

# Post-Arrival Orientation **Leader Guide**



# Post-Arrival Orientation Leader Guide

## Table of Contents

Overview of Post-Arrival Orientation _____	2
Required Materials for Post-Arrival Orientation _____	2
Required Handouts for Post-Arrival Orientation _____	2
Optional Resource: Post-Arrival Orientation PowerPoint _____	2
Post-Arrival Orientation Objectives _____	2
Suggested Orientation Agenda _____	3
Welcome Speech (Introduction) _____	4
Web of Connections (Ice-breaker) _____	5
Draw Your Goals (Creative task, group discussion) _____	6
The “Object” of Your Exchange (self-reflection, group discussion) _____	8
Comparing and Understanding Values (Interactive task, group discussion) _____	11
Cultural Norms (Interactive task, group discussion) _____	20
Role Reversal (Interactive task, group discussion) _____	22
Assessing Situations (Safety review, group discussion, case studies) _____	24
Risky Scenarios (Group discussion, case studies) _____	27
S.O.C.: Situation, Options, Consequences (Small group work, brainstorming, group discussion) _____	33
U.S. High School Life (self-reflection, group discussion) _____	36
Friends and School (Group discussion) _____	38
Feedback & Evaluation (Assessment) _____	40
Appendix _____	43
Post-Arrival Orientation Learning Goals _____	43



# Post-Arrival Orientation Leader Guide

## 2. Cultural Adjustment and Coping:

- To identify one or more challenges that students may face between now and Mid-Stay Orientation.
- To identify and record one or more coping strategies students can use to deal with anticipated challenges.
- To discuss communication experiences and challenges between students and host families.
- To define culture fatigue and culture shock and realize that emotional highs and lows are a normal part of the intercultural learning experience.
- To become more aware of how individuals react to new and different situations.

## 3. Cultural Learning:

- To discuss observations, interactions and behaviors in U.S. culture.
- To connect what students see to the frameworks of culture (language use, perception, verbal and non-verbal communication, etc.).

## 4. Personal Goals and Expectations:

- To reflect on and record several goals to achieve between now and the Mid-Stay Orientation.

## Suggested Orientation Agenda

- **REQUIREMENT:** Post-Arrival Orientation is a MINIMUM of 6 hour
- **RECOMMENDATION:** 6 hours over a weekend including all activities and breaks

Session	Approx. time	Slide #
Welcome speech	5-10 min	1
Web of Connections	10-15 min	2
Draw Your Goals	20-30 min	3
The "Object" of Your Exchange	30-45 min	4
"Comparing Values" Statements	45-60 min	5
Cultural Norms	30-45 min	6
Role Reversal	15-30 min	7
Assessing Situations	30-45 min	8
Risky Scenarios	30-45 min	9
S.O.C.: Situation, Options, Consequences	30-45 min	10
U.S. High School Life	30-45 min	11
Friends and School	30 min	12
Evaluation	5-10 min	13

# Post-Arrival Orientation Leader Guide

## Activity (Methodology)

### Welcome Speech (Introduction)

## When to do the exercise

1st

**Time Needed:** 5-10 Min

**Materials:** Post-Arrival Self-Survey (1 per student), pens/pencils, Slide #1 (optional)

## Objectives

- To be comfortable and eager to pursue new learning situations.
- To develop skills in listening actively and thoughtfully and to respond with respect to other people.
- To engage with others in the spirit of cooperation, with respect and appreciation for their goals and decisions.

## Note on Post-Arrival Self-Survey

- When students arrive to the Post-Arrival Orientation, be sure to give each student the required **Post-Arrival Orientation Self-Survey** to fill out.
- Collect all completed **Post-Arrival Orientation Self-Surveys** to review with the volunteers and liaisons when students are elsewhere doing the activities.

## Introduction

- I am \_\_\_\_\_ and I am the Lead Facilitator for this Post-Arrival Orientation.
- This Post-Arrival Orientation is the second orientation of your AFS Program.
- Now, I would now like to introduce those who are assisting in this Post-Arrival Orientation. *[All staff and volunteers stand and introduce themselves.]*
- If you have any questions or concerns, please come talk with any volunteers, who are here to support and help you.
- If you haven't already done so, please complete your **Post-Arrival Orientation Self-Survey** and give to a volunteer.
- The Self-Surveys are confidential and will not be shared with your host family, so please don't be shy about writing down any concerns or issues.
- The more we know, the more we can do to help and support you.

# Post-Arrival Orientation Leader Guide

## Activity (Methodology)

### Web of Connections (Ice-breaker)

## When to do the exercise

2nd

**Time Needed:** 10-15 Min

**Materials:** open area (to stand in a circle), ball of yarn/string, Slide #2 (optional)

## Objectives

- To be willing and ready to work with others to help build peace, to improve world conditions and to commit to actions that will bring about a just and peaceful world.

## Instructions

1. Have everyone sit or stand in circle.
2. Give directions:
  - **Think of something positive that has happened to you or something that you like about your host family – but don't share it yet.**
  - **When you catch the ball of yarn, say your name.**
  - **Hold on to your piece of yarn and then lightly toss it to any other student.**
3. Volunteers should start by demonstrating (hold ball of yarn, say name, hold on to their section of yarn, gently toss ball to a student across the circle).
4. Continues until everyone is holding the string and the group has created a web.
5. Tell students: **Just as the yarn weaves a web that connects all of you together, you will form a support network for one another during the year. Now, let's make our web even stronger and build a second web over the first one.**
6. Give directions:
  - **When you catch the ball of yarn, say your name again and share your positive experience.**
  - **When you finish, hold your piece of yarn and lightly toss the ball of yarn to another person.**
7. Keep going until everyone has re-introduced themselves and shared one positive experience.

## Debrief

1. I hope everyone feels a bit more awake and comfortable speaking in front of others.
2. I hope everyone feels like they know more about each other.
3. This ball of yarn represents your collective experiences.
4. Through the year, your "web of connections" will grow as you have more experiences.
5. By the time you return to your home country, you will have changed and developed in many different ways.

# Post-Arrival Orientation Leader Guide

## Activity (Methodology)

Draw Your Goals (Creative task, group discussion)

## When to do the exercise

3rd

**Time Needed:** 20-30 min

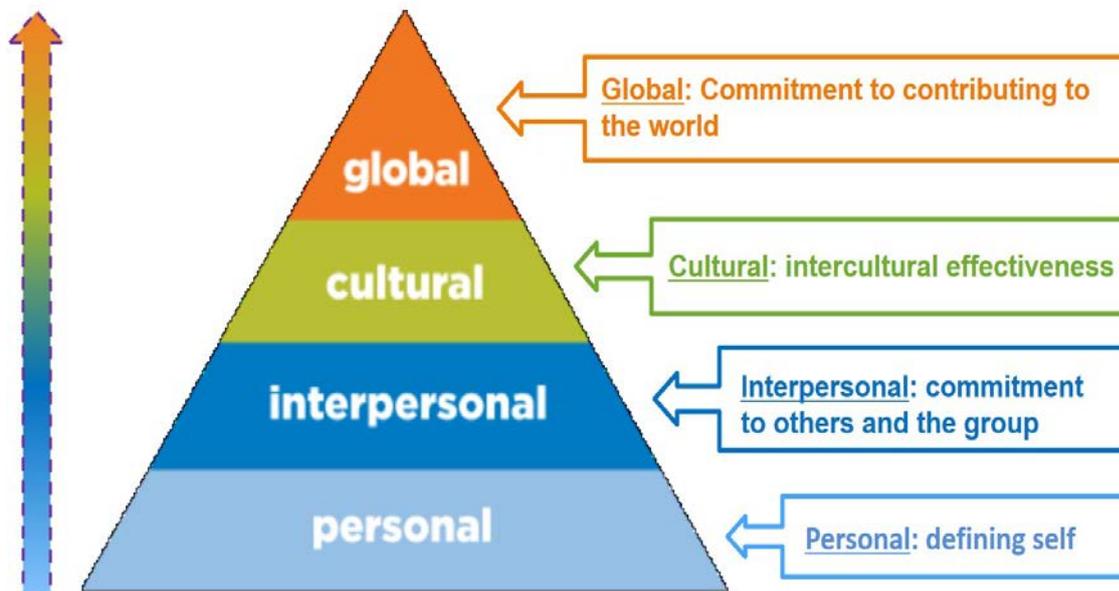
**Materials:** AFS Learning Goals Pyramid (drawn on flipchart paper), sticker dots (one per student), markers, plain/white paper (one piece per student), Slide #3 (optional)

## Objectives

- To become more aware of the influence of cultural backgrounds on perception, behavior, values, and attitudes.
- To develop personal goals in terms of academic knowledge and skills, character building, family interaction etc.

## Preparation

1. Draw AFS Learning Goals pyramid and post flipchart paper on wall.



## Introduction

1. It is natural for us to think that the way we behave is “normal.”
2. All people think this way until they have the opportunity to interact and live with others whose ways of behaving are different.

# Post-Arrival Orientation Leader Guide

3. It is through this contact with other people and other cultures that we learn about the world and ourselves.
4. Ask students: **What have you learned about YOUR particular behavior that you did not know before this experience?**
5. At the Arrival Orientation, you talked about the AFS Learning Goals.
6. AFS is first and foremost an education program, which is why school attendance is so important and why learning is a very important part of your AFS experience.
7. However, there are many ways to learn and many opportunities for learning within your AFS experience.
8. One way to direct your learning during your experience is by using the following AFS Learning Goals, which reflect some of the many possible outcomes of the exchange experience.
  - Personal: self-awareness, creative thinking, critical thinking, motivation and self-confidence, defining self in terms of ideals and values
  - Interpersonal: empathy, flexibility and social skills, communication skills, commitment to others and contributing to the group
  - (Inter)Cultural: building intercultural friendships, cultural knowledge and awareness, foreign language skills and non-verbal communication, intercultural effectiveness
  - Global: global concern, global understanding, commitment to contributing to the world community
9. Give directions:
  - **Now take a second to think about your hope for your AFS experience, any goals you set for yourself and what you would like to work on.**
  - **Then, come and get 1 sticker.**
  - **On the AFS Learning Goals pyramid, place your stickers in the areas where you feel your goals fit (i.e. Personal, Interpersonal, Cultural, Global).**
10. Give students a minute to think and place their stickers on the flipchart paper.
11. Once everyone is seated/moved away from the flipchart paper, count the number of stickers in each area and write the number next to the respective area.
12. Now, we are going to express our goals by drawing them.
13. Give each student a piece of white/blank paper and markers/pens (to share).
14. Give directions:
  - **Take a few minutes and think about your #1 goal for yourself and your AFS experience.**
  - **Draw a picture on your paper to illustrate your #1 goal.**
  - **Please don't worry about artistic ability, there's no pressure and it's not a competition.**
  - **Be sure to write your name on your paper as well.**
15. Give students 2-3 minutes to complete the task.
16. Once everyone is done, collect the pictures and post them on the wall.

# Post-Arrival Orientation Leader Guide

17. Give directions:
  - **Now, let's all stand up, walk around the pictures, and take time to look at each one.**
  - **Please look at everyone's picture and think about them.**
18. Allow 1-2 minutes for everyone to view the pictures.
19. Once done, gather everyone and debrief.

## Discussion

1. What did you notice about the drawings?
2. Would anyone like to share about their drawing/goal?

## Debrief

1. Having and working on your goals is a good way to develop yourself and experience a culture.
2. It is important to think of all the ways you can learn—not just the formal learning you do in school.
3. Here are some things to remember as you move through your experience.
4. Intercultural learning is tied to individual growth and the development of interpersonal skills.
5. AFS is committed to helping you develop in all of these areas.
6. Learning through an AFS experience involves growth and change, but you may not notice the growth and change until after you return to your home country.
7. Remember, challenges are normal and are opportunities for learning.
8. If something is difficult or you encounter a conflict during your exchange, that is an indicator that there may be a lesson to take away.

# Post-Arrival Orientation Leader Guide

## Activity (Methodology)

The “Object” of Your Exchange (self-reflection, group discussion)

## When to do the exercise

4th

**Time Needed:** 30-45 min

**Materials:** Collection of everyday, household items, Slide #4 (optional)

## Objectives

- To view ordinary things, events, and values from a fresh perspective so they are able to generate innovative ideas and solutions.
- To form their own opinions based on recognizing that there are different ways to view things, more than once source of information, and more than one solution to a problem.
- To learn about and understand the institutions, customs, traditions, practices and current issues in the host country, and to understand the values, attitudes and behaviors.
- To describe the complexity and richness of both their home and host culture and be able to discuss cultures without stereotyping or making judgmental statements.

## Introduction

1. Have students sit in a circle or in several smaller circles (for large groups).
2. In the center of the circle(s), set out your collection of random household, everyday items.
3. Give students a minute to look at the objects and examine them more closely if they choose.
4. Ask students:
  - Can anyone name these objects?
  - Do you notice anything about them (i.e. similarities, differences, categories etc.)?
5. Give directions:
  - Now, think about your exchange experience so far, with your host family, host school and host community.
  - Choose one object that represents a cultural norm or value that you have noticed or experienced.
  - Describe what this object represents or means to you in the context of your AFS experience so far.
6. Go around the circle and allow each student to pick up an item and share their description/meaning.

## Discussion

1. Do you think that you and your host family view the object in the same way?

# Post-Arrival Orientation Leader Guide

2. What similarities and differences have you noticed between your cultural norms and values and your host family's cultural norms and values?
3. Thinking about the questions on the "Participant & Host Family Questionnaire", have you noticed any similarities and differences between your host family and natural family's rules, expectations, norms and values?
4. Describe the differences between your host parents and natural parent's rules and expectations.
5. Describe the similarities between your host parents and natural parent's rules and expectations.
6. How have you and your host family approached your differences regarding the topics (i.e. rules, chores, family communication, meals, private spaces/property etc.) in the Questionnaire?
7. What are some coping strategies you can use to adapt to your host family's rules, expectations, norms, and values?

## Debrief

1. Having to adjust and experiencing difficulties are a normal and important part of the intercultural exchange experience.
2. The process of cultural adaptation and adjusting to a new culture is different for everyone.
3. Remember, your host family is also going through cultural adaptation as well.
4. So, it's important for everyone in the family to be patient with each other as everyone is learning and growing together.
5. One effective way to cope with difficulties is to ask for help and guidance.
6. You can also help your family as an Ambassador and explain about your cultural norm(s) and value(s) if you see they are having trouble understanding something.

# Post-Arrival Orientation Leader Guide

## Activity (Methodology)

Comparing and Understanding Values (Interactive task, group discussion)

## When to do the exercise

5<sup>th</sup>

**Time Needed:** 45-60 Min

**Materials:** Flipchart paper, markers, two different sets of stickers (ex: blue circles & red circles, gold stars & green stars etc.) – enough so each student gets 12 of each type of sticker, blank/white paper, markers, Slide #5 (optional)

## Objectives

- To look beyond superficial appearances and to be skeptical of stereotypes.
- To understand the concepts of “culture” and intercultural adaptation.
- To recognize cultural differences and to adapt their behavior and perception according to cultural context.
- To be comfortable and eager to pursue new learning situations.

## Preparation

1. Print out the 6 “Comparing Values” Statements sheets (p. x-x) and post them on the wall(s).
2. Prepare 24 (12 of one color and 12 of another color) circle stickers for each student.

## Introduction

1. During your Pre-Departure and Arrival Orientations, you have probably heard that culture is like an iceberg.
2. The visible part of the iceberg - above the water - is behaviors and other observable things.
3. The invisible part of the iceberg - below the water - is values, norms and assumptions.
4. People’s values, norms and assumptions influence and can explain their behaviors.
5. Now, we will do an activity that examines your own personal behaviors and values in comparison to your host families behaviors and values.
6. Give directions:
  - Each student gets 12 circle stickers of one color (ex: blue) and 12 circle stickers of another color (ex: red).
  - The first color sticker (ex: blue) represents your preference and the other color sticker (ex: red) represents your host family’s preference.
  - Look at all the papers posted on the wall(s).
  - Each paper has a spectrum opposite (A/B) statements on either side of the arrow.
  - Read each A/B statement and place your stickers anywhere along the spectrum - EXCEPT on the middle line in the center of it - to show you and your host family’s preferences.
7. Once students are done placing their dots on all 12 spectrums, have them walk around and view all papers.

# Post-Arrival Orientation Leader Guide

## Activity

### Comparing and Understanding Values: “Comparing Values” Statements and Explanations

#### “Comparing Values” Statements

##### 1. Individualism vs. Collectivism

- a) **Doing what benefits me is important.** (*Individualism: people tend to have an independent view of themselves, see themselves as separate from others, define themselves based on their personal traits etc.*)
- b) **Doing what benefits others is important.** (*Collectivism: people tend to have an interdependent view of themselves, see themselves as connected to others, define themselves in terms of relationships with others, have/maintain social obligations etc.*)
  
- a) **Doing things quickly, but not perfectly, is important.** (*Individualism: cultures tend to focus on achievement and time management*)
- b) **Doing things slowly, so they are perfect, is important.** (*Collectivism: cultures tend to focus on social relationships, quality instead of quantity, and doing things in a traditional way/to a certain standard*)

##### 2. Monochronic time vs. Polychronic time

- a) **Planning in advance is important.** (*Monochronic: cultures tend to view time as a controllable commodity and emphasize time management, scheduling etc.*)
- b) **Being spontaneous is important.** (*Polychronic: cultures tend to view time as natural/cyclical and emphasize relationships instead of tasks.*)

##### 3. Indirect communication vs. Direct communication

- a) **Being polite is important.** (*Indirect: communicators tend to use nonverbal behaviors and understated/implied speech because the goal of communication is to maintain harmony and avoid tension.*)
- b) **Telling the truth is important.** (*Direct: communicators tend to say what they think because the goal of communication is to convey the message clearly.*)

##### 4. Collectivism vs. Individualism

- a) **Borrowing without permission is important.** (*Collectivism: cultures tend to emphasize sharing and group ownership.*)
- b) **Asking before borrowing is important.** (*Individualism: cultures tend to emphasize individual usage and private ownership.*)
  
- a) **Cooperation is important.** (*Collectivism: cultures tend to emphasize teamwork and success of the group.*)
- b) **Competition is important.** (*Individualism: cultures tend to emphasize working independently and individual achievement.*)

##### 5. Individualism vs. Collectivism

- a) **Spending time with people who are different from me is important.** (*Individualism: tend to see themselves as separate from others, define themselves based on their personal traits, and view relationships/friendships and voluntary and variable.*)

# Post-Arrival Orientation Leader Guide

- b) **Spending time with people who are similar to me is important.** (*Collectivism: tend to see themselves as connected to others, define themselves in terms of relationships with others, and view relationships/friendships as obligations and fixed/permanent.*)
6. **Task-oriented vs. Relationship-oriented**
- a) **School is a place to study and learn.** (*Task-oriented: cultures tend to emphasize achieving goals and responsibilities independently.*)
- b) **School is a place to socialize and make friends.** (*Relationship-oriented: cultures tend to emphasize establishing and maintaining human relationships.*)
7. **Emotive vs. Reflective**
- a) **Showing emotion is important.** (*Emotive: people tend to speak quickly and share their feelings/personal views openly.*)
- b) **Not showing emotion is important.** (*Reflective: people tend to speak slowly and hide their feelings/personal views.*)
8. **Direct communication vs. Indirect communication**
- a) **Communicating with words is important.** (*Direct: people tend to express their needs, desires and true intentions.*)
- b) **Communicating with body language is important.** (*Indirect: people tend to hide/repress their needs, desires and true intentions.*)
9. **Contact vs. Non-contact**
- a) **Physical contact makes me comfortable.** (*Contact: cultures tend to stand close together and touch frequently when they interact together.*)
- b) **Physical contact makes me uncomfortable.** (*Non-contact: cultures tend to maintain more personal space and touch infrequently when they interact.*)
10. **Egalitarian vs. Hierarchal**
- a) **Direct eye contact is comfortable.** (*Egalitarian: cultures tend to view all members as equal, and everyone is expected to show respect and concern for everyone else.*)
- b) **Direct eye contact is uncomfortable.** (*Hierarchal: cultures tend to have a clear social order, and lower status members are expected to be modest, respectful and have self-control.*)

## COMPARING VALUES - STATEMENTS

Doing what benefits me is important.



Doing what benefits others is important.

Doing things quickly, but not perfectly, is important.



Doing things slowly, so they are perfect, is important.

Planning in advance is important.



Being spontaneous is important.

Being polite is important.



Telling the truth is important.

Borrowing  
without  
permission is  
important.



Asking before  
borrowing is  
important.

Cooperation is  
important.



Competition is  
important.

Spending time with people who are different from me is important.

Spending time with people who are similar to me is important.



School is a place to study and learn.

School is a place to socialize and make friends.



Showing emotion is important.



Not showing emotion is important.

Communicating with words is important.



Communicating with body language is important.

Physical contact makes me comfortable.



Physical contact makes me uncomfortable.

Direct eye contact is comfortable.



Direct eye contact is uncomfortable.

# Post-Arrival Orientation Leader Guide

## Discussion: “Comparing Values” Statements

1. Which A/B statement show you and your host family’s stickers the closest together (i.e. your preference/value is similar to your host family?)
2. Describe how you first noticed/experienced the similarity?
3. What value(s) are the A/B statements describing?
4. Which A/B statement shows you and your host family’s circle stickers as furthest apart (i.e. your preference/value is different from your host family?)
5. Describe how you first noticed/experienced the difference?
6. What value(s) are the A/B statements describing?
7. Describe one way that you have had to adjust to your host family’s values and behavior.
8. Describe one way that your host family has had to adjust to your values and behavior.
9. Describe one thing that you can do to help build your relationship with host family members.
10. What coping strategies have you used/could you use to adapt to differences within your host family’s values and/or behaviors?

## Discussion: Adaptation and Culture Shock

1. On your blank paper, draw your adaptation experience so far.
2. Ask students: **What experiences or interactions have affected your adaptation experience?**
3. You may have heard phrases like “Culture Shock,” “Cultural Fatigue” or Cultural Stress.
4. There are many ways to explain the cultural adaptation and adjustment that AFS students experience.
5. One way to describe this transition is with the Three S’s.
  - **Surprise:** You arrive in the U.S. and encounter the visible aspects of your host culture—the ones above the surface of the water. You may or may not have expected these cultural differences, but you may feel surprised. This also the time when you might feel excited or in love with the differences you see.
  - **Stress:** Cultural Stress occurs when you become overloaded with the amount of cultural information that you are experiencing and observing. You may feel tired or overwhelmed.
  - **Shock:** At first, the cultural differences were interesting and exciting. But now, they are annoying, frustrating or upsetting. Often, these negative reactions come from cultural misunderstandings.
6. Ask students:
  - **Have you experienced any of the three S’s?**
  - **Describe a cultural surprise experience.**
  - **Describe a cultural stress experience.**
  - **Describe a cultural shock experience.**
  - **What strategies helped you to cope with your experiences?**
  - **In the future, what could you do to deal with and adapt to cultural experiences?**

# Post-Arrival Orientation Leader Guide

7. After some time of going through the three S's, you will find that you are beginning to adjust.
8. In the mean-time, being aware of the three S's will help you figure out where your emotional reactions are coming from.
9. It is important to understand that The Three S's do not necessarily happen in order.
10. It is not a progression.
11. You may feel very frustrated one day and then find something else that pleasantly surprises you about the U.S. the next day.
12. This process is perfectly normal, and no one's adjustment will look quite the same.
13. It is important to be aware of your emotional highs and lows throughout your exchange, so you can be prepared to cope with them.
14. During the states of Stress and Shock, it may help to remember an AFS Motto: **"It's not right or wrong (good or bad/better or worse), it's just different."**
15. By remembering this phrase, remember to look at your life in the US as separate from your life in your home country, without any need for comparison.
16. As you adjust to life in the U.S., you will probably begin to accept the differences you find in the US while simultaneously appreciating your own traditions and preferences.
17. The ability to accept and adapt to the differences you will encounter is one of the most important skills you will learn during your AFS year.

## Debrief: The D.I.V.E. Method

1. Each of us is learning how to deal with difference, which can make us uncomfortable.
2. By identifying what we feel and why we feel that way, we can more comfortably confront a problem by discussing it with our family.
3. Neither of us (family/student) may be conscious of our cultural perspective.
4. We simply do "what's natural," according to our values and assumptions.
5. It's helpful to use the D.I.V.E. Method and ask yourself questions when you have an interesting or confusing cultural interaction/experience.
6. When an interaction or experience occurs that you don't understand, or where you and your host family disagree, take a step back before you react and ask yourself the following questions:
  - **D (Describe): What did they do (behavior) or say (communication)?**
  - **I (Interpret): What do I think happened? What do I think it meant (my perception)?**
  - **V (Verify): What was their meaning/message and intention? (their perception/intention)**
  - **E (Evaluate): Now that I understand their meaning and intention, do I have a positive or negative reaction to the interaction or experience?**
7. It's also important to think about your emotional reaction and ask yourself where your emotions are coming from. (*ex: How would that interaction or experience be viewed in your home country? What cultural values and norms does this behavior represent or demonstrate?*)
8. Use the D.I.V.E. Method can help you to sort out your feelings, values and attitudes and become more aware of the perspectives of everyone involved.
9. Ask students: **Thinking about Post-Arrival and DIVE, has anyone used the formula to not be so quick to judge and to stay curious?**

# Post-Arrival Orientation Leader Guide

## Activity (Methodology)

Cultural Norms (Interactive task, group discussion)

## When to do the exercise

6th

**Time Needed:** 30-45 Min

**Materials:** two designated area (one for “Agree” and one for “Disagree”), Slide # 6 (optional)

## Objectives

- To become more aware of their own culture and recognize its influence on their behavior and attitudes.
- To listen and be mindful of the needs of other people and to use different perspectives in approaching problems and everyday situations.
- To reduce intercultural anxiety concerning exposure to new people, social situations and cultural norms,

## Introduction

1. The purpose of this activity is to highlight the fact that some behaviors are acceptable or safe in another country but could be grounds for AFSers to be sent home.
2. Also, different cultures may perceive behaviors differently.
3. Give instructions:
  - **Stand in the middle of the room/area.**
  - **Listen to each statement and think about your home culture/country.**
  - **If it's true about your home country, then stand on the “agree” side. (ex: next to window etc.)**
  - **If it's not true about your home country, then stand on the “disagree” side. (ex: next to door etc.)**

## “Cultural Norms” statements

1. It is legal for teenagers to drink alcohol in my home country.
  - ***The legal drinking age in the U.S. is 21 years.***
  - ***Abuse of alcohol/underage drinking will get AFSers sent home.***
2. It is safe for a woman to walk alone at night in my home community.
  - ***In some communities in the U.S., this is not the case.***
  - ***Always trust your host family if they tell you that something is unsafe.***
3. Smoking is acceptable in my home country.
  - ***The legal age to buy tobacco in the U.S. is 18 years.***

# Post-Arrival Orientation Leader Guide

- *Many states have banned smoking indoors.*
  - *Smoking is generally unpopular and unacceptable in the U.S. because of the health risks.*
  - *Many U.S. high schools have rules about students who bring tobacco to school or use it on school grounds.*
  - *Schools may punish students with suspension or even expulsion.*
  - *If expelled from school, students will be sent home early.*
4. It is common for teenagers to drive cars in my home community.
- *In many places in the U.S., there is little or no public transportation.*
  - *Lack of public transportation can be frustrating for AFS students as well as other people.*
  - *Driving is not allowed for any AFSers on program anywhere in the world.*
  - *AFS students should talk with their host parents about asking for rides in advance of any plans.*
  - *Ask your host family about any expectations or rules for teen driving. (ex: host parents must first be introduced to friends who will drive, no driving in groups, no riding with teen drivers after 9pm etc.)*
5. Young people often spend time in Hookah/Sheesha bars in my home country.
- *Sheesha is a tobacco product.*
  - *Sheesha (flavored tobacco) and Hookah (smoking flavored tobacco through a water pipe) are illegal for AFS students because they are underage.*
  - *Hookah lounges have been banned in states where smoking indoors or in public places is illegal.*
6. It is common for young people to smoke marijuana in my home country.
- *In most U.S. states, it is a crime to buy, have and/or use marijuana (pot), hash etc.*
  - *In states where marijuana is legalized, the legal age is 21 years.*
  - *So, even in states where it's legal for adults, it is still illegal for teenagers.*
  - *Serious legal consequences can occur.*
  - *Using or being around people using marijuana could be grounds for an Early Return.*

## Discussion

1. What are the biggest differences between cultural norms in your home country and in the U.S.?
2. What other activities could you do instead that are acceptable to U.S. cultural norms?

## Debrief

1. Each of us is learning how to deal with difference, which can make us uncomfortable.
2. By identifying what we feel and why we feel that way, we can more comfortably confront a problem by discussing it with our family.
3. Neither of us (family/student) may be conscious of our cultural perspective.
4. We simply do "what's natural," according to our values and assumptions.

# Post-Arrival Orientation Leader Guide

## Activity (Methodology)

Role Reversal (Interactive task, group discussion)

## When to do the exercise

7th

**Time Needed:** 15-30 Min

**Materials:** Flipchart paper, post-it notes, pens, Slide #7 (optional)

## Objectives

- To reduce intercultural anxiety concerning exposure to new people, social situations and cultural norms.
- To have a deeper concern for and sensitivity to others and expand their capacity to perceive and respond to the values, feelings, and realities of others.

## Preparation

1. Designate and label three areas on the wall(s) where students can put up their post-it notes.
2. Give each student 6-9 Post-it notes (2-3 Post-it notes per question)

## Introduction

1. Give directions:
  - **Imagine that you are a potential host parent.**
  - **Q1: What are 2-3 reasons why you host an exchange student?**
  - **Write 2-3 answers (i.e. one answer per Post-it note) and come put your Post-it(s) on the designated wall/space #1.**
  - **Q2: What are your hopes and expectations as a host parent?**
  - **Write 2-3 answers (i.e. one answer per Post-it note) and come put your Post-it(s) on the designated wall/space #2.**
  - **Q3: What attitudes, values and personal qualities would you look for when selecting your exchange student?**
  - **Write 2-3 answers (i.e. one answer per Post-it note) and come put your Post-it(s) on the designated wall/space #3.**
2. Read all the answers to Q1 aloud and discuss any common themes, similarities and/or differences.
3. Repeat with Q2 and Q3.

## Debrief

1. Sometimes, when working out issues with your host family, it is helpful to put yourself in their shoes.

# Post-Arrival Orientation Leader Guide

2. Thinking about your host family's motivations for hosting and potential expectations can help you set goals for your time with them.
3. Between this orientation and the Mid-Stay Orientation, try to connect with your host family and find out why your Host parents decided to host and what their expectations are.
4. Knowing your host family's hopes and expectations makes it easier to act in ways that they appreciate.
5. If an interaction or experience happens that you do not understand, it's helpful to ask questions and find out more information.

# Post-Arrival Orientation Leader Guide

## Activity (Methodology)

Assessing Situations (Safety review, group discussion, case studies)

## When to do the exercise

8th

**Time Needed:** 30-45 Min

**Materials:** Flipchart paper, markers, open space (to move around), Slide #8 (optional)

## Objectives

- To identify challenges that they may face in their exchange experience that could affect their health, safety and ability to stay on the AFS Program.
- To identify warning signs that may indicate that they are encountering an inappropriate or risky situation.
- To develop strategies for avoiding and escaping situations that put them at risk.
- To be comfortable seeking support and receiving constructive criticism.
- To create a personal safety plan that will guide them through challenges they may face.
- To ensure that students understand the terms “Liaison” and “Monthly Contact” so that AFS can evaluate the quality of support that students are receiving and make changes if necessary.

## Overview

The safety and well-being of participants is AFS-USA’s top priority. In support of this priority and in accordance with CSJET and AFS International standards and guidelines, AFS-USA provides this activity for use during the Post-Arrival Orientation. It is designed to help participants cultivate the knowledge and skills needed to help keep them safe and healthy while on their exchange experience.

## Introduction

1. Let’s start with a mini AFS quiz to review some things we talked about during the Arrival Orientation.
2. Give directions:
  - Listen to each question and decide if the answer is “true” or “false”.
  - If you think the answer is “true”, please raise your hand.
  - If you think the answer is “false”, please do not raise your hand.
3. Read the “Mini AFS Quiz” questions on the following page.

# Post-Arrival Orientation Leader Guide

## Mini AFS Quiz

1. A liaison is a local volunteer assigned to contact you at least once a month while you are in the US. **(True)**
2. You are not allowed to contact your liaison. You must wait for him or her to contact you. **(False - We encourage you to contact your liaison any time, even if you don't have a problem but especially when you do.)**
3. Your liaison is also the liaison of your host family. **(True)**
4. "Monthly contact" refers to a conversation you have with your liaison, or any AFS Volunteer, about your AFS experience. **(True)**
5. Monthly contact can take place in-person during an orientation, a social event, a drive, or over the telephone. **(True)**
6. Each month you should have the opportunity to speak to your liaison alone, outside of the presence of your host family. **(True- You should have the opportunity to speak to your liaison individually in case there is anything you would like to express privately)**
7. If you are not satisfied with the support that you are receiving from your liaison you should discuss this with another volunteer or your host family. **(True)**

## Should I Be Concerned?

1. My host dad lost his job and my host family needs money to buy groceries. They have asked me to contribute. **(Yes - Contact your liaison. Host families are required to provide you with adequate meals.)**
2. My host family believes in fasting for days and expects me to participate. I am hungry all the time. **(Yes - Contact your liaison immediately. This is not acceptable.)**
3. My family needs me to babysit my young host siblings after school. I am discouraged from participating in any after-school activities. **(Yes - Contact your liaison. Doing occasional babysitting of younger children in the family is okay, doing it every day after school is not acceptable. Exchange students must be given the opportunity to interact with other students after school.)**
4. I would like to go to Disneyland and my family is willing to take me if I pay for the cost of the airfare. **(No - But it's important to remember that host families are not expected to take special trips to places like Disneyland. Some host families may have the financial resources to do so, others may only be able to if the student is able to help pay for his/her way; others may not make such trips at all.)**
5. My host family requires me to help with household chores every Saturday morning. **(No - In most homes, all family members are expected to do household chores.)**
6. My host brother sells drugs at school and my host parents do not know. **(Yes - Contact your liaison immediately.)**
7. My host family is remodeling the room that I sleep in and they asked me to share a smaller room with my host sibling. **(Yes - Remind your family that the participation agreement which they signed requires them to provide a separate bed for you, adequate storage space and an area for study. Also, your host sibling with whom you share the room must be of your same sex. If any of these terms are in violation, talk to your liaison.)**

# Post-Arrival Orientation Leader Guide

8. My friend's liaison takes her out for ice cream every month. My liaison just calls me and asks if everything is going okay. **(No - While some liaisons are more involved with their students than other, all liaisons are required to have more than just email/phone contact. The first visit with you must be in person. Your liaison also needs to meet with your host family in person twice during the year. If it continues contact your local support coordinator. If it continues, contact your local support coordinator. It only becomes a concern if your liaison is not reachable or not fulfilling the minimum in-person requirement. While many do, liaisons are not required to take students on outings during contacts.)**
9. My host mother's brother has moved in with the family because he and his wife are getting a divorce. **(Yes - Contact your liaison. All members of the household must undergo an interview process and a criminal background check. Your liaison will be able to tell you whether this has taken place and/or facilitate the process.)**
10. My host brother is supposed to drive me places, but sometimes he is too busy to do it, or he leaves me somewhere because he is ready to leave before I am. **(Yes - Due to the busy schedules of most host families, you need to let them know when you will need a ride somewhere at least a day or two in advance. These days many families are also trying to reduce the amount of driving they do due to high gas prices. With your host family's approval, try to arrange for a ride with a friend whenever possible and well in advance of any plans you may make.)**
11. My family eats dinner in front of the television and I feel alone. **(Yes - Even though you have been told you need to respect your host family's customs you should talk to your host family and/or liaison about how it makes you feel. Perhaps the family could have one or two nights a week eating in a different way at your suggestion.)**

## Debrief

1. Remember, if you are ever unsure of a situation or feel uncomfortable, don't hesitate to ask your liaison about it.
2. Your liaison is always available to help and has many resources to support both you and your host family.
3. Your liaison can also be an additional resource as you are adjusting to your host family, your host community, your host school and life in the U.S.

# Post-Arrival Orientation Leader Guide

## Activity (Methodology)

Risky Scenarios (Group discussion, case studies)

## When to do the exercise

9th

**Time Needed:** 30-45 Min

**Materials:** "Safety & Sexual Misconduct" Pamphlet (1 per student), printed copies of Risky Scenarios #1-4 (1 scenario per group), blank/white paper, mark-ers, Slide #9 (optional)

## Objectives

- To discuss laws, cultural attitudes, common behaviors and safety issues (i.e. alcohol, smoking, drugs etc.) within U.S. culture.
- To practice refusal skills that students can use to stand up to peer or adult pressures to engage in situations that put them at risk.
- To identify sources of support and contact information for help in difficult situations.
- To state how participants can help ensure their own safety and well-being in their local community.

## Preparation

1. It is preferable to have students work in small groups on one Risky Scenario (#1-4), even if more than one small group works on the same scenario.
2. If possible, have a volunteer or returnee join each small group to act as a leader, or assign this role to the person in each group who you feel is most capable of taking on this role.
3. Give each small group leader a printed copy of one of the Risky Scenarios (#1-4).
4. In advance, give directions to the small group leaders:
  - **You will read the story and the dialogue aloud.**
  - **Ask the questions to your group members.**
  - **Do not read the suggested answers until all group members have had a chance to respond.**
5. During the discussion for Risky Scenario #2, volunteers are required to give each student a printed copy of the "Safety & Sexual Misconduct" pamphlet and remind students to use it as a resource.

## Introduction

1. For this activity, you will break up into small groups.
2. As a small group, listen to your small group leader read the Risky Scenario story and dialogue.
3. Then, discuss it and answer the questions.
4. Afterwards, all small groups will re-join as one large group.
5. Then, each small group takes turns presenting 2-3 things that they discussed and learned from their Risky Scenario.
6. Your small group leader has the Risky Scenario handout with suggested answers to the questions, so that you can be sure to get helpful advice for each situation.

## Risky Scenario # 1 - The Concert

### The Story

- The AFS student, Yoshi, has been in the U.S. for a few weeks.
- The host brother, Jon, invites Yoshi to go to local concert with Jon and Jon's friends.
- The host father drives Yoshi and Jon to the local concert.
- Jon's friends arrive late and are acting strangely.
- Yoshi thinks that they have been using drugs or alcohol but says nothing.
- After the local concert ends, Yoshi and Jon get into Jon's friend's car
- Jon's friends start smoking marijuana.

### Dialogue

- Jon's friend: Do you want to smoke?
- Yoshi: Oh, no thanks.
- Jon's friend: Oh, come on. One puff won't hurt.
- Yoshi: Thanks anyway. I can get sent home for using drugs. I really want to complete my year in the U.S. without getting into trouble or getting sent back
- Jon's friend: OK, but who is going to tell on you, your host brother?

### Questions

1. What were the warning signs that this could be a risky situation?
  - ***Jon's friends arrive to the concert late and are acting strangely.***
2. In what ways were the student's safety, health and/or ability to remain on program at risk?
  - ***Yoshi is in a car being driven by someone who is under the influence of drugs and/or alcohol.***
  - ***Yoshi could be sent home for spending time with people who use drugs.***
  - ***If caught using drugs or in the presence of people who do, Yoshi could be arrested and subject to local laws.***
  - ***AFS has no control or influence in this situation and Yoshi's natural parents would have to obtain legal representation for him.***
3. What, if anything, could Yoshi have done to reduce the level of risk in this situation?
  - ***Said something to the host brother about his concern that the friends were using drugs/alcohol and explained why Yoshi can't hang around with people who use drugs.***
  - ***Called the liaison, another AFS Volunteer, or the host parents and asked them to come and pick the Yoshi up from the concert.***
  - ***If available and safe, called a cab/taxi or taken public transportation back home.***
4. Should Yoshi tell his Liaison what happened?
  - ***Yes!***
  - ***Even though Yoshi didn't see the host brother using drugs, the liaison or other AFS Volunteer should be made aware of the situation.***

## Risky Scenario #2

### The Story

- Priya has been in the U.S. for one month.
- One night, Priya goes to a party with her host sister and sees Tom, a boy from her English class.
- Priya thinks Tom is good-looking and is interested in him romantically.
- Priya and Tom start talking about school.
- Soon, Tom asks Priya to come outside and talk where it's quieter.
- They are alone outside and Tom suddenly kisses Priya.

### The Dialogue

- Priya: You are moving a little too fast for me.
- Tom: Oh, I'm sorry! (keeps kissing the student)
- Priya: Um, I really like you, but I am not comfortable doing this.
- Tom: Oh, come on. If you really like me, then what is the problem? We do this kind of thing all the time here and it is no big deal.
- Priya: Well, it is a big deal for me! (The student goes back inside the house.)

### Questions

1. What were the warning signs that this may be a risky situation?
  - **Priya doesn't know Tom very well and Tom has asked the student to go outside with him.**
  - **Tom tries to pressure Priya to do something she doesn't want to do and makes her feel uncomfortable.**
2. In what ways were the student's safety, health, and/or ability to remain on program at risk?
  - **Priya is alone and vulnerable to sexual assault/abuse.**
  - **Pregnancy or serious mental health issues resulting from this experience could lead to program termination.**
3. What, if anything, could Priya have done to reduce the level of risk in this situation?
  - **Not gone outside with Tom in the first place.**
  - **Walked back to the house as soon as she became uncomfortable.**
4. What else could Priya have said to refuse Tom?
  - **Stop it now!**
  - **I have to go. My host sister is waiting for me.**
5. If Tom had continued to harass Priya, what should she do?
  - **Yelled for help.**
  - **Physically fought him off.**
6. If Priya had actually been sexually assaulted/abused by Tom, what should they do?
  - **Tell a trusted adult, such as a host parent or the liaison as soon as possible.**
  - **If the first option is not possible, contact the AFS-USA Duty Officer (1-800-237-4636, option 9).**
  - **For additional information and guidance on safety and sexual misconduct, please save and review the "Safety & Sexual Misconduct" pamphlet that you have been given. You can always talk with your Liaison if you ever need any support, help or advice.**

## Risky Scenario #3

### The Story

- Mohammad and Tan are two AFS students.
- They both received permission from their host parents to attend the Homecoming Dance.
- They arranged for a ride with some classmates.
- After their friends pick them up, they drive toward the high school.

### The Dialogue

- Classmate: Hey you guys, I heard about a party happening down at the river tonight. Do you want to skip the dance and go to the party instead?
- Mohammad: Yes! I didn't want to go to that dance anyway. Everyone is so excited about it. But, I don't understand why the dance is so important.
- Tan: I don't know if we should go to the party. We told our host parents that we were going to the school dance.
- Classmate: Well, we can go to the dance for like 10 minutes and then go to the party!
- Tan: But I was really looking forward to the dance. I really want to experience an American high school dance.
- Mohammad: Come on Tan, we can have a cool American experience at the party by the river! I am sure there will be music there!

### Questions

1. What are the warning signs that this might be a risky situation?
  - **The U.S. classmates are encouraging AFS students to lie to their host parents.**
  - **The students know this is something that they shouldn't do.**
  - **U.S. High school parties at people's home/in non-school setting will likely involve alcohol and/or drugs.**
2. In what ways were the students' safety, health and/or ability to remain on program at risk?
  - **Alcohol/drugs, darkness and large bodies of water (i.e. the river) is a very dangerous combination.**
  - **Their host parents would not know where to look for them if they didn't come home.**
  - **They are breaking the trust their family has put in them, and that is a serious issue with American families.**
  - **If the host parents don't feel that students are open, honest, and trustworthy, then the families and AFS will not feel that they can assume the responsibility for the student's well-being.**
  - **So, the student is in danger of being moved to a new family or sent home early.**
3. How could Tan handle this situation if the others insist on going to the party by the river?
  - **Ask them to drop him off at the high school dance and then call his host parents to let them know he will now need a ride home.**
4. Should Tan tell a trusted adult, such as a host parent or liaison, about what happened?
  - **Yes!**
  - **Tan should tell his host parents what happened.**

## Risky Scenarios #4

### The Story

- Antonio has been in the U.S. for a couple of months.
- Math is his favorite subject at school because he can understand it and gets good grades.
- Also, the math teacher speaks Spanish, Antonio's native language, well and likes to practice speaking with him.
- Math is the last class of the day, so Antonio sometimes chats with the math teacher after class.
- One Friday, Antonio and the teacher are alone together in the classroom.

### The Dialogue

- Math teacher: So, have you made a lot friends yet?
- Antonio: No, not yet. People here are friendly but also very busy with studying for the SATs.
- Math teacher: I've noticed that you are more mature than the average 17-year-old. What do you do for fun?
- Antonio: I am usually a bit bored because I don't know many people and there is no public transportation around here.
- Math teacher: In that case, what are you doing on Saturday?
- Antonio: My host parents won't be home, so not much.
- Math teacher: Would you like to meet me at McDonalds on Saturday for lunch? Then we can take a ride around town on my motorcycle. Don't worry, I have an extra helmet!

### Questions

1. What were the warning signs that this might be a risky situation?
  - **The math teacher is acting friendlier than usual toward Antonio in a way that is not the norm for U.S. culture.**
  - **In the U.S., it is not common for teachers to meet students alone outside of school activities because it can be seen as inappropriate.**
  - **Here in the U.S., if an adult wants to spend time alone with a young person, they should meet and ask the young person's parents for permission first.**
2. In what ways were the student's safety, health, and/or ability to remain on program at risk?
  - **Antonio is probably safe right now because he is in a public place and there are other teachers and students nearby.**
  - **Meeting the teacher outside of school activities could make him vulnerable to sexual misconduct (i.e. sexual assault/abuse/harassment).**
  - **In order to ride a motorcycle or scooter, AFS students must first request and then obtain an AFS waiver signed by their natural parents and sent to their AFS-USA Office.**
3. How could Antonio have responded to the invitation?
  - **No, thank you. See you later.**
  - **I will have to ask my host parents first. I'll have them call you.**
4. Should Antonio tell a trusted adult, such as a host parent or liaison, about the conversation with the math teacher and his invitation? **Yes!**
5. In the future, should Antonio hang out after class to speak with the math teacher?
  - **If Antonio discussed the instance with his host family or liaison and they said it's okay, then it is probably okay.**
6. What should Antonio do if the math teacher's behavior towards him makes him unsafe in any way?
  - **Tell a trusted adult immediately!**
  - **If the first option is not possible, contact the AFS-USA Duty Officer (1-800-237-4636, option 9).**

# Post-Arrival Orientation Leader Guide

## Debrief

- Now that we have considered what kinds of situation to avoid and how best to handle some potentially risky situations, think about how you can keep yourself safe and healthy while on program.
- On your blank paper, write and/or draw your “Personal Safety and Well-Being Plan”.
- Below are some questions you might want to answer when creating your plan.
- This plan is for you to keep and refer to from time to time during your exchange.
- You are encouraged to share it with your host family and get their ideas on how to help keep yourself safe and healthy.

## Personal Safety and Well-Being Plan

- In order to convey self-confidence and strength to others, through my body language or otherwise, I will...
- To help improve my mood when I am feeling sad, I will...
- When I am feeling pressured to do something that could put me at risk and/or result in an early return to my host country, I will...
- If I feel I need help, I will contact...
- My Personal Safety and Well-Being motto, symbol, or image to keep myself safe, healthy, and on the AFS program is...

# Post-Arrival Orientation Leader Guide

## Activity (Methodology)

**S.O.C.: Situation, Options, Consequences (Small group work, brainstorming, group discussion)**

## When to do the exercise

10th

**Time Needed:** 30-45 Min

**Materials:** Index cards (one per student), pens, flipchart paper, markers

## Objectives

- To identify one or more challenges that they may face between now and Post-Arrival Orientation.
- To be able to manage disagreements with others effectively and respectfully.
- To identify sources of support and contact information for help in difficult situations.
- To feel confident in their own abilities, to have a strong sense of self-worth and to be self-reliant.

## Preparation

1. Ask students to write a concern about friends and high school that they would like to discuss during the activity.
2. Make sure students don't write their names on the index cards. This activity is anonymous!
3. Collect all cards and mix them up.

## Introduction

1. We are going to practice a problem-solving method called the S.O.C Process (Situation, Options, Consequences).
2. These are steps you can easily do with others or on your own to help you think of solutions to any issues you may encounter.

## Instructions

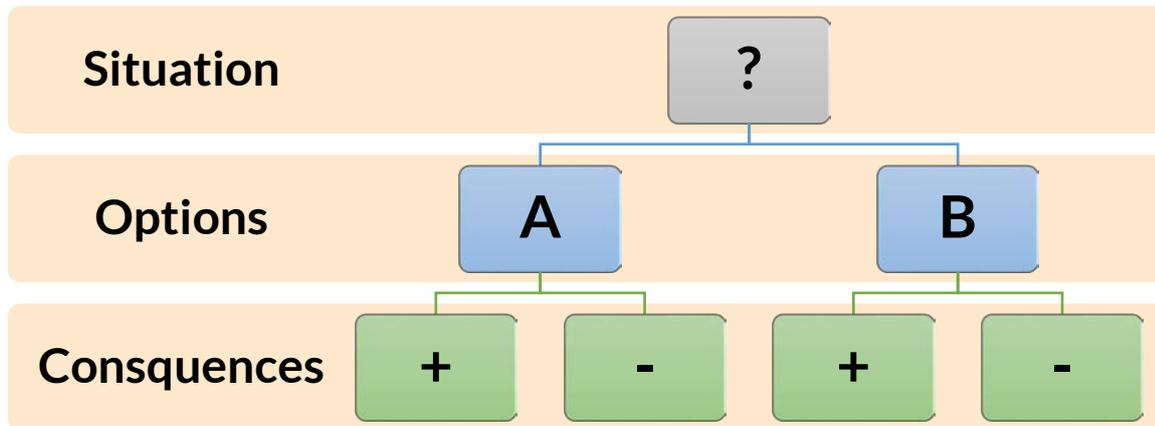
3. Randomly select an index card and give to a student.
4. Student reads the written situation aloud.
5. As a group, discuss the situation and brainstorm possible options for how to handle the problem.
6. Write all the options on flipchart paper.
7. Review each option and discuss the positive and negative consequences of each option.
8. Write all the consequences on flipchart paper.
9. Repeat until all situation cards have been read and discussed.

## Discussion

1. For each situation, which option(s) seemed the most effective? Why?
2. For each situation, which option(s) seemed the ineffective? Why?

# Post-Arrival Orientation Leader Guide

## S.O.C.: Situation, Options, Consequences



### Activity: Communication and S.O.C.

1. Divide students into pairs or teams (3-6 people).
2. Give each pair/team one (1) index card and some scrap paper to make notes.
3. Tell pairs/teams to create a short skit based on their index card (i.e. situation).
4. Allow 5-10 min for groups to brainstorm and practice.
5. Gather everyone together and have each pair/team perform their skit.
6. After each skit, ask the observers to guess what “situation” was being presented.

### S.O.C.: Communication experiences

- Giving Compliments
- Returning Compliments
- Apologizing
- Disagreeing about something
- Bringing up a problem
- Saying “No”
- Declining an invitation
- Feeling tired and not wanting to talk with anyone
- Admitting to having made an embarrassing mistake

### Discussion

1. Have you ever experienced any of these situations?
2. If you have, how did you respond?
3. If you have not, how might you respond?
4. What are some ineffective ways to handle these situations? What might be the outcome(s)?
5. What are some effective strategies to handle these? What might be the outcome(s)?

# Post-Arrival Orientation Leader Guide

## Debrief

1. There is usually more than one option for approaching any given issue.
2. All options have consequences, both positive and negative.
3. It is important to think about consequences before deciding what to do.
4. One option that might work for you might not work for someone else

# Post-Arrival Orientation Leader Guide

## Activity (Methodology)

U.S. High School Life (self-reflection, group discussion)

## When to do the exercise

11th

**Time Needed:** 30-45 Min

**Materials:** flipchart paper (optional), markers (optional), Slide #11 (optional)

## Objectives

- To contribute actively and positively in school, community and family life.
- To recognize cultural differences and to adapt their behavior and perception according to cultural context.
- To become more fully self-aware, willing and able to view themselves objectively and to see themselves as deeply influenced by their own culture.
- To identify and respond to needs and concerns about school and friendship.
- To become more aware that U.S. values are reflected in the educational system.
- To improve the performance and satisfaction of students as they interact with teachers and other students

## Introduction

1. Now that you've been here a few weeks, you have probably discovered how your U.S. High School is similar to or different from school in your home country.
2. The purpose of this activity is to develop a better understanding of U.S. high schools.

## Discussion: First Impressions

1. How did you feel at the start of your first day of school?
2. How did you feel at the end of your first day of school?
3. Describe your first impressions of students' attitudes and behaviors?
4. Describe your first impressions of teachers' attitudes and teaching styles?
5. Describe your first impressions of your school building and classrooms?
6. Describe your first impressions of your classes and your schedule?
7. Think about your experiences at school now (after a few weeks).
8. Do you feel similarly or differently about school compared to your first impressions?
9. What strategies or techniques have you developed to cope with U.S. high school life?
10. What are you doing to learn about U.S. friends and teach them about yourself?
11. What could you do to make your experience more interesting and constructive?

# Post-Arrival Orientation Leader Guide

## Preparation

- This activity can be done in small groups, in pairs or individually.
- Students can discuss the prompts or answer the prompts by creating posters.
- If having students create posters, conclude the activity by putting up the posters on wall and having students walk around and view them all.

## Activity: My U.S. High School

1. Pretend that you have been asked by a community organization in your home country to talk about your U.S. high school.
2. Read each prompt and discuss.

## Prompts

- How students act in the classroom
- How students and teachers interact and speak to each other
- How teachers interact and teach students
- How teachers expect students to act
- What students talk about
- What makes someone “popular”
- How students treat their friends vs. classmates
- Where students go after school
- What students do after school
- What after-school activities are available for students
- What is “cool” and “uncool”

## Debrief

1. Often when we live in another culture, we misunderstand and misinterpret people’s behaviors.
2. These signs mean that we are making a personal judgment based on our own culture and values.
3. Your reaction, rather than being a final judgment, can serve to start a process of reflection about why you interpreted the behavior the way you did.
4. If we learn to catch our reactions at an early stage, we can improve our understanding and communication within the other culture.
5. Remember to take responsibility for your experiences during your stay in the U.S.
6. There is the support system, the Chain of Communication, which exists to help you throughout the year.
7. You should continue “learning how to learn” by using Observation Skills and thinking about the hidden dimensions of culture.

# Post-Arrival Orientation Leader Guide

## Activity (Methodology)

Friends and School (Group discussion)

## When to do the exercise

12th

**Time Needed:** 30 Min

**Materials:** Slide #12 (optional)

## Objectives

- To learn how to manage their internal moods, emotions and impulses.
- To use their inner resources to handle stress and ambiguity and to show patience with other people who are in learning situations.
- To have a deeper concern for and sensitivity to others and expand their capacity to perceive and respond to the values, feelings and realities of others.
- To develop active listening skills and to respond with respect for the other person.
- To engage in voluntary service toward the improvement of the local and global communities.

## Introduction

1. You will make friends and have many different types of friendships.
2. Some friendships may be lasting and others may only last for the time that you are here.
3. Different values and communication styles can be a major barrier to friendship and communication.
4. Many visitors to the U.S. assume that friendly behavior means that the U.S. people want to have a very close and long-lasting friendship with them.
5. For people in the U.S., it is very common to be friendly and open with others without being a “close” friend.
6. Ask students: **Have you seen or experienced this situation?**
7. Thinking back to our discussion on values, it is important to understand that the value of friendship differs across cultures and your view of how friends act may be different in the U.S.

## Discussion: Making Friends

1. What makes it difficult or prevents you from making friends? (*can't speak English well, students too busy, U.S. students are shallow, people aren't interested, too shy, don't know what to talk about, don't like the after-school activities etc.*)
2. What will help you make friends? (*Finding someone to help me learn English, plan to talk with one new person each day, learning how to introduce myself simply, asking questions, joining a school club, trying out for a team or the school musical, sitting with different people during lunch, etc.*)
3. Which do you think are the most effective ways to make friends?

# Post-Arrival Orientation Leader Guide

## Debrief

1. Friendships in the U.S. are based on:
  - **Proximity:** being in the same location (ex: in school)
  - **Repetition:** frequent or daily interactions
  - **Commonality:** what people have in common (ex: in same class, play same sport etc.)
2. So, friendships in the U.S. often seem to start easily and quickly reach a level of intimacy that would take much longer in other countries/cultures
3. When these factors are reduced (like when you change classes or join different school clubs), then friendships tend to end more quickly.
4. That is why it seems that friendships are less long-lasting and that the obligations of friendship seem weaker in the U.S. than in many other cultures.
5. Thinking about these different strategies for making friends and meeting new people, come up with your own personal action plan.
6. Choose 2-3 ways to meet new people and make these your goals.
7. It is also important to create realistic expectations for yourself and remember that making friends takes time and effort.
8. A simple way to remember is the “ART” of making friends:
  - **Accessibility:** Be open to new people and situations.
  - **Reaching out:** Take the initiative and be the first one to say hello.
  - **Taking the time:** Making friends isn't instantaneous. It takes time to get to know people deeply.

## Discussion: Academic Commitment

1. But now, we will be talking about school responsibility.
2. It is important to be focus on your school work because school is a very important part of being an AFSer.
3. School is a very convenient and important place to make friends and socialize.
4. However, you are expected to do well in your classes.
5. Receiving a failing grade at the end of the semester is difficult as long as you do the assigned course-work and participate in class.
6. Since teaching styles and "classroom culture" differ in every country, give yourself time to adjust.
7. Putting in the effort now to complete your assignments and build positive relationships with your teachers will help you avoid stress later on in the school year.
8. Pay attention to the Progress Reports that you will likely receive several times each semester.
9. These can help you to see where you are succeeding, where you need to work harder, and give you the chance to improve your efforts to receive a passing grade.
10. If you are worried about your grades, make an appointment to speak with your Guidance Counselor or Student Advisor.
11. It may be possible to change your class to a more appropriate level.
12. However, you cannot change classes any time you want.
13. Sometimes, failing grades are an indicator that you may not be committed to the AFS educational program.

# Post-Arrival Orientation Leader Guide

## Activity (Methodology)

### Feedback & Evaluation (Assessment)

## When to do the exercise

13th

**Time Needed:** 5-10 Min

**Materials:** Printed Evaluation forms (optional), URL for Evaluation

## Objectives

- To evaluate the effectiveness of the Post-Arrival Orientation content and activities.

## Variations

The evaluation form 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 evaluation online. <http://bit.ly/PAO18>

## Follow-up

1. Distribute the URL and/or printed Evaluation Form to everyone.
2. If using printed forms, collect when all are finished.

# Student Evaluation of Post-Arrival Orientation

Date of Post-Arrival Orientation (MM/DD/YYYY): \_\_\_\_\_

Home Country: \_\_\_\_\_

Name of Area Team in U.S.: \_\_\_\_\_

*Please answer each question by circling the word.*

**Please rate the Arrival Orientation.**

Poor            Fair            Average            Good            Excellent

Comments: \_\_\_\_\_

**Please rate the Leader Facilitator (aka the Orientation Leader).**

**1. Helpful**

Poor            Fair            Average            Good            Excellent

Comments: \_\_\_\_\_

**2. Welcoming**

Poor            Fair            Average            Good            Excellent

Comments: \_\_\_\_\_

**3. Interactive**

Poor            Fair            Average            Good            Excellent

Comments: \_\_\_\_\_

**4. Organized**

Poor            Fair            Average            Good            Excellent

Comments: \_\_\_\_\_

**5. Supportive**

Poor            Fair            Average            Good            Excellent

Comments: \_\_\_\_\_

**Please rate each activity.**

**1. Web of Connections**

Poor            Fair            Average            Good            Excellent            Didn't do it

Comments: \_\_\_\_\_

**2. Draw Your Goals**

Poor            Fair            Average            Good            Excellent            Didn't do it

Comments: \_\_\_\_\_

**3. The "Object" of Your Exchange**

Poor            Fair            Average            Good            Excellent            Didn't do it

Comments: \_\_\_\_\_

**4. "Comparing Values" Statements**

Poor            Fair            Average            Good            Excellent            Didn't do it

Comments: \_\_\_\_\_

**5. Cultural Norms**

Poor            Fair            Average            Good            Excellent            Didn't do it

Comments: \_\_\_\_\_

**6. Role Reversal**

Poor            Fair            Average            Good            Excellent            Didn't do it

Comments: \_\_\_\_\_

**7. Assessing Situations**

Poor            Fair            Average            Good            Excellent            Didn't do it

Comments: \_\_\_\_\_

**8. Risky Scenarios**

Poor            Fair            Average            Good            Excellent            Didn't do it

Comments: \_\_\_\_\_

**9. S.O.C.: Situation, Options, Consequences**

Poor            Fair            Average            Good            Excellent            Didn't do it

Comments: \_\_\_\_\_

**10. U.S. High School Life**

Poor            Fair            Average            Good            Excellent            Didn't do it

Comments: \_\_\_\_\_

**11. Friends and School**

Poor            Fair            Average            Good            Excellent            Didn't do it

Comments: \_\_\_\_\_

What was the most helpful thing that you learned?

\_\_\_\_\_

What was the best activity and why?

\_\_\_\_\_

# Post-Arrival Orientation Leader Guide

## Appendix

### Post-Arrival Orientation Learning Goals

Each activity/section present in the Post-Arrival Orientation is designed to meet at least one of the learning goals indicated in the learning goals framework of the Student Learning Journey Curriculum.

#### Personal: Self-Awareness

- To become more fully self-aware, willing and able to view themselves objectively and to see themselves as deeply influenced by their own culture.
- To learn how to manage their internal moods, emotions and impulses, and to use their inner strength to handle stress and ambiguity and to show patience with other people who are in learning situations.

#### Personal: Creative thinking

- To view ordinary things, events, and values from a fresh perspective so they are able to generate innovative ideas and solutions.

#### Personal: Critical thinking

- To look beyond superficial appearances and to be skeptical of stereotypes.
- To form their own opinions based on recognizing that there are different ways to view things, more than one source of information, and more than one solution to a problem.

#### Personal: Motivation and self-confidence

- To be comfortable and eager to pursue new learning situations.
- To be comfortable seeking support and receiving constructive criticism.
- To feel confident in their own abilities, to have a strong sense of self-worth and to be self-reliant.

#### Personal: Defining self in terms of ideals and values

- To develop personal goals in terms of academic knowledge and skills, character building, family interactions etc.

#### Interpersonal: Empathy

- To listen and be mindful of the needs of other people and to use different perspectives in approaching problems and everyday situations.
- To have a deeper concern for and sensitivity to others and expand their capacity to perceive and respond to the values, feelings, and realities of others.
- To be able to manage disagreements with others effectively and respectfully.

# Post-Arrival Orientation Leader Guide

## **Interpersonal: Communication skills**

- To develop skills in listening actively and thoughtfully and to respond with respect for the other person.

## **Interpersonal: Commitment to others and contributing to the group**

- To contribute actively and positively in school, community and family life.

## **Cultural: Knowledge and awareness**

- To become more aware of their own culture and recognize its influence on their behavior and attitudes.
- To learn about and understand the institutions, customs, traditions, practices and current issues in the host country, and to understand the values, attitudes and behaviors.
- To describe the complexity and richness of both their home and host cultures and be able to discuss without stereotyping or making judgmental statements.
- To understand the concepts of “culture” and intercultural adaptation.

## **Cultural: Intercultural effectiveness**

- To recognize cultural differences and to adapt their behavior and perception according to the cultural context.
- To reduce intercultural anxiety concerning exposure to new people, social situations and cultural norms.

## **Global: Commitment to contributing to the world community**

- To be willing and ready to work with others to help build peace, to improve world conditions and to commit to actions that will bring about a just and peaceful world.
- To engage in voluntary service toward the improvement of the local and global communities.



### **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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