SESSION #1

weLCOME

|  |  |  |
| --- | --- | --- |
| Orientation | Re-Entry | |
| Session Overview | The Welcome session introduces and sets the tone for the orientation. In this session, Amelie’s letter will be read to outline the key topics for the orientation. The facilitator will also review the objectives and agenda.  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 | Students will be able to ….   1. Identify the skills they have developed during their exchange experience and celebrate how their personal culture has changed. 2. Recognize that the end of the exchange brings many emotions and saying goodbye is difficult. 3. 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 | ~25 minutes | |
| Group Size | Any size | |
| Minimum Staffing | 2 facilitators | |
| Materials Needed | * Flipchart or PowerPoint slide with agenda * Flipchart or PowerPoint slide with Re-Entry Orientation Objectives * Two Flipcharts or PowerPoint slides with the following discussion prompts:   + The BEST Thing About My Exchange Year… or use the New Me worksheet prompts from Re Entry session # 2.   + What concerns me most about going home… * PowerPoint slide of Amelie’s letter * OPTIONAL: Ball of yarn or small ball for icebreaker | |
| Preparation | * Prepare flipcharts/slides with   + agenda   + prompts listed above (these are shared with host families in last session) | |

Introduction - including ice-Breaker (10 minutes)

# Facilitator note: This session should start with an upbeat tone and it’s important to be fairly quick. Throughout this orientation, Amelie’s letter will be referenced and discussed. This letter is from an actual international exchange student and it outlines some of the key themes related to saying goodbye to American friends and family and returning to one’s home country. In this first session, introduce Amelie and let students know that her letter is meant to help them think deeply about their return home.

Additionally, there is a handout (**Aspects of Goodbye handout**) we have added to the end of the curriculum for each presenter to read through to give you some information about the emotions the students and families may experience during the orientation and prior to the departure of the student.

that is a good resource as the day unfolds and the students think deeply about returning home.

1. Greet and welcome students to the Re-Entry Orientation. Check to be sure all students have signed the sign-in sheet.
2. Provide information on logistics, such as location of bathrooms, other rooms or classrooms that will be used, and any other details.
3. Read through the agenda so the students are aware of the timeframe for the day.
4. Introduce facilitators and other volunteers.
5. Student Introduction Icebreaker: Choose 1 of the 2 options below, or any other icebreaker that gets the students physically moving and allows them to quickly share the best aspect of their exchange.

**Have extra time?**

**Ball of Yarn Discussion Idea:**

*After the completion of the web, ask the students to look at the web. The web is all connected and complete.*

*Ask: What other connections have you made? Do you feel that this experience in the US is completed? Why or why not?*

**OPTION 1: BALL OF YARN:** For this icebreaker, ask students to form a circle. The facilitator, holding the end piece of a large ball of yarn, gently tosses the ball to someone in the circle. While holding the end piece of yarn, the facilitator states his/her name, and gives an example of the best thing about the exchange experience or use the “New Me” worksheet questions from the next session to vary the activity a bit. If using the ‘Best Thing’ theme, another volunteer records students’ ‘Best Thing’ responses on a flipchart. While holding the end piece, the ball of yarn is then gently tossed to someone else in the circle to state their name and state the “best thing about the exchange experience” or respond to the statement asked by the volunteer if using the “New Me” worksheet questions. Yarn is tossed to everyone present. The result is an amazing web, comprised of everyone’s contributions and participation.

**OPTION 2: GROUP JUGGLE:** Students form a circle. Facilitator states his/her name, gives an example of the best thing about the exchange experience. Another volunteer records students’ ‘Best Thing’ responses on a flipchart. Leader then gently tosses the ball to someone else in the circle until the ball is tossed to everyone present.

ACTIVITY# 1: Amelie’s Letter (10 minutes)

1. Facilitate a conversation to introduce “Amelie’s letter” using the bullet points as a guide (or develop your own):

* Here is a letter written by a German exchange student after she returned home. She lived in the US in 2013. She was a YFU exchange student.
* She wrote a letter about how she is handling her adjustment back in Germany.
* We will look at this letter throughout the day.

1. Display the letter on a slide, if possible, and ask a volunteer or a student to read the letter out loud.

1. Engage the students in a brief group discussion using the following questions, or develop your own using these bullet points as a guide:

* What surprised you about the letter?
* How is Amelie feeling?
* Can you imagine feeling this way? What would make you feel this way and why?

1. Explain that the letter outlines some of the feelings and concerns that students may have as they are departing and readjusting to life in their home country.
2. Ask the students to take a moment to think about any concerns that they have about going home. **Write these on the flip chart to share with host parents in the last session.** Tell them that throughout the day, they can write more questions or concerns about going home and throughout the day, these will be addressed.
3. Explain the purpose of the orientation by reading through the objectives of the Re-Entry Orientation beginning with:

*Students will be able to…*

* Identify the skills you have developed during your exchange experience and celebrate how your personal culture has changed.
* Recognize that the end of the exchange brings on a lot of emotions and saying goodbye is difficult.
* Make a plan for departure and saying goodbye.
* Be prepared for re-entry to your home country by examining the re-entry process and adaptation strategies

WRAP UP (5 minutes)

1. Wrap up this session by sharing the ***agenda (agendas will vary depending on start time and selection of activities)***
2. Tell the students that this is their last orientation and YFU wants to help them prepare to return home, so they need to ask questions and participate in order to make the most of the day.

Amelie’ s letter

***Dear Exchange Friends****,*

When I was about to leave my home country to come to the States, I wasn't really scared. Sure, I was pretty excited and maybe a bit nervous, but never scared. But, when I had to leave my new found home-country, the US, I was scared out of my mind.

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 that," 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.

What I also spent a lot of time thinking about was returning back to my German school and how to actualize and share my experiences with others so I wouldn't lose them or forget. How do you explain such amazing experiences? There were a couple other fears, but all in all, they are all summed up in me being scared of not feeling home in my own home country and not being able to re-adapt to the culture and people I had grown up with. I always like to describe this feeling with "a key suddenly not fitting back to its lock anymore".

Also, when you left your first home county you had a certain personality and now that you are about to leave the States you realize you have changed a lot. You may not feel it now or the first days after your re-entry, but you will notice as soon as you see yourself changing back to the old you. Don't get this wrong: you won't change back completely but you definitely have to find a balance. That was something I was really worried about too. I liked my new me and I didn't want to go back in time again to the old me.

So, now a year later, after exchange, I think I never will stop being homesick because I have two homes now and I can't be both places at the same time. But I have my own second home, in the US, so I think that was totally worth it! My advice to get through your first year back in your home country: Don’t take everything back in the US for granted, and don't think back about the things you could have done. We all have experienced something great and I don't ever want to forget it. To me, it still sometimes feels like my time in the US was a dream. But I have figured out that I need to use what I have learned, appreciate what I was allowed to experience and combine my two lives (my American me and my German me).

*Good luck!*

***Amelie***



objectives of YFU Re-entry orientation

1. Identify the skills you have developed during your exchange experience and celebrate how your personal culture has changed.
2. Recognize that the end of the exchange brings on a lot of emotions and saying goodbye is difficult.
3. Make a plan for departure and saying goodbye.
4. Be prepared for re-entry to your home country by examining the re-entry process and adaptation strategies.

Session #2

“The New Me”

|  |  |  |
| --- | --- | --- |
| Orientation | Re-Entry | |
| Session Overview | During this session, students will identify and discuss the ways they have changed as a result of their exchange experience. The session begins with the students reflecting back on the goals they set during the Mid-Year Orientation. Then they will do an activity called “The New Me” to articulate how they have grown through the year and how their Personal Culture has changed. Finally, they will briefly look back at Amelie’s letter and reflect on how the exchange experience changes a person and how to celebrate that change.  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 | Students will:   1. Identify the skills they have developed during their exchange experience and celebrate how their personal culture has changed. 2. Recognize that the end of the exchange brings many emotions and saying goodbye is difficult. | |
| Participants | ☒ Students  ☐ Natural Parents | ☐ Host Parents  ☐ Host Siblings |
| Format | ☐ Highly Active / Interactive  ☒ Some Activity / Interactivity | ☒ Discussion  ☐ Independent |
| Duration | 45 minutes | |
| Group Size | Any size | |
| Minimum Staffing | 2 facilitators | |
| Materials Needed | * Mid-Year Goal Envelopes (if these are available) * New Me worksheet: one per student * Flipchart from Session #1- The BEST thing…. | |
| Preparation | * On flipchart paper, write out all the New Me questions (so they can be reviewed as group). * Refer to the example of a completed “New Me” worksheet | |

Facilitator notes: This session is about reflecting on how the exchange experience has changed students’ personal cultures. Throughout the session, remind students that *Personal Culture,* (also known as *Individual Culture*) **includes**: race, ethnicity, language, national culture, community culture, neighborhood culture, friends and family, hobbies, and preferences. Attitudes, beliefs, and values also influence how one approaches life and is also part of one’s Personal Culture/Individual Culture. Experiences (such as going on exchange) that influence our attitudes, beliefs, and values have a significant impact on Personal Culture. It is with this mindset, that this session delves deeply into the experiences and accomplishments that have occurred during the exchange experience as these have greatly influenced the student’s Personal Culture.

Warm Up: Mid-YEAR GoalS DiScussion (10 MINUTES)

**Facilitator notes**: This introduction is intended to be a **quick discussion** to help students think about all they have accomplished during their exchange. If the mid-year goal setting activity was not completed during the mid-year orientation, or if the goal letters are not available, ask the students to complete a quick ***time travel*** and think back to the goals that they had set at the mid-year orientation, as well as at the beginning of the exchange program. In some orientations, students wrote concerns on the back-side of their goals. If this is the case, let them know that these will be addressed in Session #4 later in the orientation.

The goal of this quick warm up is to get them up and moving and realize that even if they did not reach their goal, that is OK, as we help them realize how much they have grown and learned throughout this experience anyway.

1. Pass out the mid-year letters (see note in box above if these are not available).
2. Share the discussion questions below with the students (on flip-chart or PPT slide)
3. Give the students 2 minutes to read their goals and reflect on the questions.

The students are going to respond to their feelings about how well they accomplished their goals by getting up and putting themselves along a continuum, and then briefly sharing why they feel that way.

Post signs along the wall or floor or on a continuum on one end is PROUD, in the middle is IN BETWEEN and on the other end is A LITTLE DISAPPOINTED

Proud In between A little disappointed

And then the facilitator says: Let’s consider how you feel about how well you accomplished the goal you set for yourself at the Mid Year Orientation. Place yourself along the continuum and let’s talk about why you put yourself in that spot. Share the discussion questions (at end of session to use on slide) with the group and ask for a few of them to share their responses.

Then, ask a few more of the prompts below so they may place themselves along the continuum according to other aspects of this experience that have given them growth and success!

Goals regarding your progress learning English

Goals about trying new foods

Goals about making American friends

Goals about getting along with your host family.

Goals about taking risks

1. Use the discussion questions below, or create your own to have a brief conversation about their accomplishments.

Discussion Questions for mid year goals

* What is the first emotion or thought that comes to you when you read the goals (or think back on the goals) that you had set earlier this year?
* Are you surprised about anything you wrote down? Why or why not?
* Which goals did you accomplish? Which ones make you the most proud? Record their responses on flipchart from Session # 1 titled, “The Best Thing About My Exchange Year…” to share in last session with host parents.

Transition the discussion to think about any disappointment that students might feel if they did not achieve a goal. Try to keep this positive and help students see that there is opportunity for learning and growth even when goals are not achieved.

* Are there any goals that changed for you or goals that are no longer important? Why did these change?
* How will you let go of these goals or will you make plans to try to accomplish them in the future?
* It’s okay if you didn’t reach all your goals. Sometimes when we don’t reach a goal, we learn an unexpected lesson instead. What unexpected lesson did you learn or accomplish, that may not have been on your original list of goals?

ACTIVITY #2: The “New Me” (25 minutes for entire activity #2)

Facilitator notes: During this activity, the students will be thinking about their experiences and how they have changed and grown. The *New Me* worksheet will help students articulate their **new** *Personal Culture.* The terms PERSONAL Culture and Individual Culture can be used interchangeably throughout this session. Explain that it is likely that their Personal Culture/Individual Culture has changed as a result of their experiences living in another culture. If necessary, remind the students about the iceberg analogy (cultural behaviors are those above the water, whereas values and beliefs are below the water and often cannot be seen).

1. Introduce the activity by asking the students to think about how they have changed over their exchange year.

* How many of you feel like you are a different person now than you were nine months ago?
* Why, what has happened that has made you different?

1. Explain that their experiences and accomplishments this year have created and influenced their Personal Culture, also known as their Individual Culture, resulting in the “New Me.”

Directions for “New Me” Activity

INDIVIDUAL Work (8 minutes)

1. Tell the students that they will work individually and think about responses to some questions about how they have changed over the exchange year. They will then need to summarize their responses using just a few words or a phrase. (A completed worksheet with sample answers is at the end of this session.)
2. Provide them with an example by reading Question 1 aloud and asking for student responses. Based on a student’s response, demonstrate how to summarize the thought into 3 or 4 words which will be written on the worksheet.
3. Pass out the *New Me* worksheet and tell the students that they will have 8 minutes to write down their responses to the questions that make up their *New Me.*
4. Give the students a 3 minute warning and tell them that soon they will work in pairs or groups of three to share their New Me.

The “new me” Partner Work (10 minutes)

1. Once the 8 minute work time is over, ask the students to find a partner.
2. Students will have 10 minutes to work as partners to discuss their New Me and decide on their key words.
3. Explain that each person needs to share their *New Me* with their partner by reading some of their favorite responses to the questions on the worksheet.
4. Then, explain that each pair needs to help each other choose three key words that best represents or describes their *New Me*. Have students write these words inside the stick figure on their own handout using the 1,2,3 numbers provided. For the final prompt where they choose summary words, they can use whatever words they would like; share some examples:

* *Adjectives (describing words) such as adventurous, curious, reflective, fulfilled, or intelligent.*
* *Or nouns (things) to represent the New Me, such as a bird because you want to soar all over the world; or a rose with thorns with the rose representing the beauty of growth, and the thorns representing the hard times.*

DISCUSSION (7 minutes)

1. After sharing their *New Me* with a partner, bring the whole group back together to have a discussion about Personal Culture and their *New Me*.
2. Ask the following questions or develop your own:

* What are your favorite parts of your *New Me?*
* What key experiences changed or influenced your Personal Culture, or helped develop your *New Me*?
* What were your favorite experiences or accomplishments?
* What were the most difficult experiences? Did these help you grow? How and why?
* Ask students what words they came up with to describe or represent their New Me?
* What is the significance of these words or what do these words represent?

*Student answers will vary.*

wrap up (5 minutes)

1. For the wrap up, the facilitator will read the following section of Amelie’s letter and ask students questions about their interpretation of the letter.

*Also, when you left your first home country you had a certain personality and now that you are about to leave the States you realize you have changed a lot. You may not feel it now or the first days after your re-entry, but you will notice as soon as you see yourself changing back to the old you. Don't get this wrong: you won't change back completely but you definitely have to find a balance. That was something I was really worried about too. I liked my new me and I didn't want to go back in time again to the old me.*

1. Use the following questions or develop your own to encourage reflection on key points from Amelie’s letter.
   * What do you think she means in this part of the letter?
   * What does she mean by “balance”; what is she trying to balance?
   * What is the best thing about your New You that you will try not to lose?
2. Explain to the students that during the next session, they will think about how they will bring the *New Me* home as they adjust to life back in their home country.



**DISCUSSION QUESTIONS FOR MID YEAR GOAL ACTIVITY**

* What is the first emotion or thought that comes to you when you read the goals (or think back on the goals) that you had set earlier this year?
* Are you surprised about anything you wrote down? Why or why not?
* Which goals did you accomplish? Which ones make you the most proud?

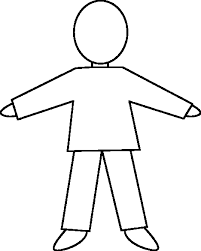


**the new ME Worksheet**

**identifying your personal culture**

1. What is something you did this year that you will remember for the rest of your life?

6. What is something that was hard for you at the start of the year, but is easy now?



7. In what area do you feel you made your biggest improvements?

2. What is something you accomplished this year that makes you proud?

1.

2.

3.

4. What was the nicest thing someone did for you this year?

3. If you could change one thing that happened this year, what would it be?

8. What person in your exchange experience has made the biggest impact on your life this year? Why?

9. What is something you taught someone this year?

5. What new skill did you learn this year?



**the new ME Worksheet (with examples)**

**identifying your personal culture**

6. What is something that was hard for you at the start of the year, but is easy now?

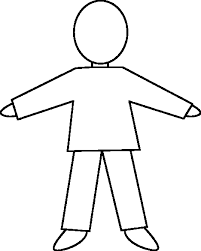
*Starting a conversation with someone new.*

1. What is something you did this year that you will remember for the rest of your life? *Added a 2nd family to my life.*

7. In what area do you feel you made your biggest improvements?

*Became a better listener.*

2. What is something you accomplished this year that makes you proud? *Learned about giving back and community service.*



1. *Outgoing*

*2. Curious*

*3. Aware*

3. If you could change one thing that happened this year, what would it be? *Try new things sooner in the year.*

8. What person in your exchange experience has made the biggest impact on your life this year? Why?

*My host parents because they helped me make good choices to make the most of my year here.*

9. What is something you taught someone this year?

*How to make Zopf.*

4. What was the nicest thing someone did for you this year*? Treated me as a member of the family.*

5. What new skill did you learn this year? *How to be a team player.*

session #3

leaving the u.s.

|  |  |  |
| --- | --- | --- |
| Orientation | Re-Entry | |
| Session Overview | 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.  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:  3. 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 | About 35 minutes | |
| Group Size | 25 or less; for groups larger than 25, divide as needed | |
| Minimum Staffing | 1 lead facilitator and additional facilitators as needed for larger groups | |
| Materials Needed | * 4 Stages of Re-Entry Handout, cut apart: one per group (4 groups) * 4 Paperclips or envelopes- one per group * “W-Curve" visual on flipchart or PPT slide * Adjustment curve from mid-year: one per student | |
| Preparation | * Create the W Curve on flip chart paper. * 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.   Flipchart  Cover  Sheet | |

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.

1. 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.*



1. 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.*
2. 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.
6. 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.*

1. 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.





The Stages of Re-Entry sorting activity

to be Cut apart and used for session # 3, Activity # 2

(Do NOT PRINT DOUBLE SIDED)

DonDo(Don

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_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.*

Session #4

The Goodbye Plan

|  |  |  |
| --- | --- | --- |
| 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.  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 (40 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 example 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)

**Facilitator Note:** There are **five** 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 at the end of the curriculum and may be requested on the materials order form or found on the Re Entry orientation page on my.yfu.org or using this link: <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.

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?

1. Tell students that during this session, they will focus on how they will say goodbye to their host family and anyone else they met this year that they may want to acknowledge.

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; four students per team.
2. Pass out one *In My Host Family’s Shoes* worksheet to each group.
3. Remind students to think about the common feelings related to saying goodbye that were just discussed.
4. Students work together in their teams to discuss the questions and develop answers. Teams will have 10 minutes to discuss and complete their worksheet.
5. After the 10 minute work period, bring the teams back to the large group for a discussion.
6. Read each question aloud on the *My Host family’s Shoes* worksheet and ask groups to share their responses.
7. 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.)*
8. Then go through the flipchart with the *Tips for a Positive Goodbye*. Explain each tip using the text below.

Tips for a Positive Goodbye

* Remind students to put yourself in your family’s shoes as everyone is sad about the departure and is going through a hard time.
* Follow the rules--- Don’t challenge the rules that have been in place all year—both YFU and family rules. Having your family lose trust in who you are and making them feel as though they are no longer important to you can be devastating to everyone.
  + It is never too late to consider an early return!
* Balance time between family and friends--- Do your best to plan ahead, seek permission from your host family and communicate plans clearly to everyone!
* Tie up loose ends! Be sure to settle your bills and obtain your school transcripts before you leave America.

*OPtional* - activity #2: WRITING THANK YOU (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.

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!**

* 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.

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

**CONTENT:** (NOTE: 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:

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.





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. What are you going to do to say “thank-you” to your host family? (thank you note, pictures, video, collage of year, sticky notes hidden around house, etc.)
6. 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



Session #5:

Wrap up & graduation

|  |  |  |
| --- | --- | --- |
| Orientation | Re-Entry | |
| Session Overview | This session celebrates the students’ *graduation* and completion of the YFU Exchange. It also addresses some remaining logistics questions students may have. If the students are interested, you can ask students before the lunch break to prepare a song or poem to perform during the graduation, as an *Open Mic* opportunity. Suggested prompts might be: thank you, My Journey, or any other appropriate topic. This can be included in the graduation ceremony, if students would like to publicly thank their family or share what this experience has meant to them.  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:   * Feel confident in their areas of personal growth and feel like they have the tools to say goodbye and return home in the most positive way possible. | |
| Participants | ☒ Students  ☐ Natural Parents | ☒ Host Parents  ☒ Host Siblings |
| Format | ☐ Highly Active / Interactive  ☒ Some Activity / Interactivity | ☒ Discussion  ☐ Independent |
| Duration | 30 minutes (+ 25 minutes for optional Open Mic activity) | |
| Group Size | Any size | |
| Minimum Staffing | 1-2 facilitators | |
| Materials Needed | * Travel Phone numbers * Honorary American certificates * The Goodbye Plan, The Goodbye Timeline and Practical Tips… for everyone to discuss together once they leave the orientation | |
| Preparation | Have certificates printed with student names and signed by facilitators in advance | |

Introduction (Less than 1 minute)

1. Thank everyone for their participation in the day. Explain that this last session will focus on students and host families planning together to prepare for the student to depart as well as celebrating students’ and families’ accomplishments in the journey from visiting to belonging.

Activity # 1- Sharing the Best Thing About My Exchange Year (15 min)

1. Ask the students to share the information on the flipchart titled BEST Thing About My Exchange Year from Session # 1 with the families.
2. Then ask everyone to take a few minutes to view the **Goodbye Timeline** and the **Goodbye Plan Worksheet.** Encourage the students and host families to read the Goodbye Timeline together and work on their Goodbye Plan together in the near future.

* Be sure to point out the YFU Travel numbers highlighted/embedded in the document as well as discussing the plans for the last day and day of departure and who will go to the airport.
* Ask families and students to take a few minutes to talk to each other a bit about any special activities they would like to plan for the remaining few months. As families and students are discussing this, circulate the room to answer any questions about departure.

1. After this brief conversation time, ask all participants if there are additional questions about logistics related to the student’s return to his/her home country. Have the travel information on hand for additional questions.
2. Review objectives from the Welcome Session and state the activity or handout that accomplished the objective.

objectives of YFU Re-entry orientation

1. Identify the skills they have developed during their exchange experience and celebrate how their personal culture has changed.

(Session # 2- The New Me)

1. Recognize that the end of the exchange brings many emotions and saying goodbye is difficult.

(Session # 2- The New Me, Session #4 The Goodbye Plan)

1. Make a plan for departure and saying goodbye.

(Session # 3- Leaving the US, Session #4- The Goodbye Plan)

1. Be prepared for re-entry to their home countries by examining the re-entry process and adaptation strategies.

(Session # 3- Leaving the US, Session # 4- The Goodbye Plan—optional- Graffiti Wall)

Activity - after you leave the orientation –

(5 minutes)

We have provided several documents for the host parents and students to look over once they return home. These documents are: Aspects of Goodbye, Goodbye Timeline, Goodbye Plan and Practical Tips for Readjustment & Handling Reverse Culture Shock. Please give these handouts to the families/students as they leave so they may use them as a resource as they plan for the last weeks of this exchange experience as well as the departure of the student.

optional Activity #2: Graduation & OPen Mic

(25 minutes, or more as needed)

1. Congratulate the students on their year. Ask the families for some examples of the accomplishments of their exchange students.
2. If any students prepared a poem, song, or “speech” they would like to share, introduce these performers and provide 5-10 minutes for this *Open Mic* time.
3. Once the performances are over, take the time to thank everyone, congratulate the students, and then call each student up to receive their *Honorary American certificate.*

Wrap up (2 minutes)

1. Thank everyone again and close the session with any final thoughts or words.
2. As people depart, talk with students and families about any lingering concerns.



Goodbye PLan Worksheet

List all the things you need to do and the people you need to see. As departure time gets closer check these off under the done column as you complete them.

**Three to Four Weeks Before You Leave: DONE**

1. Special Items to ship home
2. Addresses & contact information to keep/ Thank You notes to write
3. Activities with special people ( Who, What, When, Where, Why)

**Two Weeks Before You Leave**

1. Fulfill responsibilities such as banking or other paperwork
2. Gifts for people (Area Rep, Host Family, Favorite Teacher)
3. Who will go to the airport (How do you arrange this?)
4. Other

**Two to Three Days Before You Leave**

1. Carry-on Items to pack
2. Activities with Host Family
3. Other

**Departure Day:**

1. Plan for the day



The goodbye timeline

**Three to Four Weeks Before You Leave:**

* Go through your possessions. Play "keep, throw away, or give to charity”
* Box up and mail those items you will no longer need while you are here (winter clothes, souvenirs, mementos). You can only check one bag (less than 50 lbs) when you travel home, so make arrangements in advance if you have a lot of baggage. Consider buying and checking a 2nd suitcase, as that will be less expensive than mailing 50 pounds of your belongings home.
* Do a "practice run" of packing your suitcase and carry-on. Make sure everything fits in the proper sized suitcases. You are usually allowed only one checked bag without any extra fees. This bag cannot weigh more than 50 Lbs. Additional bags and additional weight will require a payment at the ticket counter. Weigh your packed luggage and carry on to see if there are more things you will need to send home by mail.
* Write and mail thank you notes to your counselor, principal, favorite teachers, YFU Area Representative, and anyone else who has played an important role in your life while you were here.
* Email yourself a list of everyone’s addresses, phone numbers and email addresses of host family members, friends and others who you might want to contact after you leave home. Make sure these same people have your address, phone number and email.
* Write down special dates like birthdays and anniversaries of your host family members and friends. Get recipes of your favorite foods, take pictures of your host family, friends, home, school and neighborhood.
* Think about the important people that you want to make sure you can have a thoughtful goodbye. Talk with them about a special activity that you can do together- set a date for this.

**Two Weeks Before You Leave:**

* Close your bank accounts. Be sure to leave money with your host family to pay for phone bills or other expenses they may have after you leave.
* Write a thank you letter to your host family.
* Visit a local place or two that you really enjoy.
* Call friends to say good-bye (you should spend your last day or two with your host family).
* Start packing
* Think about leaving a nice gift or memento for your host family members.

**Two to Three Days Before You Leave:**

* Finish packing.
* WEIGH YOUR BAGS!!!!!
* If they are too heavy, you need to mail some more stuff or plan to pay for an extra bag.
* Call the airline and ask about the airline regulations about what you can and cannot take. NO fruits, meats or plants are allowed. Make sure the items you wish to take in your carry-on bag conform to your airline regulations. You will risk losing anything that is not allowed on the plane.
* Make sure your passport, YFU travel emergency numbers and e-ticket are in your carry-on luggage.
* Emergency travel numbers: Students can reach YFU toll-free 24 hours a day from any payphone anywhere in the U.S at 1-800-705-9510 and in Frankfurt, Germany at 0800-759-5465. From outside the U.S and Germany, YFU can be reached at 1-202-774-5690 (not toll-free). If you get the recording when you are in the airport, press 1.
* Call the airlines to confirm your travel plans.  Check in on-line up to 24 hours in advance.
* Make sure you have written a nice letter to your host family.
* Spend the last night at home with your host family and say your goodbyes
* REMEMBER TO SAY THANK YOU!

**Departure Day:**

* Check on-line for any updates or changes to your flight information.
* Make sure you get to the airport **at least** 2 hours before your flight departure time.
* Make sure you have your Passport, other paperwork, and your e-ticket
* Hugs and kisses good-bye at the airport (take Kleenex)
* Remember, this is not and ending. It is another new stage of your YFU experience.

Don’t cry because it’s over;

Smile because it happened!

Practical TiPs for Readjustment & Handling

REverse culture shock

**Tips for You:**

* Remind yourself that Reverse Culture Shock is difficult and normal. Stay positive and know that just like you adapted in the US, you will feel comfortable again in your home country.
* Keep in touch with your American friends and family; they will also remind you that you adapted well, and you can do it again.
* Keep in touch with the other exchange students that you met through YFU. They are facing the same challenges and understand what you are going through. Get involved and volunteer with YFU in your home country.
* Ask a close friend or family member to help you readjust. Explain that you need a special friend to help you through what can sometimes be a difficult time. Explain the concept of reverse culture shock so this friend knows why you may feel certain ways.
* Remember that you have changed a lot; it may take some time for friends and family to get to know the new you. Be patient as this occurs and be active in strengthening your relationships.
* Journal and write down your feelings; think about what you learned about reverse culture shock and recognize your progress in adapting back to your home country. If you wrote a journal or blog during your exchange experience, review it now as some of the strategies you used to adjust to your American life may help you again back in your home country.
* Keep a sense of humor; laugh at your mistakes as you readjust.
* Seek out opportunities to share your experiences with others. Ask teachers if you can do a presentation about your experience; talk with the local library or community center about opportunities to showcase your photos and souvenirs.
* If you enjoy writing, offer to write an article about your experiences in the US for your school newspaper, or your local newspaper.
* Seek out new relationships with the international community; find new restaurants or cultural centers to learn more about other cultures; volunteer with service groups that serve international clients.
* If you are very sad and are often crying, talk to your doctor. Sometimes people can become very depressed and it is a good idea to get some professional help.

**Tips for Interacting with Friends and Family**

* Often friends and family are overwhelmed by all your stories. Develop “short” stories about your life as an exchange student. Think about how you can share little tidbits about your life in the US, without overwhelming people with too many details that do not make sense to them.
* Share photos, videos, music and souvenirs with friends and family; but be prepared, they may not be ready to spend hours trying to understand why all of these items are so significant to you.
* Reassure people that there are many stereotypes about America, but they are not all true. Explain some of your own surprises as you built relationships with Americans.
* Reassure people that there are no “dumb questions” and that your whole experience was about learning new things about America. Encourage friends and family to ask questions.
* Show interest in others and don’t feel the need to tell everything to everyone all at once.
* Ask friends and family about what you missed while you were away. How did the local sports teams do, what were the big events at school, are there any new shops or restaurants in town?
* Ask friends and family about what significant things they experienced while you were away? How did they feel about you being gone for so long?
* Make plans with friends and family to do new, exciting activities together. This will help you develop new memories and strengthen your relationships.



Aspects of Goodbye

***(Facilitator should read this prior to the beginning of the Re Entry orientation to be able to speak about these stages during the course of the orientation.)***

**Denial**: You do not want to say goodbye. In fact, you pretend that it is not happening at all. You deny that that you are actually leaving. This is a defense mechanism that protects us from the shock, disappointment and sadness of this stage of the experience ending. We block out the reality and hide from the facts. This is a temporary response that carries us through the first wave of saying goodbye.

*Possible behaviors or actions: Not wanting to pack, not wanting to make arrangement to ship luggage home. Avoids discussion about plans for the airport. Does not make arrangements to say goodbye to important people. Today, one might be thinking: I don’t need this Re-Entry orientation.*

**Anger**: When you feel scared, nervous, anxious, and sad, you might deal with all of these emotions by being angry. Arguing, fighting, and being rebellious are all defense mechanisms. You are not ready to leave, and sometimes it is easier to be angry with people rather than looking at the real cause of the anger- which is actually sadness.

*Examples: Reacting impatiently to host family requests. Arguing with family and friends. Not wanting to listen to others. Being tempted to break rules. Easily frustrated and on edge.*

**Bargaining:** The normal reaction to feelings of helplessness or anxiety is often a need to regain control. This sometimes occurs by trying to “bargain” and change the situation.

*Example: Wanting to change your travel plans. Looking for ways to prolong the departure. Making plans that are not realistic- I will get a job this summer and stay in the States. If I get all As, I can I just stay and go to college here in the US.*

**Sadness/Sorrow:** Feeling of sadness and regret are a normal reaction to this stage of your exchange experience. These feelings can happen before or after you have left the US.

*Example: Not wanting to talk to anyone, isolating oneself. Staying away from friends and family, and just wanting to be alone.*

**Adjustment:** Let others be there for you and help comfort you through the process of saying goodbye. The best thing you can do is to allow yourself to feel the emotions as they come over you. Resisting it only will prolong the natural process of healing.

*Example: Make plans to continue interacting with the international students that you have met. Figure out ways to stay in touch with your American family and friends. Realize how much you have grown and recognize that this special experience will be with you forever.*