

# End-of-Stay Orientation

## **Lead Facilitator Guide**





# End-of-Stay Orientation Leader Guide

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## Required Materials for End-of-Stay Orientation

- ✓ Scrap paper
- ✓ Flipchart paper
- ✓ Pens/pencils
- ✓ Printed Student Evaluations (optional)
- ✓ Tree Growth printed handout (optional)

## Suggested Orientation Agenda

1.5 hours of Content and Learning activities

Session	Learning Objective	Approx. time
1. Tree Growth: A Metaphor for Our Lives	Self-Awareness	30 min
2. What Did You Learn About Cultures?	Cultural Knowledge and Awareness	30 min
3. Circle of Gratitude	Appreciation of Cultural Interdependence	15 min
4. Evaluation of Orientation	Reflection	5-10 min
5. Travel Safety Speech	Required Travel Logistics	15-30 min

## Overview

- The End-of-Stay (EOS) Orientation is aimed to provide a transitional time period for participants between saying good-bye to the host family and hello to their natural family.
- It also provides participants with the opportunity to reflect on what they have gained; how they have changed as a result of their AFS experience; and how these differences may be viewed by others back home.
- Currently the **required minimum length of the EOS is 4-6 hours**.
- The agenda above provides has the required **1.5 hours devoted to content and learning activities** with the participants and remaining time dedicated to interactive activities with the participants (ex: pizza party, games etc.) excluding travel time.
- The 4-6 hours of “face time” with the participants are exclusive of any time spent with their host families prior to their host family’s departure from the EOS site.
- The Area Team may choose to run any or all of the EOS activities in this handbook; however, both the Travel Logistics and Evaluation session are required for everyone.
- This manual is directed to the Group Leader, rather than the Orientation Coordinator.
- Orientation Coordinators may find information pertaining to the planning and implementation of the End-of-Stay Orientation in the End-of-Stay Event Handbook for Coordinators.

## Objectives

- Each activity/section present in the End-of-Stay Orientation is designed to meet at least one of the orientation objectives indicated in the AFS Orientation Framework.
- Intended objectives are listed before each section.
- The person facilitating each activity should clearly present and explain the objectives to the participants before beginning.

### Required Logistics

- Be aware of the schedule of events between now and their departure.

### Personal Safety and Well-being

- Identify things that they can do to help ensure their well-being while in transit to the home country.

### Cultural Adjustment and Coping

- Reflect on their expectations for the first days/weeks after their return.

### Culture Learning

- Discuss how their culture learning skills can be applied to the re-entry process.

### Expectations and Goals

- Reflect on and record ways to use the skills and knowledge they have gained as a result of the experience to help fulfill the mission of AFS back home.

## Variations

- Optional activities can be added to End-of-Stay agendas depending on needs, preferences and resources.
- Any optional activities may be substituted for suggested activities if they meet both the related learning objectives and the required minimum length of 1.5 hours.

## Optional Activities

Session	Learning Objective	Approx. time
<ul style="list-style-type: none"><li>• Thank You Ceremony with Host Families</li></ul>	Showing Appreciation and Gratitude	15-30 min
<ul style="list-style-type: none"><li>• Reflections on Going Home</li></ul>	Cultural Knowledge & Awareness	30 min
<ul style="list-style-type: none"><li>• Culture Pictionary</li></ul>	Creative Thinking	30 min

## Activity (Methodology)

Tree Growth: A Metaphor for Our Lives

**Time Needed:** 30 Min

**Group Size:** Any size

**Materials:** printed "tree" sheets, pens/pencils, scrap paper (optional)

**Slide #:** None

## Objectives

- Reflecting on personal growth and development resulting from the AFS experience
- Sharing and discussing how these changes may be perceived by natural family, friends and others in their home culture

## Variations

This exercise can either be done by having students draw their own tree outline on blank paper or giving each student a printed handout with the tree image.

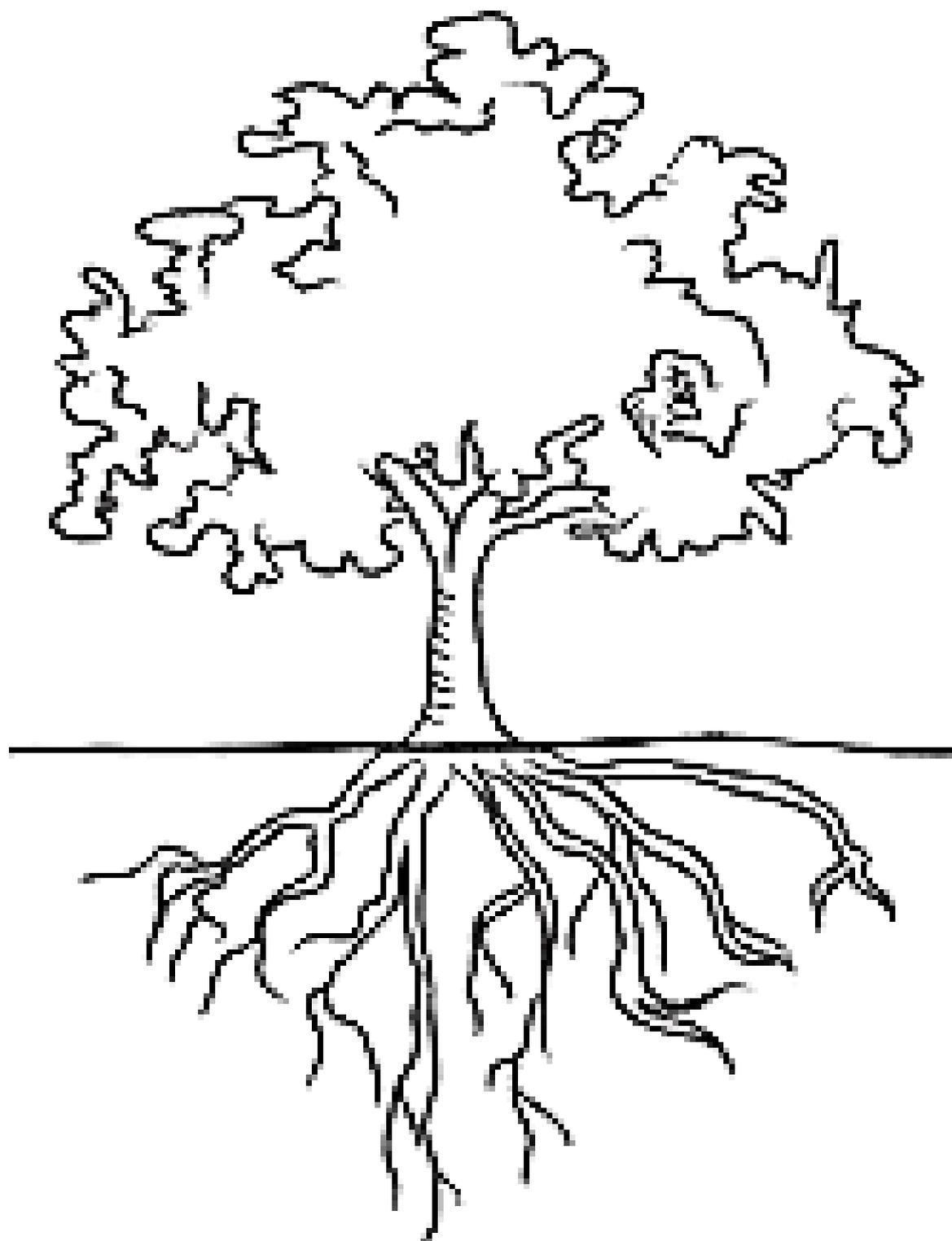
## Introduction

1. Throughout the year, you have grown both in an internal and external way.
2. Using a tree, chart the different ways you have grown because of your AFS experience.
3. Write in the leaves your external growth that people can see. (ex: dress more casually)
4. On the branches, write the more internal growth that some may see. (ex: more direct communicator)
5. Write on the roots the internal growth that perhaps only you are aware of and that has become a part of who you are. (ex: feel more comfortable saying No)
6. Focus specifically on the changes you have undergone during your time on program, not just your cultural traits.
7. Also consider how these changes might be perceived by your friends and family members?

## Prompts

- How you spend your free time
- How you make decisions
- How you interact with friends
- How you dress
- What you want to do with your life
- How you communicate
- Your values (ex: personal space, direct communication, saving face,
- What is most important to you now
- How you solve problems or cope with sources of stress
- What "family" means to you
- What "friendship" means to you

Tree Growth: A Metaphor for Our Lives



## Activity (Methodology)

What Did You Learn About Cultures? (Discussion)

**Time Needed:** 30-60 Min

**Group Size:** Any size

**Materials:** printed question sheet (optional), index cards (optional)

**Slide #:** None

## Objectives

- Allow participants to reflect back on their time in the U.S.
- Discuss the similarities and differences in their intercultural learning experiences
- Share two or three of the most valuable things they have learned.

## Variations

Leaders can ask individual question to the whole group and elicit answers. Alternately, write numbers (1-16) on index cards (one number per card) and put them in a container, so be drawn by themselves or students during the discussion. Once a card is drawn, the student who chose it can answer and then others can answer. Another option is to print out the question sheet and cut questions into individual slips, mix them up in a container, then allow students to randomly choose, read aloud and answer.

## Instructions

1. Give the introduction.
2. Lead the group discussion (questions on following page).
3. Focus the debrief session on the lessons that the participants experienced throughout their time on program and their impact going forward.
4. Create a list of skills and cultural adjustment tools that participants have gained during their experiences, illustrating that participants will need to utilize many of the same skills during their re-entry adjustment period.

## Introduction

- Experiencing the culture and getting to know people from other cultures, really makes the difference in how well we understand each other and other cultures.
- Sometimes learning is gradual and takes place over time, and other times we have “Aha!” moments when the learning happens in a flash.
- It’s not right, it’s not wrong, it’s just different. And being able to understand a cultural value doesn’t mean you have to embrace it.
- The AFS experience is a stepping stone; just the beginning. We hope that you will continue to develop the knowledge and skills you have gained as a result of this experience and the ones that you have developed will last a lifetime!

## Discussion

1. The funniest thing I learned about US culture is...
2. The thing that my AFS experience taught me about my own culture is...
3. Through this experience, one of the most important things I discovered about myself is...
4. I never thought I would...
5. An attitude or value that I didn't have before I my AFS experience, but now have, is...
6. An attitude or value that I held before I left home, and I have kept throughout my AFS experience is...
7. An attitude or value that I held before I left home, but now I question is...
8. At first, I did not understand why Americans...
9. In order to fully understand the people of my host community, it is necessary to realize that...
10. One thing about the people in my host community that I still do not understand is...
11. One way in which people in my host community are the same as people in my home country is...
12. For me, the most difficult feature of living in another family and community has been...
13. For me, the greatest benefit of living in another family and community has been...
14. Now, I consider myself...
15. Now, when I think about culture, I...
16. Because of my AFS experience, one thing I want to do with my life is...

## Debrief

1. How did you learn about those visible (above the surface) aspects about yourself, others, your home and/or U.S. culture?
2. What did it take to really learn, understand and/or develop within yourself the invisible (below the surface)" things?
3. What knowledge, attitudes, skills and actions did you find helpful in expanding your cultural awareness?
4. What knowledge, attitudes, skills and actions helped you adjust to the differences you encountered?
5. How might the things we listed be useful to you once you are back in your home country?

## Activity (Methodology)

Circle of Gratitude (Closing ceremony & reflections)

**Time Needed:** 15-30 Min

**Materials:** Candles, lighter/matches

**Group Size:** Any size

**Slide #:** None

## Objectives

- Practice communicating what they have gained from their experiences to various audiences back home
- Identify key elements of the experience and convey these to others in a meaningful yet concise way
- Recognize that by talking about their AFS experience, they are helping to fulfill the mission of AFS
- Prepared responses to basic questions about their AFS experiences
- Demonstrate awareness of the possible challenges involved in communicating the details of their AFS experience to others

## Preparation

- This activity requires an open area that can be darkened.
- There must also be enough space for all people to stand/sit in a circle with enough space between them to comfortably hold a candle and pass the flame around without burning anyone or creating a fire risk.
- Materials recommendation: 100 Long Congregation Candles with Drip Protectors  
(<https://goo.gl/yJYIWb>)

## Instructions

1. Give the introduction.
2. Have everyone sit or stand in a circle.
3. Pass out a candle to each person.
4. Have your candle and lighter ready.
5. Then, turn off all lights so the room is completely black.

## Introduction

1. Here, the darkness represents the fact that you came into this experience “in the dark”.
2. You knew nothing, and all took some chances.
3. Yes, it wasn’t always easy.
4. But tonight, we are going to close with sharing the most meaningful experience we had this year.
5. I will light your candle and you will share your experience.
6. After you have shared your experience, please light the candle of the person next to you.
7. As we light our candles, share, and listen to each other, let us also think about how we can carry the light forward as ambassadors of AFS.



# End-of-Stay Orientation Leader Guide

## Activity (Methodology)

Student Survey (Reflection, Evaluation)

## When to do the exercise

**Time Needed:** 5-10 Min

**Group Size:** Any size

**Materials:** Printed Evaluations (optional), pens (optional), URL for Evaluation

**Slide #:** None

## Objectives

- Complete the evaluation of the End-of-Stay Orientation

## Variations

The survey can be given out to each student in printed form, with Volunteers collecting them and entering the data into the online survey. Alternately, the URL link can be shared, and students can complete the survey online. <http://bit.ly/afs-eos>

## Directions

1. Distribute URL and/or printed form to each student.
2. If using printed form, collect when students are finished.

## Student Survey of End- of-Stay Orientation

Your home country: \_\_\_\_\_

Your Area Team (in USA): \_\_\_\_\_

1. Which End-of-Stay Orientation activity/ies did you find most useful?

2. Which End-of-Stay Orientation activity/ies did you find least useful?

3. List at least one thing you learned today about yourself, your home culture, and/ or U.S. culture?

4. List at least one coping strategy you will use if you find yourself experiencing a low point in the re-entry adjustment cycle?

5. List at least one thing you hope to do in the first three months after your return that will have a positive impact on others.

6. Please rate the End-of-Stay Orientation.      **Poor**              **Fair**              **Average**              **Good**              **Excellent**

Organization of the Orientation (agenda, timing)

Additional comments:

Overall Orientation (activities, interactions)

Additional comments:

7. How could the End-of-Stay Orientation be improved?

8. Additional comments

## Activity (Methodology)

Travel & Safety Logistics (Required speech)

## Objectives

- Be aware of the schedule of events between now and their departure
- Identify things they can do to help ensure their wellbeing while in transit to the home country.

## Instructions

1. Introduce the bus or flight chaperone to students, and review the following with them:
  - The Agenda/schedule of your EOS event.
2. Hand out the printed handouts to all participants.
3. Review the information (see below) and remind participants that they must keep this handout since it has essential travel info they need to know.

## FAQ and Travel Info for Participants

- Participants will receive nametags to wear for Departure-Day (D-Day). This nametag will include a bus number, departure time, and their international flight information.
- Participants are to wear this nametag at all times as it helps identify them to AFS Staff, Volunteers and airline personnel in the U.S. and their home country. If a participant becomes separated from the group, the information on the nametag will assist in reuniting him or her with the group.
- If separated from the group, participants should look for AFS Staff and Volunteers who will be wearing a red t-shirt identifying them as such or speak to airline personnel. If in need of additional assistance, they should contact the Duty Officer. This information will be repeated at the D-Day site.
- Groups flying to D-Day will be met by D-Day staff in the baggage claim area and be taken to a local hotel or D-Day site.
- Groups traveling to the D-Day site by bus will be met by D-Day staff and given more detailed information.
- Participants need to have their passports handy; passports should NEVER be packed into any luggage that will be checked. Keep a photocopy of the photo page of your passport in a separate location.
- Pack anything of importance (toothbrush, one change of clothes, etc.) in a separate, smaller carry-on bag.
- Dress in layers from here on out as the temperature may vary greatly between here, the D-Day site, the airplane/airport and your home.
- Drink lots of water beginning now through your return flight in order to keep hydrated.

- Make sure your carry-on doesn't contain any liquids over three ounces or any other prohibited items.
- Be mindful of your possessions - phones, carry-on bags, and passport - at all times!
- Watch out for each other. If you need to leave the group to go to the restroom or otherwise, go with a friend and always let someone else know where you are going.
- When the participants arrive at the D-Day site, they must first move all luggage off of the bus to the appropriate area before saying good-bye to their friends.
- Share any additional logistical information regarding the End-of-Stay Event.
- And finally, listen to and respect your group leader, other AFS Volunteers and Staff and airline personnel!

Managing the departure of hundreds of kids is no easy task. Ensuring your safety is our number one priority and you can help us do this by following these and other instructions that will be given to you between now and the time you depart the U.S. Remember, you are still a representative of AFS, even en-route to your home country!

### Just in Case... Lost Passport

During normal business hours the loss of a passport must be reported immediately to the AFS-USA office at 1-800-876-2377 and press 9.

Outside of normal business hours, contact the Duty Officer at 1-800-237-4636 and press 9. You will be given further instructions at that time. Please have the following information handy when you call:

- Participant's full name and country of origin
- Date and place of birth
- Passport number (if known)
- Place where passport was issued and date of issue (if known)

**\*IF A LOST PASSPORT IS FOUND AFTER REPORTING IT LOST, BE SURE TO CALL AFS BACK IMMEDIATELY, SO THAT REPLACEMENT PROCEDURES CAN BE HALTED.\***



# End-of-Stay Orientation Leader Guide

## Activity (Methodology)

Thank-You Ceremony (Showing Appreciation)

**Time Needed:** 10-15 Min

**Group Size:** Any size

**Materials:** printed Thank-You Certificates, flowers (optional)

**Slide #:** None

## Objectives

- To have a deeper concern for and sensitivity to others, and to expand their capacity to perceive and respond to values, feelings and realities of others
- To demonstrate gratitude and appreciation to their host families

## Instructions

1. Give each participant a printed Thank-You Certificate. The Certificate is available as a downloadable PDF.
2. Have participants fill out a Thank-You Certificate for their host parent(s).
3. For the ceremony, seat or gather all parents in one area.
4. Call participants and their host parent(s) up individually to present in front of the whole group.
5. Have participants present the Thank-You Certificate(s) to their host parent(s).
6. Be sure to have student say what they are thankful "for".
7. Optional: Have each participant give a flower (rose or carnation) to their host mother (or host single-parent/same-sex parents).
8. After the ceremony, allow about 15 minutes for participants and host families to say goodbye.
9. Move on to the next activity after all host families have left.



# End-of-stay Orientation Leader Guide

## Activity (Methodology)

Reflections on Going Home (Discussion)

**Time Needed:** 15-30 Min

**Group Size:** Any size

**Materials:** printed question sheet (optional), index cards (optional)

**Slide #:** None

## Objectives

- Become more fully self-aware, willing and able to view themselves objectively and to see themselves as deeply influenced by their own culture.
- Look beyond superficial appearances and to be skeptical of stereotypes

## Variations

Leaders can ask prompts to the whole group and elicit answers. Alternately, write numbers (1-6) on index cards (one number per card) and put them in a container, so be drawn by themselves or students during the discussion. Once a card is drawn, the student who chose it can answer and then others can answer. Another option is to print out the prompts and cut into individual slips, mix them up in a container, then allow students to randomly choose, read aloud and answer.

## Instructions

1. Give the introduction.
2. Lead the discussion using the prompts.

## Introduction

1. Experiencing the culture and getting to know people from other cultures, really makes the difference in how well we understand each other and other cultures.
2. Let's share and talk about some of the things we are thinking about and feeling.

## Prompts

1. I am feeling...
2. The first thing I want to do at home is...
3. The first person I want to reconnect with is...
4. The first meal I want at home is...
5. My favorite memory of my AFS experience is...
6. I will get through re-entry successfully by...

## Debrief

1. What knowledge, attitudes, skills and strategies can help you adjust once you are back in your home country?

## Activity (Methodology)

Pictionary (drawing game)

**Time Needed:** 30-45 Min

**Group Size:** Any size

**Materials:** flipchart paper, markers

**Slide #:** None

## Objectives

- To learn about and understand the institutions, customs, traditions, practices and current issues in the host country, and to understand their values, attitudes and behaviors
- To describe the complexity and richness of both their home and host cultures and be able to discuss cultures without stereotyping or making judgmental statements
- To express themselves easily both verbally and non-verbally

## Instructions

1. Write each prompt on a piece of paper.
2. Have students take turns choosing one randomly and take a turn drawing it for their group/team.
3. After each answer is given, ask the participant to briefly explain how they came to learn/experience this aspect of U.S. culture.
  - Have participants compare: “at first I thought... then I found out”
  - How they felt when they did not know some of the reasons why people behaved a certain way or why they felt a certain way
  - Whether the category they picked/item they drew would be considered a visible or invisible aspect of U.S. culture.

## Prompts

- An activity that was important to your host family.
- A place in the U.S.A. that was significant to your host family.
- A family tradition from your host family.
- A family value that you found surprising in the U.S.
- A common phrase or expression (slang) used in the U.S.
- An animal that signifies a cultural value of the U.S.
- A traditional or popular meal in the U.S.
- A common remark or reminder between a mother and child in the U.S.
- A common greeting in the U.S.
- A possession that generates pride in Americans



## **Intercultural Programs *USA***

### **AFS-USA Mission**

*AFS-USA works toward a more just and peaceful world by providing international and intercultural learning experiences to individuals, families, schools and communities through a global volunteer partnership.*

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