**Session #4**

**Saying Goodbye**

**Facilitator Note:** There are **several** optional activities (Graffiti Wall, Aspects of Goodbye, Goodbye Timeline, Goodbye Plan and Things We Will Miss) that are directly related to this session. These are found on the orientations Re- Entry page. <https://www.yfuusa.org/reentry>

The Goodbye Timeline and the Goodbye Plan, after this session, are very good activities for the student and host family to do together as they involve both the student and host family.

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| Orientation | Re-Entry | |
| Session Overview | During this session, students will work in teams and individually to explore the different aspects of saying goodbye. There are two activities including: putting themselves in their host families’ shoes and packing a suitcase with an additional optional activity to prepare students to write thank you notes and/or create a “Pay it Forward” message for next year’s students and families if there is time. Facilitates can choose which activities they would like to do during this session.  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 | |
| Learning Objectives | Students will:   1. Make a plan for departure and saying goodbye.   4. Be prepared for re-entry to their home countries by examining the re-entry process and adaptation strategies. | |
| Participants | ☒ Students  ☐ Natural Parents | ☐ Host Parents  ☐ Host Siblings |
| Format | ☐ Highly Active / Interactive  ☒ Some Activity / Interactivity | ☒ Discussion  ☐ Independent |
| Duration | 35 minutes + 15 for optional thank you note activity (50 minutes with the thank you note activity) | |
| Group Size | Any size | |
| Minimum Staffing | 2 facilitators – one to record on flipcharts | |
| Materials Needed | * Flipcharts * Worksheet: *Host Family Shoes*, Suitcase handout * OPTIONAL: Thank you notes, envelope for each student, Host family address list, addressing envelope examples at end of session * OPTIONAL: *Things We’ll Miss…* | |
| Preparation | * Prepare flipchart: *Tips for a Positive Goodbye*   *Tips for a Positive Goodbye*  Put yourself in your family’s shoes  Follow the rules  Balance time between family and friends  Tie up loose ends | |

**Introduction & Warm Up: Amelie’s Letter** (5 minutes)

1. Introduce the session by either reading the following text from Amelie’s letter, asking a student to read it aloud to the others, or simply reviewing and paraphrasing this section of her letter.

*When I was leaving the US, I was freaked out with everything changing: me having to leave, having to decide which things I was gonna take with me, and how to say goodbye to certain people, friends, places and habits. You may not be experiencing the same thing. I remember hearing about situations and problems related to leaving, but, I was like "Well, no, I don't really think I am going through anything like this," and I hope you aren't going through any huge problems right now or when you arrive home; but realize that it will probably happen.*

1. Facilitate a conversation about the letter and ask students if they have started to think about their final weeks in the US and saying goodbye to friends and their host family. Use the following discussion questions or develop your own:

* What are some of the things that are “freaking” Amelie out?
* Why do you think this is stressful for her?
* Do you have similar concerns? When you think about getting ready to say goodbye, what “freaks” you out?
* Has anyone started thinking about how they will say goodbye? What kinds of plans are you making?
* How will you say goodbye to your family?

**activity #1: PUTTING YOURSELF IN YOUR HOST FAMILY’S SHOES** (20 minutes)

1. Begin this activity by asking someone to explain what it means to: *put yourself into someone else’s shoes*? (*Considering things from someone else’s point of view.)*
2. Point out to the students that saying goodbye can be as hard on host families as it is on students.
3. Tell the students that they will now work in teams to think about the goodbye process from their host families’ perspectives.

**DIRECTIONS**

1. Place students in small groups to work together; keep teams under four students per team. Pass out one *In My Host Family’s Shoes* worksheet to each group.
2. Students work together in their teams to discuss the questions and develop answers. Teams will have 10 minutes to discuss and complete their worksheet. Remind students to think about the common feelings related to saying goodbye that were just discussed
3. After the 10 minute work period, bring the teams back to the large group for a discussion.
4. Read each question aloud on the *My Host family’s Shoes* worksheet and ask groups to share their responses.
5. Wrap Up Discussion: Ask a student to read the Tips for a Positive Goodbye flipchart. Ask students to share an additional tip that they think will be helpful when saying goodbye. Fill in important information gaps about a positive goodbye:

**Put yourself in your family’s shoes**

* Families need closure too, make special time to say thank you and talk with each family member about the experience. Be careful of making promises you cannot keep.

**Follow the rules**

* Don’t take risks of ending your exchange on a “bad note”. Students can be sent home early if they break certain rules.

**Balance time between family and friends**

* While it is important to say goodbye to friends, don’t forget that your family has hosted you the entire year. Be careful to not hurt your family’s feelings by only spending time with friends.

**Tie up loose ends**

* Return library books, text books, sports uniforms. Check with the guidance counselor to get transcripts if necessary. Make sure there are no unpaid bills in your name.

1. Close the discussion by asking: Why do you think we did this activity? *Answers will vary. (Encourage the students to understand that their families are also sad to say goodbye and the students should remember to take their families’ feelings into consideration as they prepare to leave.)*

***OPtional - activity #2* Thank you Notes** (15 minutes)

**Facilitator Note:** If there is time, students can write thank you notes to those family members, teachers and others who have impacted their experience. If there is not time for students to sit quietly and write thank you notes, be sure to spend a few minutes talking about the importance of thanking those people who have impacted their experience.

* Explain that in the US, it’s customary to write thank you notes to people who have offered support and encouragement.
* Ask students to think a bit about who (host family, YFU Area Rep, special teacher or coach) they need to thank before they depart.
* Tell students these notes will be stamped and mailed after their departure from America.

**DirectionS**

1. Pass out cards and envelopes.
2. Display the sample of a properly addressed envelope so students can see how to address an envelope.
3. Let students find a quiet place to write for a few minutes.
4. As students complete their notes, facilitator collects completed cards in sealed and addressed envelopes.
5. The thank you notes that are collected by facilitators and will be mailed to their host family after the student departs the US.

***OPtional Activity* # 3- Packing a suitcase** (10 min)

It is essential that this activity is snappy and upbeat. By being brisk, we mean fast-paced. You will notice there isn't even an introduction to this one.

1. Leader grabs the handout (suitcases) hurriedly from table and says: Oh, it's late. We are running out of time. Quick! Take your suitcase and get packed! You only have 5 minutes hurry!
2. Leader passes out suitcases (handout) and pencils quickly to students and encourages them to fill themas directed on the sheet. After five minutes, ask what people have packed. Some of their answers may include:

Optional ACTIVITY: *things we will MISS*

Directions:

In groups students develop lists of: Things, People and Places We Will Miss

After this brainstorming, ask each group to share their list. Hang all of these lists on the wall to share with families.

**Save flip charts to display for upcoming Pre-arrival and Post Arrival Orientations!**

Objects Attitudes, personal traits

*Passport patience*

*Clothing openness*

*Gifts love for a new family*

*Photos confidence in myself, etc.*

Knowledge, skills Interests that will continue

*English Interest in people of other cultures*

*Knowledge of US Keeping in touch with my HF*

*Able to adapt to new places Sharing my experiences with others*

1. Now ask students to think of home - their home country, city or town, house, natural family and friends. What are they looking forward to when they return –
   * + What people are you looking forward to seeing?

(family, relatives, special friends, neighbors, teachers, etc.)

* + - What things are you looking forward to? (foods, sports, etc.)
    - What places are you looking forward to?

(own room, house, neighborhood, school, eating or recreating places, etc.)

* + - What things do you want to do in the first few days, weeks after arriving?

(visiting people and places, eating a favorite food, showing all my pictures)

**Wrap up** (5 minutes)

* After collecting the thank you notes ( if the students have written them), tell students that the orientation is almost over.
* Ask students if they have any last questions about saying goodbye and how to prepare for departure.
* Remind students that while this is a difficult time, they should treasure these remaining weeks and be proud of all they have accomplished.

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**In My Host family’s Shoes**

1. How do you think your host family might act if they are having difficulty saying goodbye to you?
2. How do you think your host family will feel a week before you go?
3. What kinds of things do you think your host family wants to do with you before you leave?
4. Who should go to the airport with you? (This is an important discussion to have with your host family!)
5. How will your host family remember you after you have left?



**Sample Thank You Notes/envelope**

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, 2016

Dear Ms. Smith,

Thanks for all of the extra time you spent helping me during my exchange experience. Because of your influence, my time in the US has been life changing, I hope you will encourage other American students to travel abroad with YFU by directing them to our website at yfuusa.org. I really appreciate your time and effort and will always remember your kindness. I would love to stay in touch with you, so here is my email address—Gratefulstudent@xxx.com

Thanks,

Grateful YFU student

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

Senders’ return address

Either in the US or

International Address

John Jones (Name of Person)

123 Smith Drive (house number/street name)

Washington, DC 20000 (city,state,zipcode)

stamp

