific policies: Travel Policy and Dangerous Activities Policy

6. Ask participants to share their ideas on why YFU focuses on these two policies and what they may already know about the policies. Make sure the following points are discussed.

* Policies and procedures are designed to protect students and host families alike (as host families are taking on the responsibility of keeping another person’s child safe). Give actual examples of your own, or use the following:
  + - *A few years ago, a host family took their student out of town during the last few weeks of the exchange year, without completing a Permission to Travel form or informing anyone and the students’ aunt passed away very unexpectedly. Despite YFU’s best efforts, we could not reach the host family/student to inform her and she missed the aunt’s funeral. Once we were able to contact her, she was devastated she had not known.*
* Host families must support the YFU student through a successful exchange and not permit them to violate any YFU Policy.
* Failure to adhere to the policies could expose a family to liability.

7. Ask: Do you know where to find these policies?

* YFU Policies and Procedures are located in many places- 1) printed in the **Host Family Handbook**, 2) on the host family account page under Resources, and 3) also in the student handbook, **Passport to the USA.**

8. Explain the Travel Policy:

* Permission is required from YFU if the student will be traveling without you for more than three nights
* Permission is required from YFU if the student will miss more than five days of school
* Permission is required from YFU if the student is traveling outside the US
* Permission is required from YFU if the trip costs more than 300 USD
* Important information from Homeland Security:
* ***IMPORTANT NOTE FROM THE STATE DEPARTMENT****:* Students and host families MUST follow all Department of State requirements regarding international travel and proper documentation. If a student leaves the US without proper documentation, including the DS-2019, the student’s visa could be terminated in the Homeland Security database (SEVIS) and the **student could be refused entry back into the US.**

8. Ask the families why YFU would have a specific policy about Dangerous Activities? What kind of stipulations might be related to *Dangerous Activities*?

***Scenario to share****: A YFU student was driving an ATV type vehicle and she hit a patch of gravel and the vehicle flipped over. Luckily someone came by and found her and she survived but needed several surgeries in order to recover. Since driving is a dangerous activity, YFU insurance did not cover any of her medical bills and her natural parents had to find a way to cover the costs.*

6. Review this policy and fill in any misunderstandings or gaps in understanding the families may have. Dangerous Activity information may be found in the Host family handbook as well as on the Host Family Account page under “Resources”.

* Some activities are absolutely prohibited; other activities require permission and special insurance; others require permission, special insurance and there are stipulations about training, supervision, and/or equipment.
* Prohibited activities: Bungee jumping, Hang gliding, Parachute jumping, Parasailing, Water Skiing, Piloting a private plane, Mountaineering, Racing by Horse. Also, all driving is PROHIBITED (even on private property): operation of vehicles including all-terrain vehicles (ATVs), automobiles, snowmobiles, trucks, motorized trail bikes, go-carts, personal watercrafts, mopeds, motorcycles or snowmobiles.
* Review the policy to understand which activities require special permission and additional precautions. Examples include: horse jumping, scuba diving, driving farm tractors or lawn mowers, rappelling and others.
* Permission for Dangerous Activities can be found in your Host Family Handbook, as well as online in your host family account under “Resources”. Talk with your Area Rep or YFU Support Services Manager about any questions on getting approval for an activity.
* Both the Permission to Travel and the Dangerous Activities permission form are on-line forms that need to be completed by accessing your Host Family Account. Please do not use old permission forms, as these are out of date.

**Wrap Up** (0-5 minutes)

1. Review and wrap up activity: Ask everyone to think about one thing that they learned during this session and write down on a sticky note. Once they have shared their take away, have each person post it on a wall in front of the room. When everyone has added their sticky note to the wall, have all participants go look at others comments. Discuss common themes as a group. .

2. Close the session by thanking everyone and remind them to make sure they are replying to their their Area Rep, and use their Host Family Accounts and Host Family Handbooks to find important information.

**For Facilitator’s use**

**HOST FAMILY AGREEMENT**

Our family has volunteered to host a student with Youth For Understanding USA (YFU USA), so that, by sharing our lives with an international visitor, I/we may gain exposure to new ideas and perspectives and promote international friendship.

If selected to host a YFU student our family agrees to:

1. Read the YFU *Host Family Handbook*.
2. Participate in the required in person Pre-Arrival Orientation prior to the student’s arrival, as provided by our Field area, OR complete the required on-line Pre-Arrival orientation. Where schedules permit, YFU highly recommends combining both in-person and on-line orientations for excellent preparation to hosting.
3. Facilitate the attendance of our YFU student at all YFU-required orientation meetings (post-arrival, mid-year and re-entry) and show support for our student by having at least one parent attend the parent sessions, if offered by our Field area during the program year. YFU strongly advises that a host parent attend orientation parent sessions during the program to benefit from YFU content for host families.
4. Welcome our YFU student as a member of our family and assist in the student's adaptation to our family as well as to U.S. life and culture.
5. Provide a home environment for our YFU student, to include a bed (not inflatable or convertible) in a room with a door for privacy and an exit window or door to the outside for fire safety, a study area, and designated storage space for personal belongings.
6. Provide three nutritious meals per day, including family meals taken outside the home and school lunches.
7. Ensure our YFU student a bedroom shared with no more than one sibling who is of the same sex and between the ages of 10 and 22. Other situations must be approved by YFU and agreed to by the student and natural parents in advance.
8. Help our YFU student meet other Americans through introductions to friends, neighbors and classmates, and by encouraging our student to join clubs or pursue activities which will foster friendships with other teens.
9. Ensure transportation to school for our YFU student and help to arrange necessary transportation for our YFU student for extracurricular activities after school or in the evenings, by driving the student or by providing access to a bicycle, a bus, helping to arrange carpools, rides with friends, etc.
10. Ensure our YFU student access to a telephone for social purposes, for reasonable contact with natural parents and YFU representatives, and for emergencies, through full access to our landline or by helping the student obtain a cell phone.
11. Provide our YFU student with reasonable access to the internet for the purpose of e-mailing natural parents. Internet access may be provided from our home, a smart phone or a community resource such as a school or public library.
12. Not enter into any non-cancelable or term contracts (e.g., cell phone, health club, lessons) on behalf of the YFU student. Doing so will be at our own risk and YFU is not liable for any costs of such contracts should the student leave the program or our home prior to the end of any contract term.
13. Help our YFU student to become familiar with our community and its resources (e.g., interesting sights, location of and how to use the library and recreation facilities, location and layout of school building, shopping areas).
14. Accept and expect, at minimum, telephone, in-person, or email support contact from a YFU representative with the YFU student and a parent family member once per month. At least two of these contacts will be meetings in our home, one of which will occur within 60 days of our student's arrival. I/We will be flexible in facilitating the scheduling of the required monthly contact with our YFU student and our family. I/We understand that contact through text messaging or Facebook alone does not meet the monthly contact requirement.
15. Expect our YFU student to follow YFU policies (link below) and to obey all local laws. I/We will immediately report any violation of YFU policy or the law to our YFU Area Representative.
16. Work with our YFU student through open communication to solve problems, and to resolve difficulties and misunderstandings. If these remain unresolved, our family will contact our YFU Area Representative. I/we will also contact YFU if issues arise in our family's and/or student's adjustment, in our student's school performance, or if our family must withdraw from the program at any point after a student placement is confirmed for us. If we find it necessary to ask that that student be removed from our home we will give YFU not less than 3 weeks' notice in order that YFU may identify, screen and orient a new family for our student.
17. Notify YFU immediately of any emergency involving our YFU student, our family or the student's natural family, of any change in our household composition (adults moving in or out), parent marital status, change in our contact information (telephone numbers and e-mail addresses), a change in our place of residence, financial or employment status, or of criminal prosecution of a family member.
18. Provide responsible adult supervision (minimum age 21) at home for our YFU student should we be away overnight.
19. That YFU retains the authority to render any and all final decisions related to the student's welfare and program participation. In particular, I/we will adhere to the YFU Student Travel Permission and Dangerous Activities Permission policies, as these specifically protect my family from legal liability. I/We are not the legal guardians of the YFU student placed in our home, and should not sign any documents or releases as the legal guardian, with the exception of school-related permission forms.
20. Seek medical care for our YFU student should he/she become ill or be involved in an accident, and to provide transportation to providers of such care. We are legally empowered by the student medical release to arrange medical care for our student due to illness or accident. I/We will notify YFU immediately of any accident, hospitalization or serious illness. All students carry illness and accident insurance for the duration of the program. I/we understand that the insurance does not provide coverage for preventative care, pre-existing conditions, immunizations or required physicals for school or school sports, non-accident-related dental care, routine eye exams, glasses, or contact lenses; I/we will contact the YFU representative to arrange for natural family consent and payment for such expenses.
21. Respect the privacy of YFU students, host families, volunteers and staff by using information appropriately and preventing the misuse of personal information, including on social media sites.

Follow and accept rules the host high school may have about enrolling exchange students which limit the grade level(s) in which a student can be placed, which prohibit exchange students from obtaining a diploma and/or which govern participation in extra-curricular activities. I/we will expect our student to follow school rules while residing in our home. I/We certify that no member of our household has had contact with a coach regarding the hosting of an exchange student with particular athletic ability. I/We agree to share copies of any school documents pertaining to the YFU student with the YFU area representative or other YFU staff.

**LINES of communication for support in the U.S.**

When students and host families require support, contacting those who are best equipped to help allows the YFU support structure to work most effectively.

**Engagement Manager**

#### Volunteer Area Representative (Area Rep)

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Some areas also have a volunteer area coordinator   
who supports the area representatives.

#### Engagement Manager)

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### YFU USA Participant Support Department

Emergency Support: 800.424.3691

**student  
&  
Host family**

**Volunteer  
Area Rep**

**YFU USA**

**Participant Support Department**

**Activity: Group Work and the AR Role- Scenarios**

***Scenario # 1****- Gretel, a woman in her mid- 30s who immigrated from Germany to the US , as a teenager, was very excited to serve as an Area Rep in her community. Gretel met the student and host family in the first 2 weeks of the student arrival and the year was off to a great start. Each month Gretel enjoyed taking the student out for coffee, or going for a bite to eat. In January, at the Mid-Year orientation, the orientation leaders were chatting with Gretel about her experience as an Area Rep and she was thrilled with the relationship she had created with the student. When questioned about how the host family was doing, Gretel responded that she had not reached out to them but “they are fine”.*

***Question: What is wrong with this scenario? What should the family do?***

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***Scenario # 2****- Coming to America may have been the biggest mistake of my life, thought Anastasia. The language is so hard, making friends is so difficult and even though my host family makes healthy meals every night, I just don’t like the food. I talk or chat with my family back in Russia every day, and I just don’t think I can stay. My Area Rep keeps calling me, but I don’t want to talk to her because my English is not very good. I guess I’ll just tell my Russian parents I need to come home.*

***What is wrong with this scenario?***