



BACK HOME (OPTION 1)

<u>Orientation</u>	Re-Entry
<u>Session Overview</u>	<p>This session explores the challenges that students may face as they readjust to life back home, and it provides strategies for overcoming these challenges. The first activity has students think about how friends and family back home will respond to the “New Me” that the student developed in Session 2. Then working in small teams – students will problem solve and explore concerns/fears and solutions. The <i>Re-Entry Tips</i> is provided towards the end of the session to help students manage their emotions and solve re-adjustment problems.</p> <p>Note the following lesson icons throughout the session:</p> <ul style="list-style-type: none"> • - 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
<u>Learning Objective</u>	<p>Students will:</p> <ul style="list-style-type: none"> • Analyze adaptation strategies and reflect on which strategies will work best for them.
<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 checked="" type="checkbox"/> Highly Active / Interactive <input type="checkbox"/> Discussion <input type="checkbox"/> Some Activity / Interactivity <input type="checkbox"/> Independent
<u>Duration</u>	65 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
<u>Materials Needed</u>	<ul style="list-style-type: none"> • Flipchart paper, pencils for students • “<i>Reactions to the New Me</i>” worksheet: one per student • The New Me worksheet already created in Session 2: one per student • “<i>Re-Entry Tips</i>” handout: one per student • Sticky notes optional for students for Activity # 2
<u>Preparation</u>	Review examples of completed activities at end of session

INTRODUCTION (5 minutes)

1. While referencing Amelie’s letter, ask the students questions about what challenges they may encounter when they return home.

Possible Questions:

- Was there anything from Amelie’s letter that makes you think she had some challenges with her friends and family back home?
 - Why might there be challenges as friends and family get used to the *New You*?
2. Summarize the objectives of the session.
 - ✓ During this session students will talk about potential challenges they may face when returning home. Participants will look specifically at challenges with friends and family members as they get to know the New You.
 - ✓ Session will also introduce readjustment strategies.

ACTIVITY #1: ANTICIPATING REACTIONS (10 minutes)

Introduce the activity using the following talking points and questions as a guide:

- During this activity, you will identify some of the potential challenges that might occur when the ‘New You’ returns home.
- This activity will explore how family and friends may react to your new personal culture. It is very common for students to experience challenges with relationships when they return to their home country.

DIRECTIONS FOR REACTIONS TO THE “NEW ME”

Note to facilitator: For this activity, it is very important for the facilitator to be familiar with the worksheet. Be sure to look at this closely before the session so you can describe it to the students.

1. Pass out the worksheet: Reactions To the ‘New Me’ to all students, ask the students to also have on hand the *New Me* worksheet that was completed during Session 2.
2. Explain to the students that they will complete each column. In the first column, they need to complete the prompt “*The New Me is someone who is...*”
3. The second column asks the students to think about positive reactions from friends and family related to first column.
4. The third column asks the students to think about potential negative reactions to their New Me.
5. Using the example at the end of this session, walk the students through the different prompts and the processes of thinking about the characteristics of their *New Me*. For each prompt, they need to imagine how family and friends from their home country might react to their New Me. Explain that some friends and family may be surprised by the “New You” and they may react negatively.

6. Give students 10 minutes to complete the worksheet independently. Encourage them to think about the different aspects that make up their New Me.

Alternative Approach: Snowball Fight

If your group needs more movement, amend this activity and use the [Snowball Fight Approach](#)

Concerns need to be written on Post-it notes. Students should write these anonymously and not include their names. Once these are written, students crumple these into “snowballs” Create additional “concerns” so there are plenty of “snowballs” at least two per student, if necessary.

Clear the room of any chairs or tables and ask the students to get on their knees (no standing during this activity). Place a line of tape (10-15 feet long) on the floor to divide the group in half.

When you say “go” the students should throw their snowballs at the opposite group. They have 15 – 30 seconds to clear as many snowballs to the other side of the line.

After the time is up. Ask each student to pick up at least two snowballs. Assign students to random groups and ask the students to review the concerns and develop solutions. Follow the activity as described at point 4 where they make a chart to analyze the concerns.

DISCUSSION (10 minutes)

Facilitate a discussion that will encourage students to talk about some of the reactions that they are excited about, as well as those anticipated reactions that may be uncomfortable for them.

Use the following questions for this discussion or develop your own:

- How do you think that your friends and family are expecting that you will have changed while studying abroad? Why do you think this?
- What skills or characteristics of the *New You* are you most excited to share with friends and family? How do you think they will react?
- What skills or characteristics are you most nervous about sharing with friends and family? Why?
- Have you kept in close contact with friends and family back in your home country? Have there been any big changes in other people’s personal cultures? Does that make you nervous or excited and why?
- Conclude this activity using the following talking points and questions, or develop your own.
 - ✓ Readjusting is difficult and people may be surprised by how much you have changed.
 - ✓ Be prepared for different reactions, and be patient as you rebuild relationships.
 - ✓ If there have been any major life changes in your home countries, or with you while on exchange, (for example a family death or problems within the family), the volunteers are here to talk about it and help you prepare for this specific challenge.
 - ✓ In the next activity, we will have some fun working in teams on how you can handle changes in your relationships with friends and family as they learn more about the New You.

ACTIVITY #2: RE-ENTRY PROBLEM SOLVING & DISCUSSION (First 15 minutes of 30 minutes)

(See *Snowball Fight* in box on page for alternate activity option.)

1. Introduce this activity using the ideas below, or develop your own. Reference the list of concerns (be sure to include those from the flipchart created in the Welcome session or from the students' Midyear Goals/Concerns envelopes.)
 - Throughout the course of the day you may have discovered that you have a few more concerns about going home than you initially realized. We can see many concerns listed here from session 1. Which ones are similar, can we group these together in anyway?

Encourage students to group the concerns, for example,

- Concerns about **family** could be grouped all together.
- Concerns about **fitting in with old friends** might be another group.
- Concerns about **school and extra-curricular activities** might represent a third group.

If students did not list any concerns, be sure to have some on hand for examples.

2. Once all the concerns have been grouped, label the each group as “1”, “2”, “3”, “4” and “5” (if possible). Indicate that a specific part of the room represents each number. Give the students 30 seconds to decide which group of concerns they are going to discuss (or assign them randomly). Tell them to move to that part of the room.
3. Once they are in groups, pass out one piece of flip-chart paper for each group and ask the team to divide their flipchart paper into two columns, and label them with the following headers (show an example).
4. Allow students to work on their area of “concern” for 5 minutes. Instruct them to list their solutions to the problems in the second column. Facilitators should actively walk around from group to group to refocus, offer advice, or answer questions.

What is the anticipated Re-Entry concern?	What are some possible solutions? (List as many as your group can think of)

5. After 5 minutes, hand out the *Re-Entry Tips Handout*. Instruct the students to discuss additional possible solutions and write about these solutions in (column two), or insert sticky notes with their ideas on the flipchart.

6. Students will have an additional 5 minutes to work in their teams and talk about different solutions. Encourage students to use the Tips handout, but to also think of their own strategies. Give the students a 5 minute warning.

DISCUSSION (Second 15 minutes of the 30 minutes)

1. Following the small group work, bring the students together to debrief the activity.
2. Ask each group to share their concern and some of the strategies that they will use to solve this problem.
3. Following the team presentations, pose questions to all the participants to have a rich discussion about problem solving. Use the following questions or develop your own.
 - Can others imagine facing this problem?
 - Do you think their solution will work, why or why not?
 - Are there other solutions that might work?

WRAP UP (5 minutes)

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

- ✓ Remember many of the skills you learned as an exchange student are going to serve you when you return. What are some of these skills? (Patience, ability to solve problems, communication skills, ability to meet new people and make friends, interest in many more things than before, etc.)
- ✓ We know that returning home is not always easy and it can be hard to fit right back in to life at home.
- ✓ This can be upsetting because we think we should easily adjust back to our own culture.
- ✓ Have confidence in yourself to solve problems. Use these strategies as you are readjusting.
- ✓ Although we think it is important that you anticipate some problems about going home, it is not a good idea to dwell on them.

WORKSHEET: REACTIONS TO THE 'NEW ME'

“The New Me is someone who...”	Possible positive reactions back home	Possible negative reactions back home
<p>Is...</p> <p>(adjectives: describing words)</p>		
<p>Wants to...</p> <p>(verbs: action)</p>		
<p>Loves...</p> <p>(noun: person, place, thing or idea)</p>		
<p>Dislikes...</p> <p>(noun: person, place, thing or idea)</p>		

FACILITATOR EXAMPLE: REACTIONS TO THE NEW ME COMPLETED HANDOUT

“The New Me is someone who...”	Possible positive reactions back home	Possible negative reactions back home
<i>is adventurous</i>	<i>Impressed that I want to try so many new things and I have so many exciting stories to share</i>	<i>Jealousy</i>
<i>wants to talk about global issues and American politics</i>	<i>Friends and family will find me interesting and informed. They will see how smart I am.</i>	<i>Friends might be bored and not interested in my new perspectives</i>
<i>loves American football</i>	<i>Friends will want to learn how to play</i>	<i>Friends will leave me out when they play cricket</i>
<i>dislikes hanging out in town doing the same old things</i>	<i>Friends will be excited to travel to new places with me.</i>	<i>Friends might be annoyed and think that I are not content in your home community.</i>

FACILITATOR EXAMPLE: CONCERNS & POSSIBLE SOLUTIONS FLIPCHART

Example of completed flip chart. It will be useful to provide students with examples such as these:

What is the anticipated problem or concern?	What are some possible solutions? (List as many as your group can think of)
<i>My family won't understand why I love the U.S. so much.</i>	<i>Share stories and photos</i>
<i>My friends have moved on and forgotten about me.</i>	<i>Do new things together to build new relationships.</i>
<i>I will miss the US so much. I am afraid I won't feel "normal" again.</i>	<i>Keep in touch with American friends and family; keep in touch with exchange friends. Journal and write down your feelings; be patient and stay positive!</i>



BACK HOME - OPTION 2 (OPTIONAL)

<u>Orientation</u>	Re-Entry				
<u>Session Overview</u>	<p>This session explores the challenges that students may face as they readjust to life back home, and it provides strategies for overcoming these challenges. Students will develop and act out skits based on conversations that may occur in their home county. Then they will problem-solve on how to respond to these challenges by discussing the “<i>Practical Tips for Readjustment and Handling Reverse Culture Shock</i>” handout. Students will present these solutions to their peers and have a brief conversation about other strategies that might be helpful to manage their emotions and solve readjustment problems.</p> <p>Note the following lesson icons throughout the session:</p> <ul style="list-style-type: none"> • - 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 				
<u>Learning Objective</u>	<p>Students will:</p> <ul style="list-style-type: none"> • Analyze adaptation strategies and reflect on which strategies will work best for them. 				
<u>Participants</u>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><input checked="" type="checkbox"/> Students</td> <td style="width: 50%;"><input type="checkbox"/> Host Parents</td> </tr> <tr> <td><input type="checkbox"/> Natural Parents</td> <td><input type="checkbox"/> Host Siblings</td> </tr> </table>	<input checked="" type="checkbox"/> Students	<input type="checkbox"/> Host Parents	<input type="checkbox"/> Natural Parents	<input type="checkbox"/> Host Siblings
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<u>Format</u>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><input checked="" type="checkbox"/> Highly Active / Interactive</td> <td style="width: 50%;"><input type="checkbox"/> Discussion</td> </tr> <tr> <td><input type="checkbox"/> Some Activity / Interactivity</td> <td><input type="checkbox"/> Independent</td> </tr> </table>	<input checked="" type="checkbox"/> Highly Active / Interactive	<input type="checkbox"/> Discussion	<input type="checkbox"/> Some Activity / Interactivity	<input type="checkbox"/> Independent
<input checked="" type="checkbox"/> Highly Active / Interactive	<input type="checkbox"/> Discussion				
<input type="checkbox"/> Some Activity / Interactivity	<input type="checkbox"/> Independent				
<u>Duration</u>	<p>80 minutes</p> <p>*As this session is quite long and requires students to work together, the facilitator might begin this session before lunch and ask students to develop their skits during the lunch break. Immediately following the lunch break, the student could then perform their skits.</p>				
<u>Group Size</u>	<p>25 or less is ideal. For groups larger than 25, divide as needed. See specific recommendations on dividing the group for the role-play activity.</p>				
<u>Minimum Staffing</u>	<p>1 lead facilitator and additional facilitators as needed</p>				
<u>Materials Needed</u>	<ul style="list-style-type: none"> • Flipchart paper • Markers • “<i>Practical Tips for Readjustment and Handling Reverse Culture Shock</i>” handout 				

	<ul style="list-style-type: none"> • Scenario quotations listed on flipchart paper or white board for all to see and posted around meeting space
<u>Preparation</u>	<ul style="list-style-type: none"> • Scenario quotations to post around meeting space. • If possible, bring in props for the skits (such as wigs, hats, funny clothes, etc.) • Flipchart prepared to record <u>Coping Strategies</u> to share with host parents and entire student group in Session #6.

Facilitator notes: For this activity, students will be working in teams (no more than six teams) to develop short skits based on pre-written quotations. It is important that you encourage students to be creative. The skits can be funny or serious; the goal is for the skits to open a dialogue about how to address changes (and potentially conflicts) in relationships as the exchange student is readjusting to life back home, while also dealing with Reverse Culture Shock and the other Re-entry Stages.

If you have a large group of students (more than 25), we suggest that you make the performance teams larger (rather than just three students), so there are no more than six teams (while at the same time no more than five individuals per team). Or break the group in half and carry out this session in two separate groups. For example, if you have 30 or more students at the orientation, separate them into two groups of 15 for this session.

Also, keep a close watch on time; limit skit preparation to ten minutes, and the actual performance of each skit to three minutes.

INTRODUCTION (5 minutes)

1. While referencing Amelie's letter, ask the students questions about what challenges they think they may encounter when they return home.

Possible Questions:

- Was there anything from Amelie's letter that makes you think she had some challenges with her friends and family back home as she was re-adjusting to life in her home country?
- Why might there be challenges as friends and family get to know the New You?

2. Summarize the objectives of the session:

- ✓ During this session students will explore potential challenges they may face when returning home. Participants will look specifically at challenges with friends and family members as they come to know the New You.
- ✓ Session will also introduce readjustment strategies to help students handle their emotions.

ACTIVITY #1: RETURNING HOME SKITS

(50 minutes, including prep and performances)

<p><u>Facilitator note:</u> Make sure <i>Quotations</i> are hanging up around the room.</p>

1. Point out the different quotations (posted on the wall on flipchart paper, white board or strips of paper) and ask someone to read a few examples out loud to the group.
2. Explain to the students that the quotations represent the varying reactions and conversations that they may encounter when they return home when talking with friends and family.
3. Ask students what they think about the quotes and is it possible that some family members and friends might react this way?
4. Explain that for the next activity, they will develop short skits about the scenarios based on these quotations.

DIRECTIONS & PREP (20 minutes)

1. **Before** students form their teams and begin to work together, thoroughly explain all the instructions so that the students will work efficiently.
2. Each team will develop a skit based on a conflict or challenge that is represented by the quotation. The team needs to develop a short plot where one student is the “Exchange Student” and the others on the team are characters (friends and family) and one character will say the quotation.
3. Instruct the students that they will need to choose a quotation. After they choose their quote for their skit, they need to create characters and assign roles; then develop a short story with the quotation stated and finally, prepare to present the story as a short role-play or skit (no more than 3-4 minutes long).
4. Tell them these additional instruction points:
 - Consider how the student’s family and friends may be feeling as the student readjusts to life in the home country
 - The skit can be funny or it can be serious
 - Do not need to prepare a word-for-word script
 - Each person should simply act out their character following the storyline decided by the team.
5. Tell the students that they will have 15 minutes to prepare and the skit should be no longer than 3-4 minutes.
6. After providing all the instructions and answering any questions about the task, have students split up into teams (of at least 3 people, no more than 5).

7. Keep track of time and be sure to let participants know when there is only five minutes left of preparation time. Announce again, when there are only two minutes of preparation time remaining.

*If the orientation group is really small, (less than four performances) the skits can be between 5 and 6 minutes.

SKIT PERFORMANCE & DISCUSSION (30 minutes)

1. Once the 15 minute preparation time is over, students will perform their skits.
2. Ask students to think about these two questions as they watch each skit.
 - How does the exchange student feel and what are some of his or her emotions?
 - How do the other people feel? What are their emotions or feelings?
3. **After each performance**, have a brief discussion about the skit using these questions or similar questions. (*If those students who are putting on the skit are comfortable, they can lead their post-skit discussion.*)
 - What happened in the skit?
 - What emotions did you identify for the different characters?

ACTIVITY #2: DEVELOPING & SHARING STRATEGIES

(20 minutes)

Facilitator note: During this follow-up activity, students will have the chance to think about how they will react to the situations in the skits. They will be able to look at different strategies and present these to their peers explaining why certain strategies may be helpful.

1. Following the skits and discussion, pass out the *Re-Entry Tips* handout to all students and ask them to return to their teams and review these.
2. Tell them to choose (as a team) one or two strategies that the exchange student in the skit that could apply to help him/herself when encountering a similar situation.
3. The team should also identify one or two strategies that might help the exchange students in the skit handle challenges with his/her friends and family.
4. The teams have 6-8 minutes to review the strategies and decide on the two to four strategies that they would like to present to the whole group.
5. After the preparation time is completed, a representative from each group will quickly remind the class of the scenario that they performed and then they will highlight the strategies that the group identified explaining why these strategies would be helpful. Strategies may be recorded on the [Coping Strategies](#) flipchart or projected on a slide as a visual for further discussion.
6. As teams present their selected strategies, keep everyone engaged by asking questions such as these (or develop your own):

- Are there other strategies that might also be helpful for this scenario?
- How might friends and family react to the strategy suggested?

WRAP UP (5 minutes)

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

- ✓ Remember many of the skills you learned as an exchange student are going to help you when you return. What are some of these skills? (*Patience, ability to solve problems, communication skills, ability to meet new people and make friends, interest in many more things than before, etc.*)
- ✓ Going home can be upsetting because we think we should easily adjust back to our own culture.
- ✓ Have confidence in yourself to solve problems and use the strategies as you are readjusting.
- ✓ Although we think it is important that you anticipate some problems about going home, it is not a good idea to dwell on them.



SCENARIO QUOTATIONS

1. Home country friends to exchange student: “You know, I am kind of getting bored with all your stories about America.”
2. Exchange student to natural sisters: “I just don’t feel like I fit in here, anymore. You guys don’t get it.”
3. Natural father to son: “Son, come out of your room, and stop day-dreaming about Michigan. You are back here now.”
4. Exchange student to natural mother: “I can’t stay here, I belong in the US. This place is so dull.”
5. Friend to exchange student: “You have really changed.”
6. Natural brother and sister to exchange student: “Why do you act like you know more than everyone else?”
7. Exchange student to natural sister: “I miss my American friends so much that I cry a lot.”
8. Home country friends to exchange student: “All Americans are so loud and obnoxious.”
9. Exchange students to natural parents: “I have been back for two weeks, I hate it here. I want to go back now. I am going to buy a plane ticket tomorrow.”

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.