

International Post-Arrival Orientation



Association for Teen-Age Diplomats

First Week in October, Sunday

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SUGGESTIONS FOR DISCUSSION GROUPS

Put key phrases on the wall - flip charts and magic markers will be provided. Leave critical pages on the wall all day. Copies of all handout materials for the students and parents will be provided to you. Please try to stick to the assigned times for each session. If a session ends early, don't bore the students by going back over the material. Let the students talk among themselves, walk around the room, or get a snack. Please do not let them disturb the other groups. The lesson plans are guidelines only and you are free to improvise as you feel appropriate. Be sure your group has paper and pencil during the orientation to write down whatever is important to them, or for questions which would be better addressed later in the program.

You will be responsible for your discussion group all day, including taking informal attendance at each session. No student is to leave the orientation unless they have prior approval.

INTERNATIONAL STUDENTS' DISCUSSION GROUP

10:45-11:15 Welcome / Get Acquainted

LEADER'S NOTE: The welcome will be presented by the President or an ATAD representative, then students will be broken into individual discussion groups.

PURPOSE: To review the agenda and expectations for the day, and to have everyone introduce themselves.

I. Introduce the staff, and review the following general information:

Thank International Students for attending. Reinforce that it will be a long day, but it is important to enhance the success of the experience.

Review the day's agenda. Mention that parents and siblings will be coming in the afternoon, and there will be a short session with the Internationals and their Host Families together at the end of the day.

Distribute the IS Post-Arrival Orientation Checklist, letting them know that throughout the day they will initial the form as each topic is discussed.

Review Parent Student Agreement. Let everyone know location of restrooms. Assure everyone has a nametag.

Assure everyone has the ATAD identification card which was sent to them, and the information on the card is correct. If a student does not have a card, or any information is not correct, then assure the student obtains a corrected card before they leave at the end of the day.

Review the ATAD structure, with particular attention to the support provided by the Program Chairs for each program.

II. Each International Student should introduce himself/herself, telling things such as name, home country, host school, hobbies, etc.

11:15- 12:00 How We Each See It

LEADER'S NOTE: Save the flip charts with the Likes/Dislikes/Don't Understand. This information will be compiled and shared with the host families at the end of the day. The host parents and siblings will fill in similar lists. When shared with the families, strictest confidence will be maintained as to who mentioned the items listed. When writing down the responses of your group, be sure to keep them generic so the source cannot be identified later, e.g. do not use people's names, use the word "sibling" instead of "brother" or "sister".

PURPOSE: To help the International Students express their feelings about their experience so far, and to learn creative ways of dealing with adjustment problems.

I. The leader explains:

This session will give you a chance to talk about the things you have enjoyed so far as well as some difficulties you may have experienced. You will learn how to deal with some of the difficult situations, including seeking advice in particularly troublesome areas. You will also learn how to solve some of your problems on your own.

II. The leader puts up 3 flip chart sheets and labels them with: *Likes, Dislikes, and Don't Understand*. Then explains:

We are going to look at your experiences and concerns by first brainstorming these three lists. These titles can relate to things you, your host parents, your host brother or sister, or others you have met at home or school are doing or feeling. The same idea may appear on more than one list, i.e. it may be something that one student likes but another student dislikes.

We will be sharing these lists with the host parents and siblings later in the day. So when I write down your responses, I will keep them generic (e.g. will write down "host brother" rather than a person's name) so you can feel comfortable to express all you feelings without concern that your family may feel bad about what was said.

Let's start with the "Likes".

The leader may ask for someone to help list the items mentioned. Write them as briefly as possible on the chart. When there are no more ideas being suggested for "Likes", move to "Dislikes". If someone suggests a Dislike that is really a value judgment, suggest that it might be better to put this on the "Don't Understand" list. Explain that it will become clearer later in the day as to why. Finally move to the "Don't Understand" list.

Some of the items that may be suggested are:

<u>LIKES</u>	<u>DISLIKES</u>	<u>DON'T UNDERSTAND</u>
Teachers	No public transportation	Watch so much TV
Friendship with sibling	Can't understand language	Why so much make-up
Food	Courses at school	Why everyone hurries so much

When all lists are completed, ask if anyone has anything else they would like to add, or if they have any questions about anything listed. Then the leader should summarize by saying:

We can all identify things we like, and it is very important to keep these in mind when we are faced with puzzling and disturbing situations. It is easy to just think of the problems or difficulties we are having, but we shouldn't forget about what is fun and new. We will now discuss each category.

III. The leader should begin by addressing the items listed on the "Don't Understand" list. Encourage students to define the problems specifically and give possible solutions. For example, if language is the problem, you might ask them to talk about the hardest situations to understand, then solicit suggestions on how to learn the language necessary to understand those situations.

Only a few minutes should be spent on each topic so that there is enough time to discuss all major issues. Once the important issues under "Don't Understand" have been discussed, move on to "Dislikes", encouraging students to suggest ways to deal with or correct these situations. If some of the

“Dislikes” are also used on the “Likes” list, use this to compare and contrast differences in perspectives and tastes.

The leader should identify any areas where the student should contact their Program Chair for help, such as severe language problems, inability to keep up with classes, or a major disagreement with host family. Before leaving this session, the leader should mention that sometimes students might find themselves in situations they don't think they can solve by themselves; they may need to get help from their Program Chair. Encourage them to keep in touch with their Program Chairs. The earlier they can resolve a difficult situation, the more successful the exchange experience will be, not only for them, but also for their host family.

12:00- 12:15 Sexual Harassment Training

During the next topic on sexual abuse and misconduct it is important to be open and sensitive to the students. The students (and maybe you) will probably feel uncomfortable with this subject, and thus may react inappropriately such as laughing. You need to encourage dialogue, and as such, should allow behaviors as giggling and whispering.

Begin the session by saying:

The next topic we are going to discuss might make some of you feel uncomfortable, and that is normal. We need to discuss it so that you will all know that ATAD's priority is your safety and well being. The topic is sexual abuse. Although sexual abuse is rare in an exchange program, we want to tell you how to identify sexual abuse so you will not be a victim.

We have spoken a lot about the student's responsibility to adapt to the host family and culture. However, there can be extremes. In some situations there are concrete limits where one should not be flexible or submissive. These include sexual abuse, assault, and sexual misconduct. These go against the very core values of each person's personal rights and safety. Sometimes, as on TV, it can be easy to identify when a person's limits are being tested. But it is much harder to identify these situations when they are happening to you. The goal of this session is to help you identify what behaviors are not right or acceptable, and to develop a plan in case you may feel threatened. Sometimes things are more acceptable in one culture and less acceptable in another culture. We are going to talk about what is or is not generally acceptable in most cultures.

Here are some examples:

A hug to a girl from a host father- that is OK

A comment like "Wow you look really great!"- that is OK

A comment like "You look really hot or sexy." - that is NOT OK

Telling a joke with a sexual word in it - not very good but it is still OK

Telling a story that has sexual references or details in it – that is NOT OK

Some of these things might make you feel uncomfortable. If it doesn't feel right, you should discuss it with your Host Family or with your Program Chair. The things I just described are not sexual abuse but you should let someone know if anything is happening that you are uncomfortable with. We can help you figure out if it is a cultural difference or if it is something that should not be happening. If it is something that should not be happening, we will find a way to address it tactfully with whoever is doing it. Trust your instincts. Even if you are very happy in your family, we can help to make things better.

It is very rare, but it has happened, that an exchange student is in a situation where there is some kind of sexual abuse or misconduct. Some of the things that would come under this category are:

- An adult touching a child or teenager or asking to be touched in a personal way*
- An adult asking to take pictures or movies of someone without clothes on, or asking a child or teenager to look at them without clothes on*
- An adult asking someone to do sexual things, or doing them without asking*
- An adult telling a story describing a sexual act*

Ask the students if they can think of other examples of behaviors, language, or warning signs that would be unacceptable. Warning signs might include a relationship becoming too intense, inappropriate gift giving, or someone asking you not to tell anyone about a relationship. Ask the students if they can think of any behaviors or language that they are unsure if they would be acceptable in the country to which they are going.

Discuss that some people may feel OK in a certain situation whereas others may be uncomfortable. If the situation is not a case of abuse or misconduct, it is OK for people to feel differently. Discuss ways a person who feels uncomfortable in a situation may handle it. This might include:

- leaving
- changing the subject
- politely telling the other person to stop
- talking to your Host Family or Program Chair

Continue the discussion by saying:

However, if it is a case of abuse or misconduct, then no one should accept the situation. It is important to recognize a situation, and be ready to say "No." Trust your feelings.

Lead a discussion on ways the student can say "stop" or "no" if they are in a threatening situation.

Choose several of the following scenarios that seem appropriate for your group. Read one at a time, discussing it before proceeding to the next scenario.

1. FIGHT

The host family (mom, dad, son, and exchange student Carl) are watching TV when the mom and dad begin to have a fight. Carl feels very uncomfortable. Later the host mother comes to Carl's room to say she was sorry about the argument. She says that nobody understands her, that she is unhappy with her husband and that she is happy that Carl understands her.

WARNING SIGN: It is not normal for an adult to share personal emotions with or to confide in a teenager.

DISCUSSION: The mother is attempting to gain Carl's friendship and become emotionally close to him. This is a common first step toward developing an inappropriate relationship. Carl should tell his host mother he is very sorry about the situation, but he isn't comfortable talking about it. He should also talk to his Program Chair.

2. INTERNET USE

Valerie, an exchange student, likes her host family but feels lonely because there are no other children in the home. She has found that a good way to practice her Spanish and to interact with other teen-agers in Peru is through internet chat rooms. Though Valerie doesn't spend a lot of time on the computer, she is happy to know a Peruvian boy online and is planning to meet him in person.

WARNING SIGN: There have been many incidences where sexual predators have solicited teenagers online, misrepresenting themselves as a teenager, then meeting them in person and sexually abusing them.

DISCUSSION: All students should be warned never to meet an internet acquaintance in person. They should never give any information that can identify their location or them personally.

3. DRIVING TO SCHOOL

Marie, an exchange student, often rides to school with her host brother Steve. Steve often picks up 2 of his friends on the way to school. The friends often tease Marie, but Marie just laughs and brushes off their comments. Today, one of Steve's friends says "Marie, I really like what you are wearing today." The second friend says "Yes, me too. But your T-shirt should be tighter." Steve laughs and asks Marie "What size bra do you wear?"

WARNING SIGN: It is not appropriate to talk about one's body parts or under garments. This is harassment.

DISCUSSION: The boys in this scenario are harassing Marie. Although they are not physically harming her, their language is threatening. This type of behavior may never develop into physical assault, but it could escalate into more serious verbal assault. Marie should tell the boys not to talk to her in that way, and tell her host parents or Program Chair.

4. SOCCER TEAM

Bess, an exchange student, is not a good soccer player, but she is on the soccer team. The coach often tells Bess what a great player she is, and Bess gets to play often. After practice the coach calls Bess into his office and gives her a box of chocolates. Bess happily thanks him. The next week the coach gives Bess a new sweater and says "You are a special person. Don't tell anyone about the gifts. They may get jealous, cause problems for you, and you could be sent home early."

WARNING SIGN: Students should never secretly accept gifts from anyone. If the gift giver has good intentions, there is never a risk of telling others about praise, being treated well, or gifts that you receive.

DISCUSSION: This type of gift giving is in the form of seduction. The coach should not be offering any gifts to Bess behind closed doors. His recognition of her efforts would be more appropriately displayed in front of others. Also, the coach is attempting to silence Bess by insinuating that she would be sent home early if others found out.

5. TRIP WITH FATHER

Dan lives with his host family in a small town, but would like to see some of the big cities in his host country. Dan's host father will be going to the capitol on a business trip and invites Dan to go with him. Dan's host father reserved one hotel room for safety and financial reasons, but when they get to their room in the hotel there is only one bed to share.

WARNING SIGN: A student never has to share a bed with another person.

DISCUSSION: This could be a situation of an unspoken invitation by a possible predator. The key element of this scenario is isolation. While sharing a bed when staying in a hotel is not in and of itself inappropriate, in this case the student has been isolated from others. Thus Dan must make a judgment whether this is a mistake or an inappropriate invitation by his host father. If Dan feels it is a mistake, he should suggest they go to the hotel desk to explain the mistake, and ask for either a new room with 2 beds, or for a cot for Dan to sleep on. Regardless of where you are, there is always an option to request another room, an extra bed or cot, or to even to sleep on the floor. If, however, Dan feels this is an inappropriate invitation by his host father, then he should request a separate room and immediately contact his Program Chair.

Wrap up the session by saying:

In all situations there are warning signs. The student should be aware of them, and never hesitate to tell an adult. Our priority is always your safety and welfare. If there is anything happening that you feel isn't right, please come to us and let us help you. If it truly a case of sexual abuse or exploitation, your Program Chair will deal with it quickly and effectively, so you will not be in danger.

Ask if there are any questions about this topic, what to do, or anything else.

12:15-12:45 Lunch

12:45-1:30 How am I doing?

Purpose: To help International Students understand each person's responsibility in making the exchange experience successful for everyone. To familiarize students with guidelines for how to have a successful exchange student experience (ideally this information will have already been presented during the IS selection process and/or pre-departure orientation)

Introduce the session by saying:

“Sometimes by asking ourselves questions and discussing our answers with each other we can learn more about how we're each doing as exchange students”

Hand out “QUIZ Yourself...How Am I Doing?” (with pens or pencils) and give the students time to read through and (individually, silently) answer each of the yes/no questions.

Ask the students to share which questions they have answered “no” to. Ask them to talk about and/or explain their answers, and ask the group to offer feedback. Discussion questions might include:

- What do you think about that “no” response?
- Who else also answered “no” to this question?
- Why is a “yes” response desirable?
- How might a “no” response cause problems?
- How could that answer be changed from a “no” to a “yes”?
- What attitudes or actions need to change?

Keep the discussion going until all “no” responses have been discussed. Reinforce that the desired response is “yes” for all of the questions.

Refer to the “How to Be a Successful & Happy Exchange Student” poster (Refer to this poster as often as possible throughout the afternoon). Have the students take turns reading through the list, and suggest that they might want to take notes. Alternatively, you may want to record notes/ideas on a flip chart.

Stop after reading each of the 10 topics to ask and discuss:

- What do you think this means? Does this make sense to you?
- Why is this guideline or recommendation important?
- How have you each been able to do this?
- Are there any obstacles in your way? Things that prevent or make it hard to you to do this?
- What are some suggestions for how you can accomplish this?

Suggest that students keep this handout and refer back to it throughout the year. Remind them that their Program Chair is there to help in any way needed so the student will have a successful experience.

1:30-2:00 Two Cultures Together

LEADER'S NOTE: No handouts are needed for this session.

PURPOSE: To look at some of the differences students have noticed from their own culture, and to discuss these differences in a non-judgmental way to discover which are cultural differences and which are merely personal preferences.

I. The leader introduces this session by saying something like:

It is natural for all of us to believe that the way we behave is normal, and is the way everyone acts. All people think this way until they have the opportunity to live with others whose way of behaving is different from their own. It is through this contact with people of other cultures that we learn about the world.

In this session we are going to look at a few of the key differences in behaviors and attitudes that the two cultures now living in your home may have. We will learn how to look at these differences in a non-judgmental way, and what adjustments are needed for the family and student to live together.

II. The leader then begins a discussion on non-judgmental evaluation using a reference such as:

Let's look at these two statements (on a flip chart):

My host family treats me like a child.

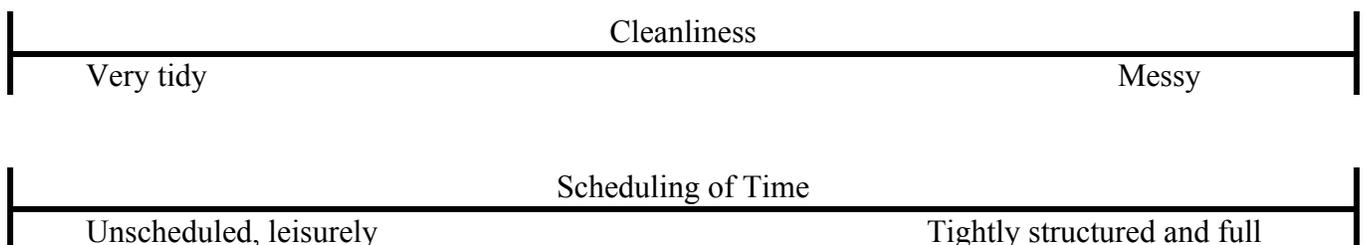
My host family expects me to be home at 11:00 PM.

What is the difference in these two statements? Answers should bring out that one affixes a value to the action; it is judgmental. The other just gives a statement without judgment.

Why is it important not to judge the way something is done? There is more than one way of doing things. Our host families will have different ways than our natural families. If we make judgments, we are not going to learn about the other culture or fit into it.

III. Draw the following behaviors and continuum lines on a flip chart. Include a few blank lines for behaviors to be added later. Start this session by saying:

Let's look at several beliefs about common daily behaviors that may be different for different members of your household.



Privacy	
Need time alone	Always has to have someone around
Teenager's Degree of Independence	
Totally dependent on parental approval and resources	Independently makes own money, plans, and time commitments
Family Relationships	
Very close	Everybody on their own

Let us first look at the "Cleanliness" line. You will notice that we have drawn a line between two extreme attitudes about cleanliness. At one end we have "Very tidy" meaning that the person who marks himself at this end of the line thinks it is important for their room, clothes, and perhaps the entire house to be neat, clean and orderly. At the other end of the line we have marked "Messy, unkempt". If making their bed or picking up their clothes is not as important to a person, they should mark an "X" at this end of the line.

Let's get some different people's ideas of where they think they are on the line.

Mark "X"s for 3 or 4 people. Next ask for volunteers to mark where other members of their family may be on the line, especially if the behavior is significantly different from their own behavior. Encourage students to suggest possible reasons for the differences they have noticed, without making a value judgment on whether those differences are justified or appropriate. Seek as many reasons as the students can think of; the cultural differences among the students themselves may produce several very different reactions. Perhaps a student will bring up the fact that they follow the family rules to keep their room neat and bed made because that is what is expected, but really think they should not have these rules. This will give you an opportunity to mention that family rules may dictate how one behaves even though their preference is different. Once reasons for the differences have been identified, ask the students for ideas on how they could cope with these differences.

- IV. Have the students look at the other behavior continuum lines. Ask if there are any other behaviors they would like to see on the blank lines, especially if there are big differences in their behavior relative to other family members. Add these behaviors and extremes to the blank lines on the flip chart.

Next ask each of the students to go up to the chart and put their initials on each line where they think their behavior falls. If any of the students think the behavior of other family members is very different from their own, have them also mark the other family member's initials on the line.

Discuss the behaviors where there is a wide range of differences between the students or with other family members. Use the same format as when discussing "Cleanliness":

1. Have the students suggest possible reasons for the differences they have noticed, without making value judgments.
2. Ask the students for ideas on how they could cope with these differences.
3. Determine what the family rule is on this issue so everyone understands what they are expected to do, even if that is not their personal preference.

V. In summary, the leader should ask the students to respond to these questions:

1. *Why is it important for you to be able to discuss differences without making value judgments?*
2. *Why is this difficult to do?*
3. *What will help you? (For one thing, remembering that someone else can respond to your way of doing something as being “strange” of “wrong”. What would your reaction be to someone who said this to you?)*

2:00-3:00 Cultural Adjustment

LEADER’S NOTE: The International Student evaluation of the orientation will be conducted at the end of this session. Handouts are included for them to fill in.

PURPOSE: To discuss the adjustments required by both student and host families as a function of the types of differences, to make the family living experience successful.

I. Introduce the session by saying:

We just spent some time looking at behaviors that may vary greatly because of different values. As mentioned before, we take for granted that everyone behaves like us, until we have the opportunity to see that is not true. What new things have you learned about your own beliefs and values versus those of your host family since you have started this exchange program? Answers may include: relationship between family members, religious beliefs, responsibilities of teen-agers.

In this session we will discuss how to adjust to these cultural differences.

II. Explain:

One way of looking at the differences between cultures is through the analogy of sunglasses.

Imagine if you will a country like America, where from the time of the first people, until today, and far into the future, everyone who was ever born or will be born, was born with two legs, two arms, two eyes, a nose, a mouth and a pair of sunglasses. The color of the lenses of the sunglasses is yellow. Hold up the yellow sunglasses. No one has ever thought it strange that the sunglasses are there because they’ve always been there and they are part of the human body. Everyone has them. What makes these sunglasses yellow are the values, attitudes, ideas, beliefs and assumptions that the Americans have in common. Everything they have seen, learned, or experienced (past, present and future) has been filtered and interpreted through all these values and ideas that have made the lenses yellow.

Thousands of miles away in another part of the world (Japan for example) from the time of the first people, until today, and far into the future, everyone who was ever born or will be born, was born with two legs, two arms, two eyes, a nose, a mouth and a pair of sunglasses. The color of the lenses of the sunglasses is blue. Hold up the blue sunglasses. No one has ever thought it strange that the sunglasses are there because they've always been there and they are part of the human body. Everyone has them. Everything that the Japanese people see, learn, and experience is filtered through their blue lenses.

An American was going to travel to Japan, and while there, wanted to learn everything he possibly could about the Japanese culture. So to more thoroughly learn about Japan he first acquired some Japanese sunglasses. When the traveler arrived in Japan, he put on the Japanese sunglasses (hold up the blue sunglasses over the yellow sunglasses), stayed for two months and felt he was really learned about the values, attitudes, and beliefs of the people of Japan. He actually "saw" Japan by wearing their sunglasses. He came home to his own country and declared that he was now an "expert" on Japan and the culture is green!

Ask what the sunglasses represented. (Values, attitudes, ideas, beliefs, and assumptions of a culture.) Lead a discussion to explain the moral of the story, and how one can minimize the influences of their own American filters of yellow.

Before we are open and free to learn about another culture (and put on their sunglasses), we have to remove our own so our interpretation of the new culture will not be "colored" or filtered by our own values, attitudes, and beliefs. But one can never fully remove their own sunglasses, because those are the values you have lived by your entire life. Rather, you need to understand that your own views are tinted by your own culture, and to be open to this difference in perspective. By being able to understand and describe the values, attitudes, beliefs, ideas and assumptions of your own culture, the lighter the color of your sunglasses becomes. This will help us develop the ability to see more than one side of an idea. We are not there to judge another culture, but to learn about it.

Make the following points:

While in the United States you will encounter many differences in language, food, dress, customs, and basic attitudes. As we have said, people in each culture have unique traits, and it is normal for them to feel their way of doing things is better than any other. This is called ethnocentrism. Perhaps when you see things being done differently, you will catch yourself thinking "Back home we know how to do this right." If you then ask yourself "But why is it right?" you will probably be forced to say "I don't know, it is just better." This is a normal reaction. We have all been brought up to value certain things, but that is not to say they are right or correct. Getting along in another culture will be easier when you understand that others' traits and attitudes are not necessarily right or wrong, better or worse, they are just different. Try to remember the phrase: Equally logical but different. This will remind you that you are looking at the other through your own sunglasses, so that you may more clearly understand.

III. Continue by saying:

How does this analogy apply to what is happening in your home? (We see some things very differently, and many things are interpreted by us through our own perspectives.)

What will help you deal with these situations?

Suggest the following steps for the students to follow:

1. When a situation arises that is undesirable, first identify your own values. Why do you see the situation or behavior the way you do? Think of your own behavior and reaction, and why you behave or think that way.
2. Try to understand the other person's point of view. Why do they say what they say or act the way they do? If you don't understand, ask questions.
3. See what kind of adaptation is necessary. When we say adapt, we are changing our behaviors, not our values.

IV. Discuss who must adapt. Prepare the following chart:

	Host Family	Student
Values	Keep own, but learn about other's	Keep own, but learn about other's
Behaviors	Keep own (70%) Adapt (30%)	Adapt (70%) Keep own (30%)

Both families and students must adapt some of their behaviors in order to make the experience successful. But no one need fear that they will lose their own values. Ask for ideas on what adaptations the family must make. Some ideas include:

1. Adjust to a new personality in the house.
2. Adjust to another person who needs a bedroom, to share the bathroom, meals, etc.
3. Family structure may change - for the first time there may be a teenager, or there may be a new older child. Parents' time will need to be shared with another person.
4. Need to spend time teaching the new person how the family functions, new rules for behavior, what is expected.
5. Learn how to "be a family" to someone they don't know or understand very well, i.e., what will make them happy or what they like to do with other members of the family.

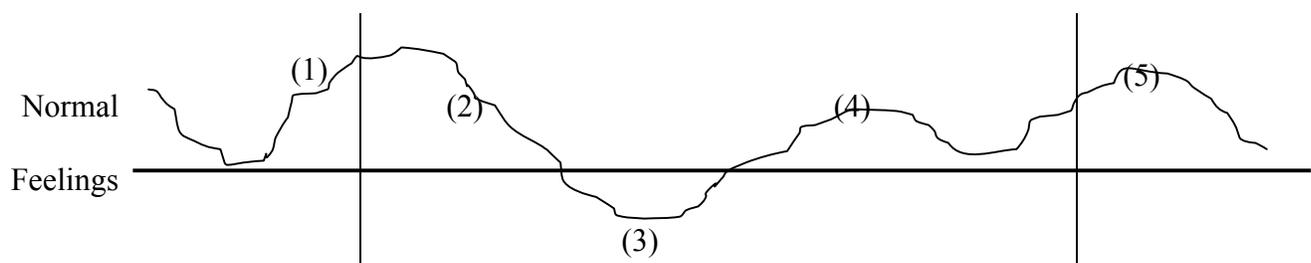
Solicit ideas on what adjustments the students have to make. Some may include:

1. Learn to feel they are a member of a family when they are all new people to the student.
2. Learn how to use a new language for everything.
3. Learn how the family functions: the rules and regulations and appropriate behavior in the family.
4. Learn how to function in a totally new school system.

V. Begin the next session by explaining:

A lot is expected of the students. With all that is new and different, there is usually an uneven curve of adjustment, with some points where the student may be very unhappy or uncomfortable.

Have the students help draw the adjustment curve and explain the steps.



The adjustment process typically consists of several phases throughout the exchange experience:

1. The student is excited with departure from home country and arrival in host country, and all the new discoveries of the first weeks.
2. As the student becomes more accustomed to the new life, emotions become more normal.
3. Students may experience depression at some point, after life has become routine, if they are not adjusting well to their new family or culture, or often around holidays. This is when students begin to think a lot about “home” and old friends.
4. Student has adapted and now feels fully “at home” in the host country, going through the normal small ups and downs of daily life.
5. During the end of the school year and the end of the stay there is a lot of excitement with school activities and parties, as well as the excitement of the anticipation of returning home to see one’s family and friends again.

Return to talk more about (3), explaining to the students that this phase of their emotions is referred to as “culture shock”. It is a time when the student is overloaded with the new things he or she must know and do in the new culture. It is a time when the lack of a familiar support system, such as the natural family and friends, can cause feelings of loneliness and isolation. All of us feel some “lows” and sadness at some times, but when students begin to suffer from culture shock, it is very important that they quickly understand their emotions and how to respond to them. Help the students understand how to recognize if their emotions are beginning to slip too far below the line of “normal feelings”. Some indications include:

1. Getting annoyed at host family rules, expectations, behaviors.
2. Don’t communicate; isolate themselves in their room.
3. Unexpected over reaction to situations.
4. A lot of time spent thinking about natural family and friends.
5. Comparing things and events to those in home country, thinking everything is so much better at “home”.

There is a tremendous need for students and host families to talk and share their feelings during these times. To overcome the depression these situations can cause, the student needs to recognize what is causing the bad feelings. It is essential to be able to recognize the differences the new culture presents and to make an effort to understand them. If not, the reaction is likely to be anger and a lack of communication. Ask the students what they should do if they feel they are beginning to get depressed. Ideas should include:

1. Go out, get involved, do things - don’t stay in your room.
2. Don’t spend hours on the computer.
3. Join a club or activity.
4. Talk to your host family and Program Chair.
5. Set small goals that you can accomplish by yourself as: how to travel on your own, how to say a new phrase, identify one new person whom you are going to say “Hi” to.
6. Ask your family for help to accomplish goals; the whole family can benefit by working out of the depression of culture shock.

VII. Summarize the session with statements such as:

We have talked in this session about how to be successful with two different cultures living together. Both students and host families need to be aware of the other's adjustments and needs. By trying to learn why we all act and think as we do, we will learn from each other and be able to understand the other's ideas and ideals. Empathy for the other culture's points of view may be the most important learning possible in the world today - and we are all a part of it!

Hand out "How to be a Successful and Happy Exchange Student" and pens or highlighters. Have them read through the handout. Ask them for additional ideas on how to be successful and happy. Have them write down, circle or highlight the things they will do.

3:00-3:15 Break

Everyone will have a break together, then they will reconvene in family groups.

PARENTS AND SIBLINGS

1:15-1:30 Parents and Siblings Arrive / Welcome

Welcome the parents and siblings and thank them for coming. Have the families introduce themselves and say their IS's name, home country, and host school. Briefly review the agenda for the day, including what the International Students have been discussing. Explain that the parents and siblings will be in separate discussion groups during the first part of the afternoon, and that the International Students are already back in their individual discussion groups. (Note: The siblings will be in a separate group from the parents if there are at least 5 siblings. Otherwise they will meet as one group with their parents.) There will be a break at 3:15, then everyone will reconvene together in family groups.

Review the ATAD structure with particular attention to the support provided by the Program Chair for each program.

Hand out a copy of the "*Student Directory*" to each family.

Have the parents and/or siblings break into their individual discussion groups.

PARENTS' DISCUSSION GROUP

1:30- 2:30 How We Each See It - Two Cultures Together

LEADER'S NOTE: Save the flip charts with the Likes/Dislikes/Don't Understand. This information will be compiled and shared during the family discussions later in the afternoon. The Internationals and siblings will fill in similar lists to also share. When shared with the families, strictest confidence will be maintained as to who mentioned the items listed. When writing down the responses of your group, be sure to keep them generic so the source cannot be identified later, e.g. do not use people's names, use the word "sibling" instead of "brother" or "sister".

No handouts are needed for this session.

PURPOSE: To help the parents express their feelings about their experience so far. To look at some of the differences parents have noticed with their International Student, and to discuss these differences in a non-judgmental way to discover which are cultural differences and which are merely personal preferences.

I. The leader explains:

This session will give you a chance to talk about the things you have enjoyed so far as well as some difficulties you may have experienced. We will discuss how to deal with some of the difficult situations, including seeking advice in particularly troublesome areas. We will learn how to make the experience better for the entire family.

II. The leader puts up 3 flip chart sheets and labels them with: *Likes, Dislikes, and Don't Understand.* Then explain:

We are going to look at our feelings and concerns by first brainstorming these three lists. These titles can relate to things you, your children, or your exchange student are doing or feeling. The same idea may appear on more than one list, i.e. it may be something that one family likes but is disliked by another family.

We will be sharing these lists with the International Students later in the day. So when I write down your responses, I will keep them generic (e.g. will write down "host brother" rather than a person's name) so you can feel comfortable to express all you feelings without concern that others in your family may feel bad about what was said.

Let's start with the "Likes".

The leader may ask for someone to help list the items mentioned. Write them as briefly as possible on the chart. When there are no more ideas being suggested for "*Likes*", move to "*Dislikes*". If someone suggests a *Dislike* that is really a value judgment, suggest that it might be better to put this on the "*Don't Understand*" list. Explain that it will become clearer later as to why. Finally move to the "*Don't Understand*" list.

Some of the items that may be suggested are:

LIKES

Friendliness of International
What son/daughter is learning
Food International has cooked

DISLIKES

Time IS spends in room
IS doesn't say Thank You
Son/daughter is jealous

DON'T UNDERSTAND

Lack of respect of IS
International doesn't help
Too many expectations of IS

When all lists are completed, ask if anyone has anything else they would like to add, or if they have any questions about anything listed. Then the leader should summarize by saying:

We can all identify with things we like, and it is very important to keep these in mind when we are faced with puzzling and disturbing situations. It is easy to just think of the problems or difficulties we are having, but we shouldn't forget about what is fun and new. We will now discuss each category.

III. The leader should begin by addressing the items listed on the “Don't Understand” list.

Encourage parents to suggest possible reasons for the differences they have noticed, without making a value judgment on whether those differences are justified or appropriate. Seek as many reasons as the parents can think of. Once reasons for the differences have been identified, ask the parents for ideas on how they could cope with these differences, or if it is appropriate/important for the International to follow the family rules instead of accepting these differences. Perhaps one of the parents will bring up the fact that their International or child follows the family rules because that is what is expected, even though they really think these rules are not important. This will give you an opportunity to mention that family rules may dictate how one behaves even though their preference is different.

Not more than a couple of minutes should be spent on each topic so that there is enough time to discuss all major issues identified. Once the important issues listed under “Don't Understand” have been discussed, move on to “Dislikes”, encouraging parents to suggest ways others can deal with or correct these situations. If some of the “Dislikes” issues are also used on the “Likes” list, use this as an opportunity to compare and contrast differences in perspectives and personal tastes.

IV. The leader should mention that sometimes the families might find themselves in situations they don't think they can solve by themselves; they may need to get help from their Program Chair. Examples might be severe language problems, lack of communication, or a disagreement within the family over important issues. Encourage them to keep in touch with their Program Chairs. The earlier they can resolve a difficult situation, the more successful the exchange experience will be, not only for them, but also for their International Student.

V. In summary, the leader should ask the parents to respond to these questions:

1. *Why is it important for you to be able to discuss differences without making value judgments?*
Cultural behaviors and International's understandings may be different than our own. If we make judgments, we will not be open to understanding the differences or the reasons for them.
2. *Why is this difficult to do?*
3. *What will help you?* For one thing, remembering that the International may be responding to your way of doing something as being “strange” or “wrong”. What would your reaction be if the International said this to you?

2:30-3:00 Cultural Adjustment

LEADER'S NOTE: The “*International Student Directory*” handout will be provided for the end of this session.

PURPOSE: To discuss the adjustments required by both student and host families as a function of the types of differences, to make the family living experience successful.

I. Introduce the session by saying:

It is natural for all of us to believe that the way we behave is normal, and is the way everyone acts. All people think this way until they have the opportunity to live with others whose way of behaving is different from their own. It is through this contact with people of other cultures that we learn about the world. In this session we will learn how to look at these differences in a non-judgmental way, and learn what adjustments are necessary for the families and students to live together.

II. Explain:

One thing we must all keep in mind is that our own views are colored by our own values, attitudes, and beliefs, the way we have lived by our entire lives. The same is true of our International Student. We cannot expect to change the values of another, but we can understand and adjust to them. We are not there to judge another culture, but to learn about it.

Ask the parents to discuss some of the differences that have occurred as a result of the families and Internationals interpreting things through their own perspectives.

Ask what will help the families deal with these situations. Suggest the following steps for each member of the family to follow:

1. When a situation arises that is undesirable, first identify your own values. Why do you see the situation or behavior the way you do? Think of your own behavior and reaction, and why you behave or think that way.
2. Try to understand the other person's point of view. Why do they say what they say or act the way they do? If you don't understand, ask questions in an open, curious, non-judgmental way.
3. See what kind of adaptation is necessary. When we say adapt, we are changing our behaviors, not our values.

III. Discuss who must adapt. Prepare the following chart:

	Host Family	Student
Values	Keep own, but learn about other's	Keep own, but learn about other's
Behaviors	Keep own (70%) Adapt (30%)	Adapt (70%) Keep own (30%)

Both families and students must adapt some of their behaviors in order to make the experience successful. But no one need fear that they will lose their own values.

Ask for ideas on what adaptations the family must make. Some ideas include:

1. Adjust to a new personality in the house.
2. Adjust to another person who needs a bedroom, to share the bathroom, meals, etc.

3. Family structure may change - for the first time there may be a teenager, or there may be a new older child. Parents' time will need to be shared with another person.
4. Need to spend time teaching the new person how the family functions and what is expected.
5. Learn how to "be a family" to someone they don't know or understand very well, i.e., what will make them happy or what they like to do with other members of the family.

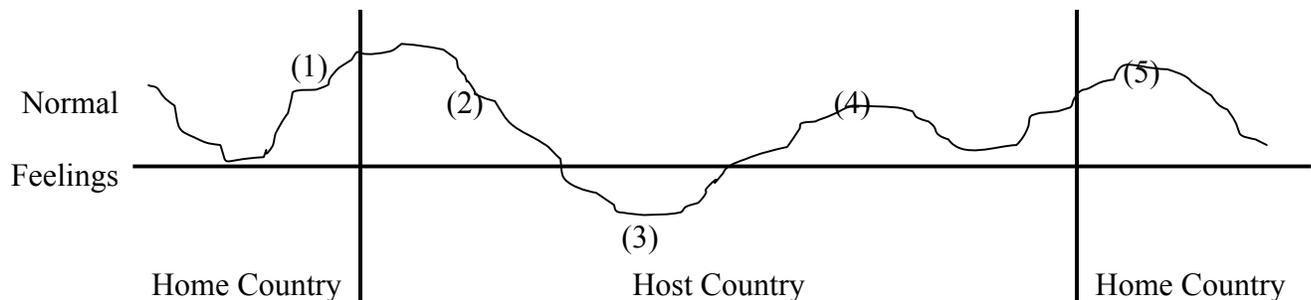
Solicit ideas on what adjustments the students have to make. Some may include:

1. Learn to feel they are a member of a family when they are all new people to the student.
2. Learn how to use a new language for everything.
3. Learn how the family functions: the rules and regulations and what is appropriate behavior.
4. Learn how to function in a totally new school system.

VI. Explain:

A lot is expected of the students. With all that is new and different, there is usually an uneven curve of adjustment, with some points where the student may be very unhappy or uncomfortable. We already discussed the Culture Shock Curve during the Pre-Arrival Orientation, but it is good to review this curve again.

Have the parents help draw the adjustment curve the student may go through.



The adjustment process typically consists of several phases throughout the exchange experience:

1. The student is excited with departure from home country and arrival in host country, and all the new discoveries of the first weeks.
2. As the student becomes more accustomed to the new life, emotions become more normal.
3. Students may experience depression at some point, after life has become routine, if they are not adjusting well to their new family or culture, or often around holidays. This is when students begin to think a lot about "home" and old friends.
4. Student has adapted and now feels fully "at home" in the host country, going through the normal small ups and downs of daily life.
5. During the end of the school year and the end of the stay there is a lot of excitement with school activities and parties, as well as the excitement of the anticipation of returning home to see one's family and friends again.

Return to talk more about (3). Help the parents understand how to recognize if the student's emotions are beginning to slip too far below the line of "normal feelings". Some indications include:

1. Getting annoyed at host family rules, expectations, or behaviors.
2. Don't communicate; isolate themselves in their room.
3. Unexpected overreaction to situations.
4. Comparing things and events to those in home country, thinking that everything is so much better at "home".

To overcome the depression these situations can cause, the student needs to recognize what is causing the bad feelings. If not, the reaction will be anger and a lack of communication. Ask what the family can do to help the student if they are beginning to get depressed. Some ideas include:

1. Get the student involved, do things with them - don't let them stay in their room.
2. Have the student join a club or activity.
4. Talk to your student and Program Chair.
5. Have the student set small goals they can accomplish: learn how to travel on their own, how to say a new phrase, identify one new person whom they are going to say "Hi" to.

V. Hand out the "*International Student Directory*". Let the parents know that the exchange students have also been given a copy of this directory. But we wanted to make sure the parents also had this information in case they wanted to call other families for car pooling, etc.

VI. Summarize the session with statements such as:

We have talked this session about how to be successful with two different cultures living together. Both students and host families need to be aware of the other's adjustments and needs. By trying to learn why we all act and think as we do, we will learn from each other and be able to understand the other's ideas and ideals. Empathy for the other culture's points of view may be the most important learning possible in the world today - and we are all a part of it!

3:00-3:15 Break

Everyone will have a break together, then they will reconvene in family groups.

SIBLINGS' DISCUSSION GROUP

1:30-2:00 How We Each See It

LEADER'S NOTE: Save the flip charts with the Likes/Dislikes/Don't Understand. This information will be compiled and shared in the family groups later in the afternoon. The parents and Internationals will fill in similar lists to also share. When shared with the families, strictest confidence will be maintained as to who mentioned the items listed. When writing down the responses of your group, be sure to keep them generic so the source cannot be identified later, e.g. do not use "Mom" or "brother", use "parent" and "sibling" instead.

PURPOSE: To help the siblings express their feelings about their experience so far, and to learn creative ways of dealing with adjustment problems.

I. The leader explains:

This session will give you a chance to talk about the things you have enjoyed so far as well as some difficulties you may have experienced. You will learn how to deal with some of the difficult situations, including seeking advice in particularly troublesome areas. You will also learn how to solve some of your problems on your own. And finally, you will learn how to make the experience better for yourself, as well as your host family.

II. The leader puts up 3 flip chart sheets and labels them with: *Likes, Dislikes, and Don't Understand*. Then explain:

We are going to look at our feelings and concerns by first brainstorming these three lists. These titles can relate to things you, your parents, your brother or sister, or your exchange student are doing or feeling. The same idea may appear on more than one list, i.e. it may be something that one family likes but disliked by another family.

We will be sharing these lists with the International Students later in the day. So when I write down your responses, I will keep them generic (e.g. will write down "brother" rather than a person's name) so you can feel comfortable to express all you feelings without concern that others in your family may feel bad about what was said.

Let's start with the "Likes".

The leader may ask for someone to help list the items mentioned. Write them as briefly as possible on the chart. When there are no more ideas being suggested for "*Likes*", move to "*Dislikes*". If someone suggests a *Dislike* that is really a value judgment, suggest that it might be better to put this on the "*Don't Understand*" list. Explain that it will become clearer later as to why. Finally move to the "*Don't Understand*" list.

Some of the items that may be suggested are:

LIKES

Having an older sibling

International's accent

Food International has cooked

DISLIKES

Having to share bedroom

IS gets so much attention

International is messy

DON'T UNDERSTAND

IS expects too much

International won't do chores

International seems rude

When all lists are completed, ask if anyone has anything else they would like to add, or if they have any questions about anything listed. Then the leader should summarize by saying:

We can all identify with things we like, and it is very important to keep these in mind when we are faced with puzzling and disturbing situations. It is easy to just think of the problems or difficulties we are having, but we shouldn't forget about what is fun and new. We will now discuss each category.

- III. The leader should begin by addressing the items listed on the “Don't Understand” list. Encourage the siblings to define the problems specifically and give possible solutions. For example, if the International will not help with the chores, you might ask them to talk about what is specifically expected for them to do, then solicit suggestions on how to help the International learn to do those chores.

Not more than a couple of minutes should be spent on each topic so that there is enough time to discuss all major issues identified. Once the important issues listed under “Don't Understand” have been discussed, move on to “Dislikes”, encouraging siblings to suggest ways others can deal with or correct these situations. If some of the “Dislikes” issues are also used on the “Likes” list, use this as an opportunity to compare and contrast differences in perspectives and personal tastes.

The leader should identify any areas where the siblings should talk to their parents or Program Chair for help, such as lack of communication, inability to understand a behavior, or major disagreement with International over important issues.

- IV. Before leaving this session, the leader should mention that sometimes host brothers and sisters might find themselves in situations they don't think they can solve by themselves; they may need to get help from their parents or the Program Chair. Reinforce to them that the Program Chair is there for them also. The earlier they can resolve a difficult situation, the more successful the exchange experience will be, not only for them, but also for the International and the entire family.

2:00-2:30 Two Cultures Together

LEADER'S NOTE: No handouts are needed for this session.

PURPOSE: To look at some of the differences the siblings have noticed with the International Student, and to discuss these differences in a non-judgmental way to discover which are cultural differences and which are merely personal preferences.

- I. The leader introduces this session by saying something like:

It is natural for all of us to believe that the way we behave is normal, and is the way everyone acts. All people think this way until they have the opportunity to live with others whose way of behaving is different. It is through this contact with people of other cultures that we learn about the world.

In this session we are going to look at a few of the key differences in behaviors and attitudes that the two cultures now living in your home may have. We will learn how to look at these differences in a non-judgmental way, and to learn what adjustments are necessary for the families and students to live together.

II. The leader then begins to discussion on non-judgmental evaluation using a reference such as:

Let's look at these two statements (on a flip chart):

My International sibling is not nice to me.
My International sibling does not say "Thank You".

What is the difference in these two statements? Answers should bring out that one affixes a value to the action; it is judgmental. The other just gives a statement without judgment.

Why is it important not to judge the way something is done? Cultural behaviors and International's understandings may be different then our own. If we make judgments, we will not be open to understanding the differences or the reasons for them.

III. Draw the following behaviors and continuum lines on a flip chart. Include a few blank lines for behaviors to be added later. Start this session by saying:

Let's look at several beliefs about common daily behaviors that may be different for different members of your household.

Cleanliness	
Very tidy	Messy, unkempt
Scheduling of Time	
Unscheduled, leisurely	Tightly structured and full
Privacy	
Need time alone	Always has to have someone around
Teenager's Degree of Independence	
Totally dependent on parental approval and resources	Independently makes own money, plans, and time commitments
Family Relationships	
Very close	Everybody on their own

Let us first look at the “Cleanliness” line. You will notice that we have drawn a line between two extreme attitudes about cleanliness. At one end we have “Very tidy” meaning that the person who marks himself at this end of the line thinks it is important for their room, clothes, and perhaps the entire house to be neat, clean and orderly. At the other end of the line we have marked “Messy, unkempt”. If making their bed or picking up their clothes is not as important to a person, they should mark an “X” at this end of the line.

Let’s get some different people’s ideas of where they think they are on the line.

Mark “X”s for 3 or 4 people. Next ask for volunteers to mark where their exchange student or other members of their family may be on the line, especially if the behavior is significantly different from their own behavior. Encourage the siblings to suggest possible reasons for the differences they have noticed, without making a value judgment on whether those differences are justified or appropriate. Seek as many reasons as the siblings can think of; the differences among the siblings themselves may produce several very different reactions. Perhaps a student will bring up the fact that they follow the family rules to keep their room neat and bed made because that is what is expected, but really think they should be different. This will give you an opportunity to mention that family rules may dictate how one behaves even though their preference is different. Once reasons for the differences have been identified, ask the siblings for ideas on how they could cope with these differences.

IV. Have the siblings look at the other behavior continuum lines. Ask if there are any other behaviors that they would like to see on the blank lines, especially if there are big differences in behaviors within their family. Add these behaviors and extremes to the blank lines on the flip chart.

Next ask each of the siblings to go up to the chart and put their initials on each line where they think their behavior falls. If anyone thinks the behavior of their International sibling or other family members is very different from their own, have them also mark the other family member’s initials on the line.

Discuss the behaviors where there is a wide range of differences between family members. Use the same format as when discussing “Cleanliness”:

1. Have the siblings suggest possible reasons for the differences they have noticed, without making value judgments.
2. Ask them for ideas on how they could cope with these differences.
3. Determine for which behaviors it is important to follow the family rules, even if that is not the personal preference.

V. In summary, the leader should ask the siblings to respond to these questions:

1. *Why is it important for you to be able to discuss differences without making value judgments?*
2. *Why is this difficult to do?*
3. *What will help you? (For one thing, remembering that the International may be responding to your way of doing something as being “strange” or “wrong”. What would your reaction be if the International said this to you?)*

2:30-3:00 Cultural Adjustment

LEADER'S NOTE: No handouts are needed for this session.

PURPOSE: To discuss the adjustments required by both student and host families as a function of the types of differences, to make the family living experience successful.

I. Introduce the session by saying:

We just spent some time looking at behaviors that may vary greatly because of different values. As mentioned before, we take for granted that everyone behaves like us, until we have the opportunity to see that is not true. What new things have you learned about your own beliefs and values versus those of your International brother or sister since they have been living with you? Answers may include: relationship between family members, religious beliefs, responsibilities of teen-agers.

In this session we will discuss how to adjust to these cultural differences.

II. Explain:

One thing we must all keep in mind is that our own views are colored by our own values, attitudes, and beliefs, the way we have lived by our entire lives. The same is true of our International sibling. We cannot expect to change the values of the other, but we can understand and adjust to them. We are not there to judge another culture, but to learn about it.

Ask the siblings to discuss some of the differences that have occurred as a result of the families and Internationals interpreting things through their own perspectives.

Ask what will help the families deal with these situations. Suggest the following steps for each member of the family to follow:

1. When a situation arises that is undesirable, first identify your own values. Why do you see the situation or behavior the way you do? Think of your own behavior and reaction, and why you behave or think that way.
2. Try to understand the other person's point of view. Why do they say what they say or act the way they do? If you don't understand, ask questions.
3. See what kind of adaptation is necessary. When we say adapt, we are changing our behaviors, not our values.

III. Discuss who must adapt. Prepare the following chart:

	Host Family	Student
Values	Keep own, but learn about other's	Keep own, but learn about other's
Behaviors	Keep own (70%) Adapt (30%)	Adapt (70%) Keep own (30%)

Both families and students must adapt some of their behaviors in order to make the experience successful. But no one need fear that they will lose their own values.

Ask for ideas on what adaptations the family must make. Some ideas include:

1. Adjust to a new personality in the house.
2. Adjust to another person who needs a bedroom, to share the bathroom, meals, etc.
3. Family structure may change - for the first time there may be a teenager, or there may be a new older child. Parents' time will need to be shared with another person.
4. Need to spend time teaching the new person how the family functions and what is expected.
5. Learn how to "be a family" to someone they don't know or understand very well, i.e., what will make them happy or what they like to do with other members of the family.

Solicit ideas on what adjustments the students have to make. Some may include:

1. Learn to feel they are a member of a family when they are all new people to the student.
2. Learn how to use a new language for everything.
3. Learn how the family functions: the rules and regulations and what is appropriate behavior.
4. Learn how to function in a totally new school system.

VI. Explain to the siblings:

We have been talking a lot about ways to solve some of our confusions and problems. Some of the things you may need to do may not be what you would like to do, but circumstances may make them advisable. On the other hand, once you have learned to understand the reasons for cultural differences and how to adjust to them, you should be able to find many ways in which this experience is interesting, helpful, and useful to you.

Put up 3 flip charts marked with the following headings: "Skills", "Knowledge", and "School". Begin with the chart marked "Skills". Ask the siblings to think of skills they may learn or develop as a result of having the exchange student live with them. The leader may ask for someone to help list the items mentioned.

After all of the ideas have been listed, move to the chart marked "Knowledge" and ask for ideas on what kind of knowledge they may gain. Finally move to the "School" list and ask for ways this experience might help them in school, both now and in the future. Some ideas listed may include:

<u>SKILLS</u>	<u>KNOWLEDGE</u>	<u>SCHOOL</u>
Adaptability	Knowledge of foreign country	Reports, paper's on IS's country
Tolerance for differences	Interest in the world	Projects that include first hand experiences, different points of view, behavior/value comparisons, attitudes toward world issues
Ability to communicate with with gestures and limited	Better know myself and America	How to help others in school
Ability to teach English	Some expectations if decide to be an exchange student myself	
Play new sport or cook foreign food		

Use the last category to show brothers and sisters of all ages how they can work with their exchange student on projects. This may be especially useful for those who socially or personally don't get along well or cannot find anything in common.

V. Summarize the session with statements as:

We have talked in this session about how to be successful with two different cultures living together. Both students and host families need to be aware of the other's adjustments and needs. By trying to learn why we all act and think as we do, we will learn from each other and be able to understand the other's ideas and ideals. Empathy for the other culture's points of view may be the most important learning possible in the world today - and we are all a part of it!

3:15-3:30 Break

Everyone will have a break together, then they will reconvene in family groups.

FAMILY GROUPS

3:15-3:45 Making the Experience Better

LEADER'S NOTE: The families will be together for the remainder of the orientation discussions. Be sure the families sit together so they may do the family group activities together.

"The Values American Live By" table will be provided to hand out to the families.

Have each family work together to discuss what each person wants to get out of or learn from the exchange experience, then develop an action plan to make this happen. *The "Family Action Plan"* handout will be provided, one for each family to fill in together.

PURPOSE: To share what was learned in the individual group sessions, and to have the families openly share their feelings and desires to develop a *"Family Action Plan"*.

I. The Leader begins this session with a couple introductory statements, such as:

We have just finished some very interesting individual group sessions where we had the opportunity to discuss both our joys and some of the difficulties we have encountered so far in our exchange experience. We would now like to share some of those feelings with the entire group.

Put up the *"Likes"*, *"Dislikes"*, and *"Don't Understand"* charts from the students, parents and sibling groups. Ask a member of each group or the leader from each group to read and briefly discuss those items listed.

After all lists have been reviewed, ask the group if anyone would like to add anything else, or if anyone has any questions. Reinforce the concept that nothing listed as a *"Dislike"* should be about another's values or culture. Otherwise, one would be making a value judgment about the other's beliefs. Instead, such items should be listed on the *"Don't Understand"* charts.

Hand out *"The Values American Live By"*. Explain how this document discusses the values by which many Americans live, and shows how these values are in stark contrast to much of the rest of the world. If the parents and the exchange students read through this document, they will discover that many of the things they listed as *"Don't Understand"*, and even some of those listed as *"Dislikes"*, are really value differences that should be accepted rather than judged.

II. The leader moves into the next part of this session by continuing:

The exchange experience can be enhanced for each of us by finding the things we like and participating in it fully. However, as you may have already noticed, time can pass very rapidly as you are getting to know one another and become a new family. It is very easy to suddenly realize that many months of your experience have slipped by and you have not done what you planned or hoped to do. We are going to do a short activity that may help to keep that from happening. First, I'd like every person to think about what they would like to gain from the exchange experience. These can be things they want to learn, things they want to do, places they want to go, experiences they want to have.

Pass out the “*Family Action Plan*” handout, one copy to each family. Tell the families that you would like each member to write down what they had thought about for what they would like to do or get out of the exchange. Then the families should work together to decide how they are going to accomplish each item. They should list what will be done this month, by the end of December, and by the end of the program to attain each of the goals.

Have the families pull their chairs together to work on the “*Family Action Plan*”. Give the groups 15 minutes to work on this task. The leader should circulate and give suggestions if needed.

III. After 15 minutes call the entire group back together again. Explain:

Not everyone may have had a chance to complete their goals. If not, I hope you will continue this discussion at home and complete your Family Action Plan. Then put it somewhere handy so you can refer to it from time to time, perhaps on a bulletin board or on the refrigerator. It will serve as a reminder to you as the year progresses, and may be helpful to keep you on track and to assure everyone’s goals are being addressed.

IV. Summarize the session with:

We have reviewed a lot of material throughout the day. The emphasis of the orientation has been to look at ways we can improve on and make your year together as successful as possible. Now it is up to you to continue “making the experience better”.

3:45-4:20 Throughout the Exchange

LEADER’S NOTE: No handouts are needed for this session.

PURPOSE: To review the rules and expectations of the ATAD program.

I. Explain:

The rest of the afternoon will be used to review some of the rules and expectations of the exchange program, to assure everyone knows and has heard the same thing, and to assure everyone understands the reasons for these expectations.

II. Expectations:

Students are expected to help around the house as much as other teenagers.

Parents should treat Internationals as they treat other teenagers in the house: discipline, expectations, and reinforcements should be comparable. Student should not be treated as a guest, nor expect to be treated as a guest.

Encourage students to make American friends and participate in school events. The success of the experience seems to be directly proportional to the student's involvement. Have them spend time at the homes of American friends.

Good grades are expected in school. Send a copy of grades to your ATAD Program Chair each quarter.

III. Throughout the year:

Reinforce that the ATAD support structure is there for everyone, including counseling for families, students and siblings.

There will be a number of activities sponsored by ATAD throughout the year, such as (but not necessarily exactly) the following:

- three day New York City and/or Washington D.C. trip at a cost of about \$500 - get a show of hands of how many students (including host siblings, friends, family, etc.) may be interested to determine if the trip should be pursued for this year
- reception with the mayor of Rochester
- mandatory re-entry orientation in late May or early June
- other activities may be arranged such as a winter dinner, ball game, skating, etc. - parents are encouraged to organize an activity in coordination with ATAD if there is something they particularly like to do

The only ATAD sponsored events are those through special e-mails.

Parties at homes are not "ATAD parties". Discourage parents from holding too many parties for Internationals. For those parties that are held, host siblings and other Americans should be invited. Students have ample opportunity to get together with other International Students through ATAD events. Their primary purpose of the exchange is to interact with other Americans, not just with other exchange students.

Visas may be needed for Canada. A multiple entry visa is needed to reenter the US. It is required that if you plan to go into Canada that you have the ATAD US Department of State Responsible Officer sign your student's DS-2019 prior to departure stating that the student is in good standing. Note this signature is only valid for six months, but the DS-2019 can be signed a second time if necessary. See Program Chair for any questions.

No unauthorized travel, no travel without host family. Need prior approval from Program Chair plus letter of invitation if going to stay over night.

Natural parents are strongly discouraged from visiting. It disrupts the ties with the host family and exchange experience.

Students must return directly home after the exchange program is over. No side trips are permitted by the student, with host family, or with natural family.

IV. Thank everyone for coming and encourage them to keep in touch with any problems, concerns, or successes. Remind them that ATAD, Program Chairs, and counselors are always there to help the entire family.

4:20-4:30 Evaluation

Hand out the ATAD Post-Arrival Orientation Evaluations (found at the end of this document after the Handouts) and have the Host Families and Orientation Leaders fill them in.

QUIZ Yourself... How am I doing???

Answer “yes” or “no” to the following questions:

- 1) Have you tried an unfamiliar food in the past week - something you've never tasted before?
- 2) Have you tried a new activity since you arrived in Rochester - something you've never done in your home country? What activity?
- 3) Do you show your host family that you are interested and willing to try new things?
- 4) Do you know what your host mother and father do for a living? (their jobs)
- 5) Do you do chores around the house?
- 6) Do you offer to help, even when you've not been asked? How often?
- 7) Have you asked your host mother or father, “how was your day”?
- 8) Have you done something special with a host brother or sister?
- 9) Have you joined a school club or sport?
- 10) Have you made friends with at least one American student?
- 11) Have you invited a friend to do something with you?
- 12) Are you taking at least one subject in school that you've never had the opportunity to take in your home country?
- 13) Are you doing your very best in every subject at school?
- 14) Do you limit your time talking, emailing or “chatting” with friends and family “back home”?
- 15) Are you limiting your time on the Internet to less than 1 hour per day?
- 16) Are you speaking only English? Are you watching only English-language television and movies?
- 17) Are you being respectful of others by not speaking your native language?
- 18) Are you obeying the “house rules” of your host parents?
- 19) Do you react in a positive way when you encounter something different or unfamiliar?
- 20) Are you respectful of different opinions and different customs?
- 21) Do you frequently say “thank you” to your host parents?
- 22) Do you look and act happy?
- 23) Do you smile???
- 24) Do you ask for help with your school work if you don't understand something?
- 25) Do you talk to your host parents or Program Chair if you have a problem?
- 26) Are you someone people enjoy spending time with?
- 27) Are you a good friend?
- 28) Do you have a positive attitude - even when things aren't perfect?
- 29) Are you a good representative of your home country?
- 30) Have you shared at least one custom or tradition with your host family?

ATAD Post-Arrival Orientation Evaluation for HOST FAMILIES

Host Family /
Student Name (optional): _____

Orientation Date: _____

1. Please rate each of the sessions presented at your Post Arrival Orientation.

	Excellent	Average	Poor
Welcome/Introductions	1	2	3
How We Each See It / Two Cultures Together	1	2	3
Cultural Adjustment	1	2	3
Family Discussion: Making the Experience Better	1	2	3
Throughout the Exchange	1	2	3

2. Were each of the following topics covered thoroughly during the orientation?

Host Family and Student behavioral adjustments	Y	N
Creative ways of dealing with adjustment problems	Y	N
ATAD resources available to the HF and Student	Y	N
ATAD rules and expectations	Y	N

3. Do you now feel comfortable with the following areas of the hosting / exchange experience?

Adjusting your routine in order to accomplish shared goals	Y	N
Applying effective communication and problem solving steps	Y	N
Complying with ATAD policies and procedures	Y	N
Understanding emergency procedures	Y	N

If not, what additional information can ATAD provided to you? _____

Please complete other side/next page.

4. What was the best part of today's orientation?

5. What could be changed to make this orientation better?

6. What was the most useful session?

7. Were all of your questions answered by an ATAD representative? If not, and you would like this evaluation to remain anonymous, please contact your ATAD Program Chair to have your questions answered.

8. Additional Comments:

Thank you for attending today's orientation, and for your feedback!

ATAD Post-Arrival Orientation Evaluation for ORIENTATION LEADERS

Today I facilitated discussions with (select all that apply):

- International Students Host Parents Host Siblings

Discussions and activities (select all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Were successful | <input type="checkbox"/> Got students thinking |
| <input type="checkbox"/> Answered students' questions | <input type="checkbox"/> Didn't have enough adult help |
| <input type="checkbox"/> Were boring | <input type="checkbox"/> Were too long |
| <input type="checkbox"/> Were too structured | <input type="checkbox"/> Weren't structured enough |
| <input type="checkbox"/> Other (please explain below): | |

Students were:

- Enthusiastic Interested Bored
 Other (please explain below):

Regarding my role, I felt I:

- Knew what was expected of me Was able to follow the hand outs
 Had enough preparation Other (please explain below):

Accommodations were:

- Excellent Average Poor (please explain below):

Please provide any suggestions for future orientations, and any other comments:

Thank you for supporting today's orientation, and for your feedback!