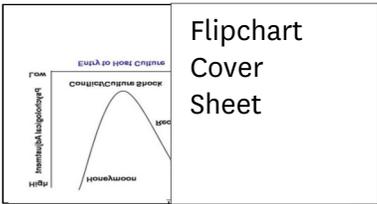




<u>Orientation</u>	Re-Entry
<u>Session Overview</u>	<p>This quick session introduces students to the stages of Re-Entry in preparation for their return home. During this session, students will reconnect with concepts related to cultural adjustment and build on this through the introduction of the “W-Curve.” They will then explore the stages of Re-Entry and reference Amelie’s letter to understand Reverse Culture Shock.</p> <p>Note the following lesson icons throughout the session:</p> <ul style="list-style-type: none"> <li>• - this indicates a take away point that should not be missed during the lesson</li> <li>✓ -this indicates a question or idea that can be used to facilitate a conversation</li> </ul>
<u>Learning Objectives</u>	<p>Students will:</p> <ol style="list-style-type: none"> <li>3. Make a plan for departure and saying goodbye.</li> <li>4. Be prepared for re-entry to their home countries by examining the re-entry process and adaptation strategies.</li> </ol>
<u>Participants</u>	<input checked="" type="checkbox"/> Students <input type="checkbox"/> Host Parents <input type="checkbox"/> Natural Parents <input type="checkbox"/> Host Siblings
<u>Format</u>	<input type="checkbox"/> Highly Active / Interactive <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Some Activity / Interactivity <input type="checkbox"/> Independent
<u>Duration</u>	About 35 minutes
<u>Group Size</u>	25 or less; for groups larger than 25, divide as needed
<u>Minimum Staffing</u>	1 lead facilitator and additional facilitators as needed for larger groups
<u>Materials Needed</u>	<ul style="list-style-type: none"> <li>• 4 Stages of Re-Entry Handout, cut apart: one per group (4 groups)</li> <li>• 4 Paperclips or envelopes- one per group</li> <li>• “W-Curve” visual on flipchart or PPT slide</li> <li>• Adjustment curve from mid-year: one per student</li> </ul>
<u>Preparation</u>	<ul style="list-style-type: none"> <li>• Create the W Curve on flip chart paper.</li> <li>• Display W curve with right half covered to reveal during the explanation of the W curve. Do this with two pieces of paper taped together (landscape layout) with the Adjustment Curve (simple upside down U-shaped) covering one whole piece and the second half of the curve (making it a W) on the second piece. Hang the full W at the front of the room, but use a plain flip chart to cover up the second half so to begin the session, students can only see the U-shaped curve, as a simplified adjustment curve.</li> </ul> <div style="display: flex; align-items: center;">  </div>

## INTRODUCTION (5 minutes)

1. Tell students that this session focuses on preparing them for their return to their home country and the readjustment process. Introduce this session using the following bullet points as a guide:
  - It is very natural to feel many different emotions such as sadness, confusion, anger and frustration, while simultaneously being excited about going home and seeing family and friends.
  - Just as you went through stages of adjustment in the US, you will also go through adjustment stages when you return to your home country
  - This readjustment is called Re-Entry, and there are four stages. We will talk about these stages now.

## ACTIVITY #1: THE “W-CURVE” (10 minutes)

1. Handout the adjustment curves the students completed at the mid-year orientation. If these not are available, show the simplified adjustment curve on a flipchart (the U-shaped curve).
2. Give students 5 minutes to complete their **adjustment curves** from the Mid- Year orientation, if these are available. Following the brief work period, ask students to talk about how they have adjusted since the mid-year orientation.
3. Then, explain to students that even though the exchange experience is coming to an end, and they have moved from visiting to belonging, the adjustment curve will continue.
4. Remove the second sheet of paper from the flipchart showing the W-curve to show the students the second half of the curve, and that the U-curve turns into a W-curve.

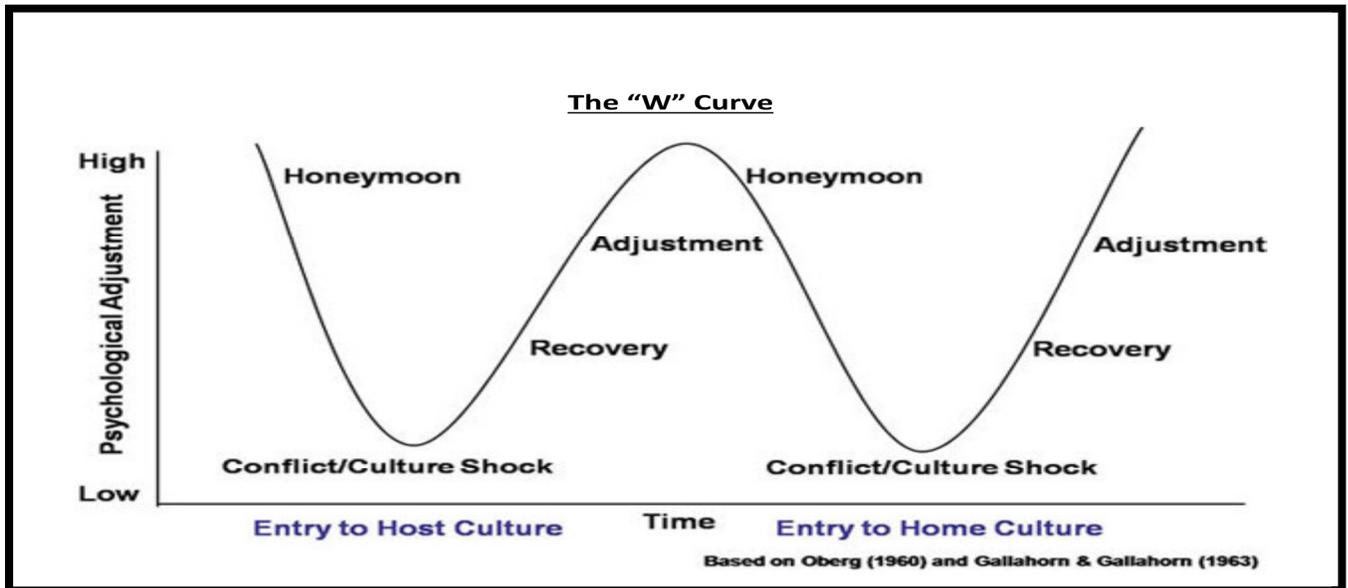
Just as all exchange students are individuals, everyone’s adjustment curves will also vary a great deal.

5. Point out the horizontal axis that represents **Time** and the vertical axis that represents **Psychological Adjustment**. Point out the labels “Entry to Host Culture” and “Entry to Home Culture.”

Ask the students: “What is happening in the second half of the W? Why is this significant?”

*Answers:*

- *It is showing the process of adjustment when you return home.*
- *There are the same stages when you adjust to your home country as when you arrived in the US.*
- *This will happen to us when we go home.*



6. Point to the stages on the second half of the W curve. Ask the students if they have any ideas about what might be happening during these stages (Honeymoon, Reverse Culture Shock, Recovery, and Adjustment) when they first return home. *Answers will vary.*
7. Based on the answers, clarify and provide additional examples.

## **ACTIVITY #2: STAGES OF RE-ENTRY SORTING ACTIVITY**

(15 minutes)

Note to facilitator: This activity requires the students to match the Re-Entry stage description with the correct heading. Follow the directions below. Prior to this activity, cut the 4 stages of Re-Entry apart, separating each description from the heading. Place all 8 strips (heading and description) into an envelope or paperclip them together. For each group of students, you will need an envelope with all four descriptions and all four headings.

1. Divide the students into 4 small groups by counting off from 1-4 around the room.
2. Give each group the envelope with strips and ask the students to match the stage descriptions with the proper heading. Provide students with a few minutes to do this. Facilitators should walk around the room and confirm that teams are matching these correctly.
3. Once a group has correctly matched the stage with its name, the facilitator will assign one of the Re Entry stages to each of the 4 groups (Honeymoon, Reverse Culture Shock, Recovery, Adjustment) to focus on and discuss in detail. Ask the groups to read the

description and provide examples, both funny and serious, about what they think will happen during that stage when they return home. Provide flipchart paper so they can draw pictures, write words, etc. related to their assigned stage.

4. When there is 8 minutes left, pull the smalls groups back together for a group review.
5. Going in the order of the stages (Honeymoon, Reverse Culture Shock, Recovery, Adjustment) ask the groups to describe the stage they were assigned and share their examples and highlights of their discussion: Correct any inaccuracies as needed.
1. Ask the students to listen closely and recall the following phrase from Amelie's letter.
  - *I always like to describe this feeling with "a key suddenly not fitting back into its lock anymore."* Ask for students to identify the stage of Re Entry Amelie may be in when she experiences this feeling.

*Answer: Stage of Re Entry is Reverse Culture Shock.*
2. Based on participants' responses, provide additional details on why Reverse Culture Shock occurs. Explain that-

Reverse Culture Shock occurs because:

- One has fully adjusted to a new way of life, but now returning home, one needs to adjust again, back to the home country culture.
- Expectations of one's home country are not in line with reality and this causes confusion.
- The shock of returning home is often unexpected and unanticipated, making this shock more intense.
- There are intense feelings associated with returning to one's home culture, but at the same time, one might feel like a stranger in their own home culture.
- Robin Pascoe, author of *Homeward Bound*, writes: "Re-entry shock is when you feel like you are wearing contact lenses in the wrong eyes. Everything looks *almost* right."

**OPTION:** If there is additional time, or if the event is an overnight, there is an additional activity relating to this session. This activity can be found on the Re-Entry Orientation home page or ordered on the Re-Entry Materials Order Form and is call called the **PREDICTION COLLAGE**. This activity asks students to make predictions about Reverse Culture Shock.

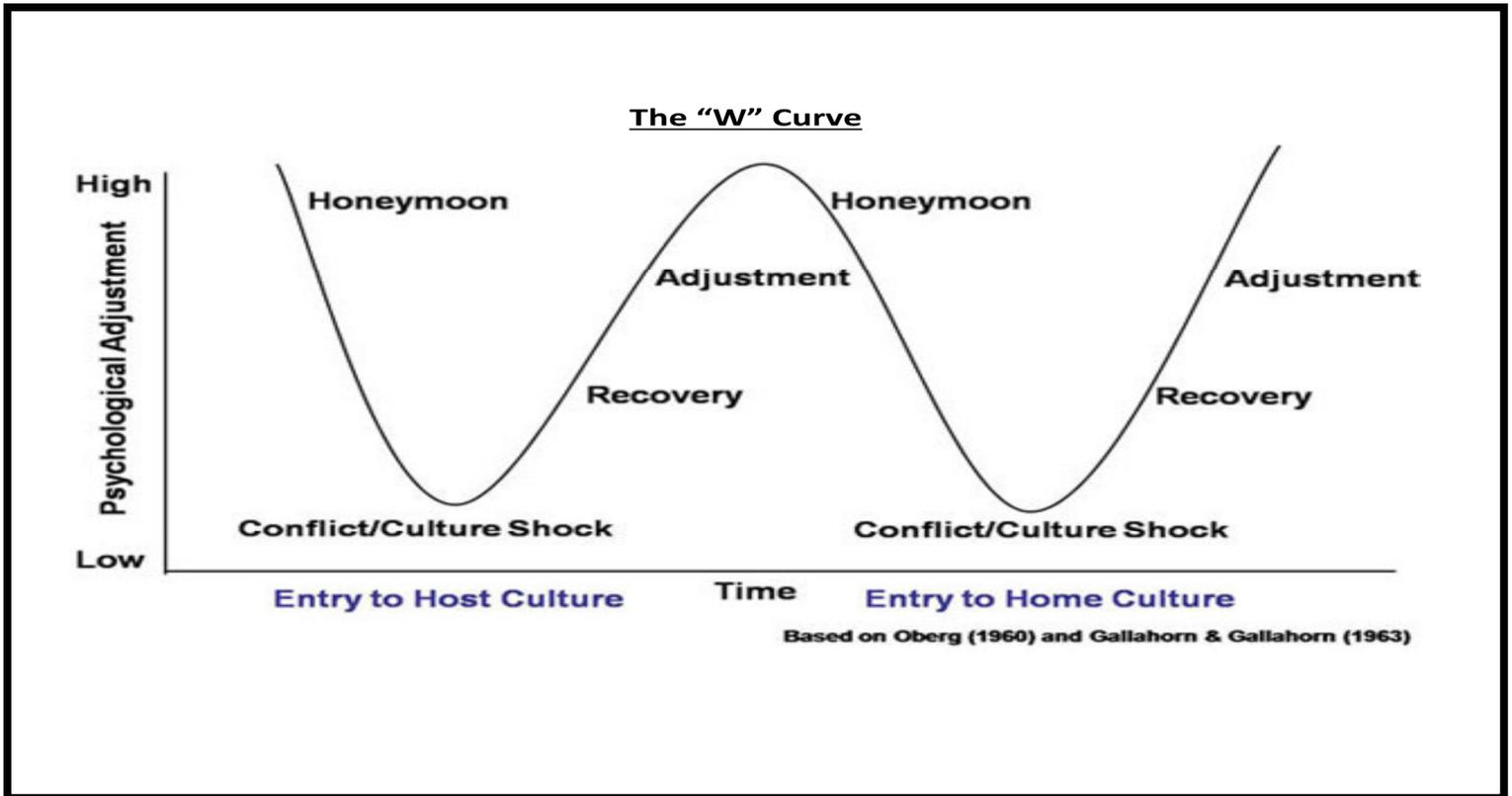
## **WRAP UP** (2 minutes)

To close this session, the facilitator should review the following points:

- We know that returning home is not always easy and it is normal to be nervous.
- Just as when you arrived in the US, there are stages of adjustment. Don't be surprised by the stages of Re-Entry. Just as you were able to adjust to the US, you will be able to readjust to life back in your home country.
- In the next session, we will talk in detail about some of the readjustment challenges and we will give you strategies to help you.



YOUTH FOR UNDERSTANDING  
Intercultural Exchange Programs



# THE STAGES OF RE-ENTRY SORTING ACTIVITY

TO BE CUT APART AND USED FOR SESSION # 3, ACTIVITY # 2

(DO NOT PRINT DOUBLE SIDED)

-----cut here-----

## Stage 1 - The Honeymoon

-----cut here-----

*Similar to when you first arrived in America, upon return to your home country you may experience a “honeymoon” stage characterized primarily by positive feelings and excitement about being back home; seeing friends and family, sleeping in your own bed, eating your favorite foods, etc. You may even have a heightened sense of awareness of your surroundings, almost as if you are seeing things for the first time, in slow motion, or watching a movie. This temporary shift in perspective may also cause you to be surprised by things that were once so familiar to you; the room where you sleep, the corner market, the smell of the air, the traffic, or lack thereof, in the streets, etc.*

-----cut here-----

## Stage 2 - Reverse Culture Shock

-----cut here-----

*In this stage the “honeymoon” is over and you experience a let-down. You may feel frustrated, alone, and/or like an outsider or a foreigner in your own country. You may also find yourself irritated with others for no apparent reason and frustrated at not being able to express yourself in your language as well as you would like. You probably feel “homesick” for America, disoriented and maybe even resentful about the fact that you are back home. Your home country will be different from how you remembered it. You may also find that many of your friends and family members have lost interest in hearing about your time overseas and you will really feel the need to connect with others who can relate to what you are going through.*

## **Stage 3 – Recovery**

-----cut here-----

*This stage is characterized by a gradual re-adjustment to life at home. Less and less about life “back home” surprises, angers or frustrates you. Any self-imposed isolation subsides and you can more easily express yourself in your native language. You begin to fall into familiar or new routines which provide rhythm to your daily life.*

-----cut here-----

## **Stage 4 - Adjustment**

-----cut here-----

*At this point you will have found your place, so to speak, back home. You will have established or reestablished relationships with a circle of people with whom you feel comfortable and have a more balanced perspective on both life in your home country and in America. You may find that your behaviors, beliefs, attitudes and values have shifted a little or a lot as a result of your cross-cultural encounter. We also hope at this stage you will recognize the many ways in which you have grown as a result of your experience and actively seek out ways to use the knowledge, skills and attitudes that you gained in the process.*