



Connecting Lives, Sharing Cultures

Re-Entry Orientation Leader's Guide



CONTENTS

CONTENTS	1
INTRODUCTION.....	3
Re-entry Orientation and Welcome Home Events	3
Important Considerations	3
The Re-entry Phase.....	4
Goals of Re-entry Orientation and Welcome Home Events.....	5
Role of the Returnee Re-entry Orientation Leader.....	6
PLANNING THE EVENT	7
How to Get Started	7
Time of Year.....	7
Logistics	7
Budget and Expenses.....	7
Location.....	8
Food and Drinks	9
Equipment and Supplies	9
Transportation.....	10
INVITATIONS.....	11
SELECTING ACTIVITIES.....	11
AGENDA	12
Drafting the Agenda	12
Tips for Drafting an Agenda.....	12
EXAMPLE AGENDA	13
AGENDA	14
RECOMMENDED SESSIONS	15
Getting Acquainted, Goals, Agenda, Setting Norms.....	16
Closure and Evaluation.....	18
AFS Re-entry Orientation - Participant Evaluation.....	22
AFS Re-entry Orientation - Group Leader Evaluation.....	23
ICEBREAKERS AND ENERGIZERS	24
Icebreaker Introduction	25
Cross the Circle	26
Line Up.....	27
Meet and Greet	28
Fun Facts	29
Pair Up.....	30
Walk, Stop, Talk, Hop.....	31
Bunny Bunny, Toki Toki.....	32
Wah Master	33
20 MINUTE ACTIVITIES.....	34

Charting Your Re-Entry	35
Weaving the AFS Experience into Your Life	38
Postcard Reflection.....	40
40 MINUTE ACTIVITIES.....	41
Journal Reflection.....	42
Drawing Symbols of your Culture.....	44
Re-Entry Action Plan	46
Representing your AFS Experience in College Application Essays, Resumes and Cover Letters	48
60 MINUTE ACTIVITIES.....	58
Common Problems and Solutions	59
Reflecting on the Experience.....	63
Getting Involved Locally.....	73
RESOURCES.....	76
How to Pull a List of Recent Returnees	76
How to Pull a List of All Returnees	77
Post Event Follow-Up	78
Re-Entry Orientation Checklist	79

INTRODUCTION

Welcome to the AFS-USA Returnee Re-entry Orientation and Welcome Home Leader's Guide. Each year hundreds of AFSers return from their experience abroad. In the same way AFS offers participants guidance prior to and during their program, we offer AFSers the skills and resources to navigate their transition home through Re-entry Orientations and Welcome Home events. This booklet provides AFS Volunteers the resources to plan and hold local events to welcome home the newest Returnees.

In April 2012, the AFS-USA National Volunteer Assembly (NVA) passed a motion, put forth by the Returnee Initiative, stating by 2015 all AFS Teams will offer Returnees Re-Entry Orientations. The passing of this motion illustrates our organization's renewed dedication to nurturing and welcoming Returnees and thereby integrating Returnees as life-long and contributing members of the AFS Community.

Re-entry Orientation and Welcome Home Events

This manual will guide you in planning both Re-entry Orientations and Welcome Home events.

- **Re-entry Orientations** are typically longer in duration and offer formal orientation content.
- **Welcome Home** events may be shorter, include less formal content and are typically designed around a shared meal.

Whether your team selects a Re-entry Orientation, a Welcome Home event or a combination of the two, the outcome is that Returnees feel welcomed and supported by AFS. AFS Teams and Chapters are encouraged to develop and offer a Re-entry Orientation and/or Welcome Home event best suited to the team's geography, capacity, anticipated attendees, volunteer network, budget and ideal duration.

All the planning tools and content in this manual can be utilized for both Re-entry Orientations and Welcome Home events, interchangeably.

Important Considerations

Budget

As with other AFS orientations and gatherings, Re-entry Orientations and Welcome Home events should be budgeted and paid for using co-support payments and any other Team and Chapter funds. These events can be simple and include an afternoon potluck or be a full day event. Again, teams should select the format best suited to their needs, capacity and budget.

Volunteer Support

Most volunteers are busy with many AFS activities. The Re-Entry Orientations and Welcome Home events offer a wonderful opportunity for more recent Returnees, ages 16-35, to be empowered to initiate and implement this event. This provides newer volunteers the chance to take leadership roles while traditional volunteers are able focus on other priorities. As with any volunteer experience, those volunteers most interested and inspired by holding Re-Entry Orientations and/or Welcome Home events should initiate the planning and implementation of the gathering.

When to Hold Orientations

The ideal time to hold a Re-Entry Orientation and/or Welcome Home event for Spring Program Returnees is between the months of February 1 – April 31 and for Fall Program Returnees between the months of August 1 – October 31. It is important to start planning at least a couple of months before the event to give yourself enough time to plan all the logistics and invite participants. The time range may vary

depending on the student's return dates and what works best for the team, keeping in mind geography, capacity, anticipated attendees, volunteer network, budget and ideal duration.

Combining with Other Orientations

Some teams may choose to combine the Re-entry Orientation or Welcome Home event with other orientations or AFS gatherings. If you and the other volunteers decide this is the best scenario for the team and the Returnees, it is important that the Returnee aspects of the gathering are equally important to other components and that the Returnees needs are addressed, just as they would be in a stand-alone event. This can be accomplished by creating tracks or sessions specific to Returnees.

The Re-entry Phase

As countless AFS Returnees can attest, the re-entry phases of the cultural adaptation cycle are challenging for many participants and re-adjusting to the home culture is often more difficult than the adaptation to their host culture. This occurs because the participant expects to return to a familiar environment in terms of family, friends, culture, school, work, community groups, and routine. However, the participant often does not recognize how much s/he has changed during the abroad experience and how this has affected his/her perspective, values, beliefs, expectations and choices.

Reverse Culture Shock

As a result, most participants experience reverse or re-entry culture shock as a part of coming home. What makes reverse culture shock so powerful is that it is typically unexpected. After all, why would anyone suspect it to be more difficult to return home? Future participants, although not always well-prepared, are usually at least aware that culture shock is part of living abroad. There is a recognition that they will be going to a place where the way of life is different and this will cause disorientation, frustration, and conflict. However, they do not expect to face similar challenges at home as if they were in another country. Therefore, it is important to provide support to participants not only prior to and during their stay abroad, but also when they return home.

Goals of Re-entry Orientation and Welcome Home Events

This is a guide, feel free to be innovative and use this as a guide for creating your own event.

By participating in these events, we hope participants will:

1. Understand a framework for the re-entry phase of the exchange experience (Honeymoon, Reverse Culture Shock, Recovery, Reintegration);
2. Consider coping skills to help ease the re-entry process;
3. Process the exchange experience in a supportive environment;
4. Increase awareness of intercultural learning and personal growth that emerged, and continues to emerge, as a result of the AFS experience;
5. Begin/continue integrating the AFS exchange experience and personal growth into daily life in the United States; and
6. Explore options to develop leadership skills as global citizens, including specific opportunities for continued involvement with AFS.

Understanding Re-Entry

The first goal aims to ensure that participants leave the Re-entry Orientation and/or Welcome Home event recognizing that the emotions they experience associated with returning home are common and they are not alone in feeling them.

Coping Skills and Processing

The second goal allows participants to share and consider strategies for coping with potential challenges related to the re-entry process. Providing both a framework for understanding the adjustment cycle and a forum for sharing throughout the Re-entry Orientation and Welcome Home event helps participants to articulate their experience, which in turn, helps them to accomplish the third goal of the Re-entry Orientation: processing the exchange experience in a supportive environment.

Awareness of Personal Growth

By allowing the participants to process their experiences in a supportive environment we set the stage for the fulfillment of goal number four: increasing awareness of intercultural learning and personal growth. As stated earlier, returned participants often do not recognize how much they have changed and grown until after returning home. For instance, participants have not only learned about, but have been presented and challenged with different beliefs, values, and perspectives. In many instances, participants have adapted to the new culture by incorporating some of these beliefs, values, and perspectives. As a result, they are able to view life from at least two cultural frames of reference, and therefore recognize that there is more than one viable way to live. In the process, many participants have also acquired skills and attitudes key to successful cross-cultural communication. It is important for participants to recognize this growth because it validates and affirms the value of the participants' experiences as well as empowers them to express how they matured and demonstrate their newly acquired skills.

Applying Experience and Personal Growth

We included the fifth goal of integrating the AFS exchange experience and personal growth into daily life because often Returnees compartmentalize or “shoebox” their abroad experience, much like a box of souvenirs which remains on a shelf at the back of the closet, only to be taken out from time to time and usually not shared with others. This may occur because the Returnee perceives that his/her family, friends, and other important people show a superficial interest in the exchange. This response may seem

discouraging and trivialize the Returnee's experience. At the same time, the Returnee may not realize that the people in his/her life have not grown and changed in the same way as s/he has during the sojourn. Therefore, they may not always know how to support the significance of the Returnee's exchange. Equally crucial, the Returnee must recognize that just as s/he has changed during the time away, it is likely that the people at home have changed as well. By setting integration as a goal, there will be a space at the orientation dedicated not only to honoring this growth and the experience, but for recognizing that this growth has a place in the Returnee's life, whether personal or public. Also, this indicates that an experience abroad does not have to be limited to a journey, but can evolve into an odyssey that lasts a lifetime.

Develop Global Leadership Skills

The sixth goal is an extension of the fourth and fifth. Now that the Returnee has lived abroad, grown as a result, and is learning to honor these experiences and integrate them into daily life, s/he should explore future possibilities. How can the Returnee take his/her experience and make a difference in the world? After all, there is much conflict today stemming from poor cross-cultural communication and ethnocentrism both within the United States and between nations. Many recent Returnees have begun to hone the very knowledge, skills, and sensitivity key to improving this situation through their exchange experience. It is also important to speak of continued involvement in AFS because it not only creates a supportive community for the Returnee, but today's Returnees are the future of AFS.

Role of the Returnee Re-entry Orientation Leader

Returnee Re-entry Orientation Leaders are registered and trained AFS volunteers, who work with their AFS Team/Chapter to coordinate and facilitate AFS Returnee Re-entry Orientations/Welcome home events for new Returnees. The Returnee Re-entry Orientation Leader Training includes: event planning, implementation and follow-up in addition to a review of Leader's Guide and resources.

Responsibilities include: Consult Chapter or Area Team Treasurer to determine available resources, based on sending co-support payments and any other funds. Use the Re-entry Orientation Leader's Guide to plan the event and select from 20, 40 and 60 minute re-entry orientation activities. Invite recent Returnees to the orientation and collect RSVPs. Recruit local volunteers and Returnee volunteers to help coordinate the event. Facilitate Re-entry Orientation/Welcome Home event. Collect and send in orientation evaluations.

PLANNING THE EVENT

Putting together a successful event has many steps. As a facilitator, you will be involved with important organizational tasks that set the stage for the orientation itself. In some situations, you may handle these tasks yourself. In others, you may share the duties with others. Either way, laying the proper groundwork is essential for any workshop that you are facilitating. This section will cover handling the logistical concerns related to planning your Re-Entry Orientation and/or Welcome Home event.

How to Get Started

The most important step in planning a Re-entry Orientation/Welcome Home event is to first contact your Team Development Specialist (TDS) in your team (see *Team Development Specialist Contact Sheet* on the Reentry Orientation Wiki page for contact information). Your TDS will have a better idea of current team budget, volunteer support, upcoming priorities and location ideas. It is highly recommended that you take some time, before you contact your TDS, to review this Leader's Guide from cover to cover, and prepare some questions. Don't worry about sketching out an agenda or planning too many details, until you have a chance to talk to your TDS and find out what would work for the team.

Time of Year

The ideal time to hold a Re-Entry Orientation and/or Welcome Home event for Spring Program Returnees is between the months of February 1 – April 31 and for Fall Program Returnees between the months of August 1 – October 31. It is important to start planning at least a couple of months before the event to give yourself enough time to plan all the logistics and invite participants. The time range may vary depending on the student's return dates and what works best for the team, keeping in mind geography, capacity, anticipated attendees, volunteer network, budget and ideal duration.

Logistics

Organizing an orientation involves several logistical pieces that emerge from the parameters you have established. If you are working as part of an organizing team, this is an area where other team members can contribute greatly by taking responsibility for making arrangements. As the orientation facilitator, however, it is important to be involved in the logistics, whether or not you take primary responsibility for them. Part of organizing an orientation is ensuring that all of the pieces come together smoothly so that the participants are able to learn in a comfortable and problem-free environment.

Budget and Expenses

Your team's decision to hold a Welcome Home event or a more involved Returnee Re-entry Orientation will determine the level of expenditure. Keep in mind, this can be a simple event, with a BBQ potluck at a volunteer's home, and include a few hours of content, for a relatively low cost.

As with any event, drafting the planned outlay, having the funds approved, sticking to the budget and tracking expense is important.

- Consult your Chapter or Area Team Treasurer to determine available resources, based on sending co-support payments and any other funds.
- Outline any costs, including location, food and drinks, equipment, supplies and any administrative expenses such as postage and photocopying.
- Be sure to record expenses as they occur to monitor your budget.
- In all cases, keep receipts to document what you have spent. Receipts are a necessary part of the expense report form whether you have received an advance or will be receiving reimbursement.

Location

The first major task is finding a location where the event can be held. In many instances, a volunteer or natural family's home is an ideal setting to create a comfortable and welcoming environment. If you have a large group of Returnees or you are combining this event with another AFS gathering, the following location can be considered: libraries, community centers, churches, schools, camps, office conference rooms, and hotel conference rooms. Each option should be considered in light of other logistical arrangements. Consider the following questions:

- How many people will be in attendance? How much space will you need? Is this event combined with other events?
- What budget is available for space?
- How accessible is the site to the orientation participants? Will you need to arrange group transportation to the site because of location or distance? Is adequate and affordable parking available?
- Will you need common areas for eating and socializing? Does the site allow you to bring your own food? What facilities do you need to prepare food?
- Does the site have the audio-visual equipment that you need or will they allow you to bring your own?

If you identify the need for a public site, at which to hold the event, there will be some additional factors to consider.

Reservations

Some sites are quite popular and may need to be reserved months in advance, so plan as far ahead as possible. Reserving a site can sometimes be a simple process involving no money or contract. In most situations, the arrangements will be more formal. Always consult with the volunteer leaders and your AFS Team or Chapter Treasurer if you are asked to sign a contract, make a down payment, and provide proof of liability insurance because you are committing not only yourself but the organization when you take these steps.

Site Details

After reserving the site, you will want several pieces of information for yourself and your participants, directions and a map for reaching the site, instructions for parking, and important phone numbers. You will also want to familiarize yourself with the layout of the site so that you are comfortable with the environment and can help familiarize the participants in your workshop. Know about restrooms, public phones, smoking policies, other events taking place at the same time, and local community services such as gas stations and photocopying centers. Finally, you will want to know how you gain access to the facility on the day of the Returnee Re-entry Orientation and/or Welcome Home event, since you will most likely be holding the Returnee Re-entry Orientation and/or Welcome Home event outside of regular business hours.

Overnight Stays (Optional)

While most Returnee Re-entry Orientations and Welcome Home events do not include an overnight stay, your AFS Team or Chapter may decide to have an extended Returnee Re-entry Orientation and/or Welcome Home event. If so, there are a variety of options to consider, including rooms in private homes, hostels, and camps. Except when you are using private homes, your lodging and Returnee Re-entry Orientation and/or Welcome Home event site will most likely be the same location, so you can build rooms into the contract. In any situation involving a contract for lodging, find out when you must firmly commit to the number of rooms you will need. Even if you do not fill all of the spaces in the Returnee Re-entry Orientation and/or Welcome Home event, you will typically have to pay for all of the rooms or beds you have reserved. Finally, find out when Returnees can arrive and by what time they must leave. Most

facilities will make arrangements such as extended check-out and luggage storage if the times do not coincide neatly with the Returnee Re-entry Orientation and/or Welcome Home event times.

Food and Drinks

Many AFS Teams and Chapters may format the Returnee Re-entry Orientation and/or Welcome Home event around an international potluck or picnic setting to create a community-oriented atmosphere for Returnees, their families, Volunteers and any other AFS Family members.

For events longer 3 hours, additional refreshments and/or meals should be provided. The amount and frequency will vary with the time of day and length of the orientation itself. Refreshments and meals provide opportunities for socializing and provide energy for participants.

Handling food and drink arrangements and preparation is time-consuming. As the Returnee Re-entry Orientation or Welcome Home event facilitator, you will probably have difficulty focusing on the orientation or event if you also have to worry about snacks and meals. It is especially helpful to get assistance in this area, and even better to turn all of the arrangements over to someone else not involved in organizing the Returnee Re-entry Orientation and/or Welcome Home event. If you are using professional food services such as the site caterer or a restaurant, the arrangements are simpler, but can still be a distraction. If your group is preparing your own food, it is imperative that someone else take the lead in handling these preparations.

In handling food and drink arrangements it is important to be thorough. In addition to the food and drinks, make sure to have plates, utensils, cups, napkins, cutting knives, salt and pepper, condiments, ice, trash bags, and other standard accompaniments that you would readily have at home. If you are using professional food services, make sure you have budgeted carefully, including taxes and gratuities. Given the diversity of eating habits, it is also important that you account for different tastes by offering a variety of options, including a vegetarian option. A variety of drinks is also important as different people prefer water, juice, sodas, coffee, and tea.

Equipment and Supplies

While preparing the activities you are going to use, make a list of equipment and supplies you will need. The following items are commonly used:

- Dry erase boards and/or chalkboards
- Flip chart paper
- Marking pens
- Chalk
- Masking tape
- Thumbtacks
- Staplers
- Paper clips
- Pens or pencils
- Laptop/charger
- Extension cord
- Projector

Depending on the location, you may be able to bring in your own equipment, or you may be able to use the facility's equipment. In selecting your site, it is best to ask ahead of time about their equipment use policy because it can be a major expense if you are required to use and pay for their equipment.

During the Returnee Re-entry Orientation and/or Welcome Home event you may be showing Returnees the resources available to them on www.afsusa.org/Returnees, sharing the [AFS-USA Returnee Reconnect Facebook Group](#) and encouraging students to share their online photos, blogs or Facebook pages. Be sure to identify the availability of internet access at the site beforehand. It is also helpful to test the internet, lap top and projector before the orientation or event begins. The equipment can be confusing to use when you are in the midst of facilitating an orientation and the technology does occasionally fail. As a backup to equipment failure, do have some low-tech options that you can rely on.

It is also important to make a list of the handouts you will be using in the orientation. Plan to make photocopies well in advance of the orientation to avoid mishaps with faulty copying machines. Also, make more copies than you think you will need so that all participants receive their own materials. As a contingency, know where you can conveniently make more copies if you do run out of them during the orientation.

Transportation

Most participants will drive their own vehicles or carpool to the orientation. For those who are driving, you will need to make sure they have a few simple pieces of information, including directions and a map to the orientation site and parking instructions. If you believe carpooling will be helpful, you may also want to maintain a list of participants who have indicated they would like to share rides. You can share this information among participants as they request it.

If participants arrive by means other than a car, you will want to keep a list of scheduled arrival times and possibly assist in making arrangements for them to go from the train station or bus depot to the orientation site.

INVITATIONS

Good communication with participants and family members is key to generate enthusiasm and realistic expectations about the Returnee Re-entry Orientation or Welcome Home event. The decisions and arrangements you are making should ensure participants gain the maximum benefit from attending the event.

- **Step 1:** Contact participants via email prior to their departure and/or return, making sure they are aware of the event. Contact parents via email or phone making sure they are aware of the event prior to their son's/daughter's return.
- **Step 2:** Obtain a list of Returnees from Global Link, using the 'How to Pull Your Returnees' tutorial in the Resources section in this guide or on the Reentry Orientation wiki page.
- **Step 3:** Next, draft text to use in email, Facebook, phone and mail invitations. The invitation should be very clear about the logistical details of the orientation. Participants want to know specifics such as who has been invited, when and where the orientation will be held, what food is being offered, who will be facilitating the orientation, how to RSVP, and who to call if they have questions. Including these details will convey a message that the orientation is well organized and will reduce the potential for confusion and frustration.
- **Step 4:** Send invitations well in advance (approximately four to six weeks). This will show the professional level of organization behind the orientation and allow people enough time to make plans to attend.

Here are some examples of ways to invite your Returnees:

- **Email:** Send an e-invitation (Evite.com is recommend) to all Returnees
- **Facebook:** Create an event on the Team's Facebook page with all event details
- **AFS World Café:** Create an announcement on the Team's World Café page with all event details
- **Phone Calls:** After invitations have been sent follow up with phone calls to encourage attendance
- **Snail Mail:** Send a reminder postcard to Returnees who have not submitted their RSVP

SELECTING ACTIVITIES

In the Activities section of the handbook, you will find the Re-entry Orientation and Welcome Home activities arranged by 20, 40 and 60 minute activities. Your team can select the activities based on your team's unique circumstances, including the length of your event and number of participants. We ask that you choose a selection of these activities, the combination of which will fulfill all six goals of the Re-entry Orientation and Welcome Home.

Each activity includes: Title, Goals, Time, Materials, Preparation, Instructions and Debrief. All handouts for group leaders and participants are listed in the Materials section of the activity and can be printed off for photocopying from the Reentry Orientation Wiki resource page. You will create a packet of handouts for your participants and group leaders based on the activities which you choose to use.

AGENDA

Planning the agenda and activities for your Re-Entry Orientation and/or Welcome Home event can be both exciting and overwhelming. The format of this guide is intended to provide ease of preparation with sample agendas and activity project cards in order to accommodate the wide range of needs found among AFS Teams and Chapters. For example, some teams may have a potluck with 20 people, others will have a half-day event attended by six people, and still other teams will have an overnight Returnee Re-entry orientation combined with a hosting orientation.

Prior to outlining your agenda and selecting your activities, determine the approximate length of your event. Will your event be 3 hours, including a meal? Will your event be 5 hours, and include more formal content? Perhaps you will include an overnight component. Each of these scenarios offers different opportunities. Once you have a feel for the duration, you can draft your agenda.

Drafting the Agenda

Following are the steps we recommend taking when drafting the agenda for your Re-entry Orientation and/or Welcome Home event. The number of activities you include will largely depend on the length of your event.

1. Using the 'Agenda Template' in *Resources*, block out the main sections of the agenda with placeholders for introductions, meals, breaks and closing. This will illustrate the times for orientation content.
2. Review the 'Goals Worksheet' in *Resources* and select corresponding Activity Project Cards in the Activity section of this handbook, which you would like to include.
3. Insert the name of each activity into the Goals Worksheet to ensure you have covered the spectrum of goals to the best of your ability, based on the length of the event.
4. Complete the *Agenda Template* by inserting the activities that you have chosen and the appropriate timeslots. If you have too few or too many activities to fit the time frame provided, review your *Goals Worksheet* to determine where you might want to insert or delete an activity.

Tips for Drafting an Agenda

Following are some general tips to keep in mind when drafting your agenda:

- It is helpful to begin with the 'Getting Acquainted, Goals, Agenda, Setting Norms' activity so that attendees understand from the start what they can expect to learn. It is strongly recommended that you end with the 'Closure and Evaluation' activity.
- Schedule a break or meal at every 90 minutes.
- Move from lower to higher risk activities as the session unfolds. Allow time for people to relax, get to know one another and build a little trust before you expect them to share their feelings with the group.
- Provide variety by utilize a mix of self-reflection, work in pairs as well as small and large groups. Appeal to a variety of learning styles by including visual, sensory and physical activities.
- Insert short 3 – 5 minute energizers throughout to keep the energy up.

EXAMPLE AGENDA

Date: Saturday, August 15th

Time: 4 hours Group size: 4+

Time	Length	Type	Title	Facilitator	Notes
12:00-12:30	30		Welcome - Potluck/BBQ	Returnee Orientation Leader	Have a sign-in table and name tags. Provide food and drinks for people to mingle while everyone arrives.
12:30-1:00	30	Required	Getting Acquainted, Goals, Agenda, Setting Norms	Volunteer	Make sure everyone brought a picture from their AFS experience or draws a picture before the session begins.
1:00-1:40	40	Activity	Journal Reflection	Volunteer	Handout: "My Journal Reflection", and writing paper
1:40-1:50	10		Break		Allow for bathroom and water break and to stretch their legs
1:50-2:00	10	Activity	Icebreaker/energizer – Fun Facts	Returnee Orientation Leader	Materials: note cards
2:00-2:20	20	Activity	Charting Your Re-entry	Returnee Orientation Leader & Volunteer	Materials: Re-entry phase statements, Returnee Leader re-entry curve, paper, markers
2:20-3:00	40	Activity	Drawing Symbols of Your Culture	Volunteer	Materials: paper, art supplies, markers, scissors, glue stick
3:00-3:20	20	Activity	Weaving AFS into Your Life	Returnee Orientation Leader	Materials: Flip chart paper, markers
3:20-3:30	10	Activity	Icebreaker/energizer – Bunny Bunny, Toki Toki	Returnee Orientation Leader	
3:30-4:00	30	Required	Closure and Evaluations	Volunteer & Returnee Leaders	Collect evaluations, scan and email to your TDS, Team Chair, and returnees@afsusa.org

AGENDA

Date: _____

Time: _____ Group size: _____

Time	Length	Type	Title	Facilitator	Notes
			Welcome		Sign-in table and name tags.
		Required	Getting Acquainted, Goals, Agenda, Setting Norms		
		Required	Closure and Evaluations		Collect evaluations, scan and email to your TDS, Team Chair, and returnees@afsusa.org

Recommended Sessions

Getting Acquainted, Goals, Agenda, Setting Norms

<p><u>SESSION FOCUS</u> Logistics</p>	<p><u>GOALS</u> Create an environment in which each individual is encouraged to share his or her experience in a warm, welcoming and respectful atmosphere. In addition to introducing those present, this activity serves to explain the agenda, goals, and norms for the day;</p>
<p><u>ALSO COVERS</u> Goals and Expectations</p>	
<p><u>TIME</u> 30 minutes, depending on group size</p>	
<p><u>GROUP SIZE</u> Any</p>	
<p><u>MATERIALS</u></p> <ul style="list-style-type: none"> ▪ Flip chart or butcher paper ▪ 8 1/2 x 11 paper ▪ Pens or pencils ▪ Markers ▪ Tape 	<p><u>PREPARATION</u></p> <ul style="list-style-type: none"> ▪ When sending invitations, request that all attendees (including volunteers) bring a photograph depicting an important person/place/experience from their host country or other exchange/international experience. ▪ Prepare a flip chart with the day’s agenda and post visibly in the room; keep covered until you are ready. ▪ Arrange seating in a circle (floor or chairs)

INSTRUCTIONS:

1. As people begin to arrive ask them whether they remembered to bring a photo; if not, provide them with a blank sheet of paper and some markers and instruct them to draw a representation of an important person or place in their host country or a short story that took place during their AFS experience.
2. Begin the session by welcoming everyone, thanking the volunteers present for helping make the event possible and the host for providing the meeting space.
3. Briefly introduce the activity by stating or adapting the following:
 - a. *Before we review the agenda and goals for today we are going to take some time to get acquainted with each other.*
 - b. *The goal of this activity is of course to introduce everyone, but also to get us in that “AFS space.” It may also provide some content for activities that we will do later in the day.*
 - c. *As each person introduces him/herself, please share your name, host country, duration of the program and a brief explanation of your photo or drawing. I will begin and we will go around the circle clockwise.*
 - d. *Hint — specify a time limit of two minutes for each person if you have a very large group. If you have a small group, state that others may ask questions of the presenter and/or encourage discussion by asking questions yourself.*
4. Share your photo and indicate that the person to your left continue.
5. After everyone has shared their photo/drawing state or adapt the following:

- a. *Thank you to everyone for sharing a snap shot of your AFS or intercultural experience. In part, that is what this orientation is about — helping to integrate the learning you gained as a result of the relationships you formed and the experiences you had while abroad into your life back home.*
 - b. *In other words, among other things, today we want you to help each other learn to avoid the tendency to “shoe-box” your experience. Literally this means when you put your mementos (letters, ticket stubs, photos, brochures, etc.) in a box and put it away to be taken out and looked at when you feel the need to reconnect with or relive your experience. Figuratively this is to mentally compartmentalize the experience as a completely or largely separate part of your life back home.*
 - c. *But before we get to that part, there are a few other things we need to accomplish first. Let’s begin by reviewing the goals of the orientation.*
6. Uncover the goals and review them with the group. These goals will look different to each Team depending the agenda and time allotted for the orientation.
 - a. Understand a framework for the re-entry phase of the exchange experience (Honeymoon, Reverse Culture Shock, Recovery, Reintegration).
 - b. Consider coping skills to help ease the re-entry process
 - c. Process the exchange experience in a supportive environment.
 - d. Increase awareness of intercultural learning and personal growth that emerged, and continues to emerge, as a result of the AFS experience.
 - e. Begin/continue integrating AFS exchange experiences and personal growth into daily life in the U.S.
 - f. Explore options to develop leadership skills as global citizens, including specific opportunities for continued involvement with AFS.
7. Ask the group the following question and note their answers on a flip chart:
 - a. *Is there anything else you were hoping we would accomplish today? If so, let’s post it here and we will see if we can work it into the session, or consider doing so in a future meeting.*
 - b. *During the next break leaders will review the list and determine whether it is feasible to accomplish any of the items mentioned and if so, come up with a plan for doing so. At the end of the session the group will refer to the goals and this list as a way of evaluating the session and gauging whether the group would like to arrange a second meeting.*
8. Reveal and review the agenda for the rest of the day, letting the group know where the restrooms are located. Close by stating or adapting the following:
 - a. *So, as you can see we have a lot of ground to cover. In order to get the most out of your time together today, we would like to take a few minutes to set some “norms” for the group, or ways in which we agree to behave while we are together. Does anyone have any ideas?*
 - b. *Hint — If no one speaks up, have one of the Returnees present prepped to propose a norm, for example, “Only one person speaks at a time, all electronics put on silent, be kind and respectful to all opinions and comments.”*
9. After everyone has finished suggesting norms, if not mentioned, add the norm that personal experiences shared by individuals during the orientation should stay with this group and be treated as confidential information. This norm should help foster trust and facilitate a greater willingness to share amongst the participants.
10. Record the norms on flip chart paper and post somewhere visible to all. Close the session by stating or adapting the following: *Thanks for your help with that, now let’s get started.*

Closure and Evaluation

<p><u>SESSION FOCUS</u> Logistics</p> <hr style="border-top: 1px dashed #000;"/> <p><u>ALSO COVERS</u> Goals and Expectations</p> <hr style="border-top: 1px dashed #000;"/> <p><u>TIME</u> 30 minutes, depending on group size</p> <hr style="border-top: 1px dashed #000;"/> <p><u>GROUP SIZE</u> Any</p>	<p><u>GOALS</u> This activity serves to bring closure to the orientation and elicit both written and verbal feedback from the participants. Group leaders will also complete a written evaluation of the Re-entry Orientation.</p>
<p><u>MATERIALS</u></p> <ul style="list-style-type: none"> ▪ AFS Re-entry Orientation Evaluation — one per participant ▪ AFS Group Leader Re-entry Orientation Evaluation — one per group leader ▪ Pens or pencils — one per participant 	<p><u>PREPARATION</u></p> <ul style="list-style-type: none"> ▪ Copy evaluations one per participant/facilitator ▪ Gather writing utensils. ▪ Prepare music/speakers for background music as they fill out their evaluations. ▪ If you would like to close the orientation with a quote, poem, or anecdote, identify this contribution prior to the orientation. For example: <i>“It is not our differences that divide us; it is our inability to recognize and celebrate those differences that do.”</i> <div style="text-align: right;">— Author unknown</div> <i>“One’s destination is never a place, but a new way of seeing things.”</i> <div style="text-align: right;">— Henry Miller, U.S. author, 1891 – 1980</div>

INSTRUCTIONS:

1. Ask participants and facilitators to help arrange the chairs in a circle and then ask everyone to take a seat. Dim or turn off unnecessary lights.
2. Begin the activity by stating or adapting:
First of all, I want to thank everyone for taking part in this Returnee get together today and sharing your reflections, insights, thoughts, and feelings. Your contributions and participation have made this welcome home most memorable.
3. As you go through each step of this guided meditation, relax and pace yourself. Remember to allow time for the participants to reflect on each item. When there is a change in paragraph in the text below, allow some time to pass before continuing to speak.
4. If you plan to use background music, turn it on at this time.
To help us reflect on the day and bring closure to this welcome home event, I would like to invite everyone to close their eyes and take several slow and deep breaths and allow your body to relax.

Think back to when you first heard about this welcome home get together. How did you feel about attending? Were you excited? Were you unsure of whether you would or could come? Did you

wonder about who you would meet?

Facilitators, how did you feel about the welcome home event? Were you excited or anxious?

I would like you to think about our first session. Reflect on each person and what he or she shared with the group. If you don't remember the exact details, don't worry. Just take a moment to focus on each person here today.

Now, I would like you to take some time to quietly remember each session, going through them one by one. If you cannot remember every session, don't worry. Just reflect on the ones that come to your mind.

5. Allow at least five minutes to pass.
Slowly open your eyes and look at each person in the room. Allow yourself to make eye contact and take several more deep breaths.

I would like to open up this "space" for you to share what came to your mind during your reflections about today's sessions. You can share what you like or not share at all. It is up to you. Please honor that when one person is sharing, no one else interrupts. Speak from your own heart and experience. Do not worry about whether your feelings or thoughts reflect the previous person's contributions. Each of us owns our personal experience.

I also ask that what is shared here, stay in this circle and remain in this group. Does everyone agree?

(Wait for response from the group.)

We will do this "popcorn style," meaning just raise your hand when you are ready to contribute.

Start by sharing about your experience at the orientation. What you chose to share is up to you. It could be a reflection of your emotions regarding the day, about a special moment that occurred, or a challenge you encountered.

Have another facilitator identified to contribute in case the participants are hesitant, but also allow time for the next person to start.

6. Once there has been an ample opportunity for everyone to contribute, ask the group if anyone has anything else to say.
7. Thank the participants and facilitators again for their participation and valuable contributions. If you would like, you can conclude with a quote, poem, or anecdote that you have identified prior to the event. This would also be a good time to announce any upcoming AFS events and pass around or post sign-up sheets for those who would like to help with these events.
8. Distribute the *AFS Participant Re-entry Orientation Evaluation* and *AFS Group Leader Re-entry Orientation Evaluation* and ask that each person complete this handout before departing, stressing its importance in improving the orientation.

REVIEWING EVALUATIONS

Within a week to ten days after the Re-entry Orientation and Welcome Home, we ask that you review the evaluations in the following manner and send a brief summary of your findings to your Team Development Specialist, Area Team Chair, and returnees@afsusa.org. Your summary will be reviewed and taken into consideration when revising the Re-entry Orientation and Welcome Home Leader's Guide so that we may continually improve the quality of the Guide, as well as, allow other volunteers to benefit from your experience. Including both Returnee and Group Leader perspectives in the evaluation review will help to identify possible improvements. Use the following guide to review the evaluations:

Returnees

1. Determine the most often stated stage of re-entry in which participants find themselves. What does this tell you about the kinds of activities that might be appropriate for future Re-entry Orientation and Welcome Homes?
2. Note the responses and activities mentioned in question 2. Are there any common themes, any activities mentioned more often than others? What does this tell you about the effectiveness of these activities and what people feel is important to know? How might all of this information impact the design of future orientations?
3. Note the responses and activities mentioned in question 3. Are there any common themes, any activities mentioned more often than others? What does this tell you about the effectiveness of these activities? What does this tell you about what is important to convey to participants at any time throughout their AFS experience and/or in future Re-entry Orientation and Welcome Homes?
4. Note the responses and activities mentioned in question 4. Are there any common themes, any activities mentioned more often than others? How might this information impact the design of future orientations?
5. What kinds of goals are listed in response to question 5? Are there any common themes? What does this tell you about the effectiveness of the orientation?
6. What kind of feedback did you receive in response to question 6? Are there any common themes? How might this impact the design and implementation of future orientations?

Group Leaders

1. Tally the average rating in question 1. What does this tell you about the quality of orientation provided to group leaders? How does this compare to orientation provided to previous group leaders? What could have made the difference between this average rating and scores in the past? Are there any common themes? How might these influence future group leader orientation sessions?
2. Note the responses and activities mentioned in question 2. Are there any common themes? How might this information impact the preparation of future group leaders?
3. Note the activities mentioned in question 3. Are there any common themes, any activities mentioned more often than others? What impact might this have on the design of future Re-entry Orientation and Welcome Homes?
4. Note the activities mentioned in question 4. Are there any common themes, any activities mentioned more often than others? How might this information impact the design of future orientations? What, if any, changes would you recommend to the activities based on this feedback?
5. Are there any common themes, any activities mentioned more often than others? How might this information impact the design of future orientations?

6. What kinds of responses are mentioned here? Would sharing this information inspire others to serve as group leaders? If so, how can you use this information to engage/encourage Returnees and others to serve as group leaders?
7. What kind of feedback did you receive in response to question 7? Are there any common themes? How might this impact the design and implementation of future orientations?



AFS Re-entry Orientation - Participant Evaluation

1. I currently find myself in this stage of the re-entry phase of cultural adaption:

- a) Honeymoon
- b) Reverse Culture Shock
- c) Recovery
- d) Reintegration

2. The country I studied abroad in was: _____

3. Please rate your overall experience studying abroad in this country (1=Poor & 5=Excellent)

1 2 3 4 5

Comments:

4. How effective did you find the re-entry orientation in terms of helping to cope with your re-entry process? (1=Not Very Effective & 5=Very Effective)

1 2 3 4 5

Comments:

5. Did you find the activities in the orientation beneficial to helping increase your awareness and personal growth experience as an AFS Returnee? (1= Not Very Much & 5=Very Much)

1 2 3 4 5

Comments:

6. Please note any additional feedback about the event the other side of this page. (i.e., organization and logistics, timing, flow, facilities, refreshments, other). Thank you!



AFS Re-entry Orientation - Group Leader Evaluation

1. How would you rate the orientation provided to you to serve as a group leader for this session? (1=Low & 5=High)

1 2 3 4 5

Comments:

2. Do you feel that you were adequately prepared before the orientation? (1=Not Very & 5=Very Much)

1 2 3 4 5

Comments:

3. Which activities were participants most receptive? Least receptive? Why?
4. Which activity was the easiest/most difficult for you to facilitate?
5. What changes would you recommend for future Re-entry Orientation and Welcome Homes?
6. What is the most valuable thing that you learned today and how will you apply it in the future?
7. Please note any additional feedback about the event the other side of this page (i.e., organization and logistics, timing, flow, facilities, refreshments, other). Thank you!

Icebreakers and Energizers

Icebreaker Introduction

Icebreakers, and energizers help us reach these goals:

- Help the participants get acquainted with each other
- Wake the participants up, physically and mentally
- Encourage shy participants to participate

Icebreakers are highly suggested to include throughout your agenda.

Cross the Circle

GOAL

This activity provides a playful way for participants to find commonalities among themselves.

TIME

5 to 10 minutes

INSTRUCTIONS

1. Ask the participants to form a circle with one person in the middle.
2. The person in the middle makes a statement about who can cross the circle. For example, the person in the middle might say, “*Cross through the circle if you are the oldest child in your family.*” “*Cross through the circle if you play a musical instrument.*” “*Cross through the circle if you have a nickname.*”
3. If the participants in the circle can agree to the statement, they must cross the circle and find an open spot on the other side left by someone else who agreed with the statement.
4. The person in the middle can also go to a spot left open by someone who has agreed with the statement. This may leave a new person without a spot in the circle.
5. The person left in the middle makes a new statement about who can cross the circle and the game continues.

Line Up

GOAL

This is an activity to help the group move around and talk to each other.

TIME

5 to 10 minutes

MATERIALS

Whistle or noisemaker

INSTRUCTIONS

1. Ask participants to walk around the room.
2. Blow the whistle and ask the participants to line up, according to their birth day.
3. After the participants line up, congratulate them and ask them to walk around the room again. Blow the whistle about 20 seconds and have the participants line up again using one of these arrangements:
 - a. Height of the participants
 - b. Shoe size
 - c. Number of brothers and sisters
 - d. Distance to their host family location

Meet and Greet

GOAL

This activity provides a fun way for participants to introduce themselves to others.

TIME

5 to 10 minutes

MATERIALS

Whistle or noisemaker

INSTRUCTIONS

1. Ask participants to walk around the room.
2. Blow the whistle and ask each participant to greet other participants and shake hands. Instruct the participants to move around and greet as many participants as possible before you blow the whistle.
3. Blow the whistle again. Tell the participants that they will continue meeting others, one at a time, but with a difference: They will play a role and pretend to be a famous movie star. They will have to greet each other and shake hands as if they are movie stars.
4. Blow the whistle again to start another round of meeting and greeting. Frequently change the roles assigned to the participants:
 - a. A famous politician
 - b. A sports player
 - c. An officer in the army
 - d. A doctor
 - e. A mime

Fun Facts

GOAL

This activity provides a fun way for participants to introduce themselves to others.

TIME

5 to 10 minutes

MATERIALS

- Note card for each participant
- Pencils or pens

INSTRUCTIONS

1. Ask participants to write down three facts about themselves, but do not have them put their names on the card. Ex: “I know how to speak 5 different languages.” “I have met a movie star.” “I have lived in 6 different countries.”
2. Once everyone has written down three facts about themselves. Collect the cards.
3. Read out loud a few cards at a time throughout the event as a mini icebreaker in between activities, or if the group size is small read all the cards out loud and have people try and guess who they think the card belongs to. If no one can guess the card have the person announce who the card belongs to.
4. Take some time to let the person share at least one of the three facts about themselves.

Pair Up

GOAL

This activity allows participants to get to know more about each other in an active fun way.

TIME

5 to 10 minutes

MATERIALS

Whistle or noisemaker

INSTRUCTIONS

1. Describe how you want participants to pair up with each other. Here are some examples:
 - a. Shoulder to shoulder
 - b. Right foot to left foot
 - c. Right elbow to left elbow
 - d. Pointer finger to pointer finger
 - e. Left knee to right knee
2. After participants pair up with a partner, ask them a question about themselves (such as, What is your favorite subject in school? What are your hobbies? What type of books do you like to read? What kind of movies do you most enjoy? What is your favorite sport?)
3. Participants take turns answering the question.
4. Blow the whistle and ask participants to find a new partner. Describe a different way of pairing up and ask a new question.
5. Continue as time allows.

Walk, Stop, Talk, Hop

GOAL

This energizing activity gets the participants moving around and jumping. It requires the participants to pay attention and follow your instructions.

TIME

5 to 10 minutes

INSTRUCTIONS

1. Ask participants to stand in a large circle. Ask them to turn to their right.
2. Give these instructions: “When I say, “Walk,” participants begin walking (in a circle). When I say, “Stop”, they stop walking.
3. Say, “Walk”. Let the participants walk for about 20 seconds. Say, “Stop”. Make sure that everyone stops.
4. Explain two more instructions: “When I say, “Talk”, participants say their names aloud. When I say, “Hop”, participants jump up vertically in place.
5. Give the four instructions repeatedly in random order. Make sure that the participants follow your instructions.
6. Once the participants have become familiar with the procedure, explain that you are going to switch the meaning of each pair of instructions. From now on –
 - a. “Walk” means “Stop”
 - b. “Stop” means “Walk”
 - c. “Talk” means “Hop”
 - d. “Hop” means “Talk”
7. Make sure that the students understand how the instruction words mean different things now. Say, “Stop” to get the participants walking. After a minute, say, “Walk” to make them stop.
8. Give the four instructions (with their new meanings) repeatedly in a random order. Some participants will make mistakes, but others will correct them automatically.

Bunny Bunny, Toki Toki

GOAL

This is fun energizing activity that gets participants up on their feet and moving. It requires the participants to pay attention and act out movements.

TIME

5 to 10 minutes

PREPARATION

Search for this activity on Youtube to get a better idea of the motions used.

INSTRUCTIONS

1. Ask participants to stand in a large circle.
2. Give these instructions:
 - a. Make your hand into a “duck bill” by bringing your thumb up to the four fingers. Flick it together twice while pointed at your own face and saying “bunny bunny”. Then turn your fingers toward someone else and flick it twice while saying “bunny bunny”.
 - b. The next motion is to wave your arms, like an octopus, while saying “Toki, toki, toki, toki”.
 - c. The final motion is to bob up and down, while chanting “Koom cha, koom cha, koom cha, koom cha...”
3. The game begins with everyone doing the “Koom cha” over and over. One person starts the “bunny bunny”...motion, first to themselves and then to someone else. Whoever gets the “bunny bunny” toward them then does it first to themselves, then passes it on to someone else. Meanwhile, if you are standing next to someone doing the “bunny bunny” motion, your task is to do the “toki toki” motion. All of this is done in rhythm to, “Koom cha Koom cha...”, as the “bunny bunny” gets passed around the circle.
4. See how long you can continue the game until a mistake is made. Another version is to exclude those who make mistakes. However, if you want the goal of the game to bring a group together, however, this version will probably not achieve that goal.

Wah Master

GOAL

This is a fun and silly energizing activity that gets participants up on their feet and moving.

TIME

5 to 10 minutes

INSTRUCTIONS

1. Ask participants to stand in a large circle.
2. Choose a “Wah Master”. Explain what the wah master will do. *“The wah master will do one of three different actions: an alligator(make jaws with your hands), a snake(put one elbow in the palm of the other hand like a cobra standing up) or a dragon(put hands on your sides like wings)”*
3. After everyone understands the different actions, tell them that the wah master will bow to them and say, "waaah". Everyone else will then bow back and say, "waaah".
4. Then the wah master says, “1-2-3 Wah!” and everyone does one of the actions. If someone in the circle does the same action as the Wah master then they are out.
5. Continue to play until there is a winner!

20 Minute Activities

Charting Your Re-Entry

<p><u>SESSION FOCUS</u> Cultural Adjustment and Coping</p> <hr style="border-top: 1px dashed #000;"/> <p><u>ALSO COVERS</u> n/a</p> <hr style="border-top: 1px dashed #000;"/> <p><u>TIME</u> 20 minutes</p> <hr style="border-top: 1px dashed #000;"/> <p><u>GROUP SIZE</u> Any</p>	<p><u>GOAL</u> Participants will reflect on, illustrate and share their experiences and feelings related to returning home and recognize that, although the feelings and experiences related to re-entry can be difficult, they are normal and will pass.</p> <p><u>OBJECTIVES</u></p> <ul style="list-style-type: none"> ▪ Draw a picture including a curvy line to portray the participants' individual adjustment processes. ▪ Analyze and express their own experiences of returning home, as well as how it compares to the typical four phases of re-entry: Honeymoon, Reverse Culture Shock, Recovery, and Reintegration.
<p><u>MATERIALS</u></p> <ul style="list-style-type: none"> ▪ 1 flip chart paper - for Returnee Leader's example chart (or use a white board) ▪ 4 flip chart papers – one for each re-entry phase statement ▪ Blank 8 ½ x 11 paper – one for each participant ▪ Markers — a different color marker per participant ▪ Pens/ pencils – one for each participant ▪ Tape 	<p><u>PREPARATION</u></p> <ul style="list-style-type: none"> ▪ Ask a Returnee Leader to draw his/her re-entry curve on a paper or board, large enough to be visible by everyone, representing his/her experience through reintegration, up to the re-entry phase s/he feels s/he is currently in. ▪ Prepare 4 flip chart papers with an example of each re-entry phase: Honeymoon, Reverse Culture Shock, Recovery, and Reintegration. <ul style="list-style-type: none"> - Honeymoon- "It's great to be home with my family & friends, and I'm so surprised how big our portion sizes are compared to my host country." - Reverse Culture Shock- "I miss my friends and way of life in my host country. No one seems to care about my experience abroad." - Recovery- "I've started babysitting again and I will be applying to college soon. Things are looking up!" - Reintegration- "I was elected President of my Spanish Club. I met a freshman, who is interested in studying abroad, so I've started Mentoring her and helping prepare to go abroad. I have a new view on the world around me." ▪ Post the four flip charts around the room and cover the flip chart so that no one can see the words on the page before the activity.

INSTRUCTIONS

1. Introduce this activity by stating or adapting the following:

“Coming home can feel like being on a roller coaster and you may have begun to feel this way even before you left your host country. There may be moments during which you are happy to be back and other times when you will experience feelings such as sadness, frustration, confusion and isolation. As tough as it can be, this is part of coming home and your feelings are often the signs of growing pains and the changes that have occurred within you while you were away. The good thing is you are not alone in experiencing these feelings of re-entry. Today is an opportunity to share these feelings and recognize their role in your return to the U.S.”

2. Reveal the flip charts and explain that in a moment you will ask everyone to go stand next to the statement that they think best describes the re-entry phase that you call out. For example: When the group leader says “Honeymoon phase” everyone stands up and goes to the statement that they think best describes the “Honeymoon” phase. Then read the definition of the “honeymoon phase” and ask if anyone wants to change to a different statement (allow for anyone to move to a different flip chart if they want).

Instruct the small groups to discuss, with each other, for 2 minutes, their statement and why they chose the statement. *If there is only one participant at a statement, have one of the group leaders pair up with the participant, so they have a chance to share with someone. After 2 minutes pick a group or a (couple of groups) to share out with everyone what they discussed. **Repeat steps 2 and 3 for each phase.**

Definitions of Re-entry Phases:

- **Honeymoon-** Similar to when you first arrived in the host country, upon return to the U.S. you may experience a “honeymoon” phase characterized primarily by positive feelings and excitement about being back home, seeing friends and family, sleeping in your own bed, eating your favorite foods, etc. You may even have a heightened sense of awareness of your surroundings, almost as if you are seeing things for the first time, in slow motion, or watching a movie. This temporary shift in perspective may also cause you to be surprised by things that were once so familiar to you: the spaciousness of your room, the huge variety and quantity of things found on the shelves of the supermarket, an ice-cold soda or the abundance of hot water.
- **Reverse Culture Shock-** In this stage the “honeymoon” is over and you experience a let down. You may feel frustrated, alone, and/or like an outsider or a foreigner in your own country. You may also find yourself irritated with others for no apparent reason and frustrated at not being able to express yourself in English as well as you would like. You probably feel “homesick” for your host country, disoriented and maybe even resentful about the fact that you are back home. The U.S. will be different from how you remembered it. The pollution may be worse, the pace more hurried and hectic, etc. You may also find that many of your friends and family members have lost interest in hearing about your time abroad and you will really feel the need to connect with others who can relate to what you are going through.
- **Recovery-** This stage is characterized by a gradual readjustment to life at home. Less and less about life “back home” surprises, angers or frustrates you. Any self-imposed isolation subsides and you can more easily express yourself in English. You begin to fall into familiar or new routines, which provide rhythm to your daily life.
- **Reintegration-** At this point you will have found your place, so to speak, back home. You will have established or reestablished relationships with a circle of people with whom you feel comfortable and have a more balanced perspective on both life in the U.S. and your host country. You may find that your behaviors, beliefs, attitudes and values have shifted a little or a lot as a result of your cross-cultural encounter. We also hope at this stage you will recognize the many ways in which you have grown as a result of your AFS experience and

actively seek out ways to use the knowledge, skills and attitudes that you gained in the process.

3. Once you have gone through all the phases, the group comes back together and the focus turns to a Returnee Leader, who will present his/her re-entry curve to the group that shows when they started to go through re-entry phases, (note: re-entry phases could have started before the Returnee even came home to the U.S.) up to the current phase the Returnee is in as of today.
4. After the Returnee presents, have everyone take 5 minutes to draw their own re-entry curve on a blank 8 ½ x 11 piece of paper, up to the phase they think they are today. (Make sure they label the four re-entry phases on their curve.)
5. The last step is to have each participant graph their own re-entry curve on top of the Returnee Leader's re-entry curve drawing. Each participant will use a different marker, so that when everyone is done, there will be multiple drawings overlapping each other. The group will see how everyone can be in different re-entry phases at different times.

DEBRIEF

Close the activity by summarizing any themes that you see from the group chart, striking similarities or differences in experiences, or whatever important learning you feel arose from this activity.

Weaving the AFS Experience into Your Life

<p><u>SESSION FOCUS</u> AFS and You</p> <hr style="border-top: 1px dashed #000;"/> <p><u>ALSO COVERS</u> Culture Learning</p> <hr style="border-top: 1px dashed #000;"/> <p><u>TIME</u> 20 minutes</p> <hr style="border-top: 1px dashed #000;"/> <p><u>GROUP SIZE</u> Any</p>	<p><u>GOAL</u> This activity encourages participants to explore how they can integrate their AFS experience into their daily and future lives.</p>
<p><u>MATERIALS</u></p> <ul style="list-style-type: none"> ▪ Flipchart ▪ Markers 	<p><u>PREPARATION</u></p> <ul style="list-style-type: none"> ▪ Write each of the following questions on a separate piece of flip chart paper: <ul style="list-style-type: none"> - What can I do to continue the activities I enjoyed abroad (i.e., language, sports, art, etc.)? - How can I educate community members, peers, friends, family about different cultures and the importance of cultural difference? - How can I find like-minded people and other returned participants? - Based on my international/intercultural experience, what career and educational options might I consider that I had not thought of before? - How can I continue to fulfill the AFS mission of working towards a more just and peaceful world? ▪ Post the flip charts around the room but cover the question, so the participants can't read the questions ahead of time.

INSTRUCTIONS:

1. Have everyone get into pairs. Have each pair go and stand next to a flip chart on the wall. If there is an uneven amount of people it is ok to have a group of three.
2. Hand out one marker per pair.
3. Introduce activity by stating or adapting the following:
"In a moment, you will uncover your flip chart to reveal a question. With your partner, brainstorm as many responses to the question on the flip chart as possible for 3 minutes. I will say "Stop" and ask you to rotate clockwise to the next flip chart and brainstorm responses for the next question. Once you get back to your first question raise your hand."
4. Once everyone has gone around once, ask each pair to share out, one at a time, what everyone wrote on their flip chart. If there are too many ideas have them pick their top three.

DEBRIEF

Conduct a discussion to reinforce the major learning points.

Postcard Reflection

<p><u>SESSION FOCUS</u> Cultural Adjustment and Coping</p> <hr style="border-top: 1px dashed #ccc;"/> <p><u>ALSO COVERS</u> n/a</p> <hr style="border-top: 1px dashed #ccc;"/> <p><u>TIME</u> 20 minutes</p> <hr style="border-top: 1px dashed #ccc;"/> <p><u>GROUP SIZE</u> Any</p>	<p><u>GOAL</u> This activity enables the participants to review the training session and identify personal highlights</p>
<p><u>MATERIALS</u></p> <ul style="list-style-type: none"> ▪ Picture postcards, preferably, a different one for each participant ▪ Pens or pencils 	<p><u>PREPARATION</u> Minimal</p>

INSTRUCTIONS:

1. Pass out a postcard to each participant. Brief participants: Present the following scenario, using your own words:

“Take some time to write about what you learned today and two highlights. Also write down what is one thing that you would like to accomplish three months from now related to AFS. Ex: Apply to be an AFS Volunteer, apply to host an AFS international student or give a presentation about your AFS experience in your high school. Three months from now we will mail you your postcard and it will serve as a reminder of what you said you wanted to commit to, as well as, be a found memory of your Returnee Welcome Home Event. ”

2. Begin the postcard-writing activity. Announce a 10 minute time limit.
3. When everyone has completed writing their postcard, ask if a couple people would like to share what they wrote.
4. Collect the postcards.

40 Minute Activities

Journal Reflection

<p><u>SESSION FOCUS</u> Goals and Expectations</p> <hr style="border-top: 1px dashed #000;"/> <p><u>ALSO COVERS</u> Cultural Adjustment & Coping</p> <hr style="border-top: 1px dashed #000;"/> <p><u>TIME</u> 40 minutes</p> <hr style="border-top: 1px dashed #000;"/> <p><u>GROUP SIZE</u> Any</p>	<p><u>GOAL</u> This activity encourages Returnees to reflect on their abroad experience, re-entry process and how to share with their family and friends about their experience.</p>
<p><u>MATERIALS</u></p> <ul style="list-style-type: none"> ▪ “My Journal Reflection” Handout ▪ Blank notebook paper 	<p><u>PREPARATION</u> Make copies of handt</p>

INSTRUCTIONS:

1. Introduce activity by stating or adapting the following:

“This is a reflection time for you to think about your time abroad and your re-entry experience since you have been back. I will give you 20 minutes to answer these questions on your own. Later, if anyone would like to share some of their responses you can share with the group. Feel free to get up and move to a place that is more comfortable for you while you write.”
2. Give a 5 minute warning to wrap up what they are writing and that it’s ok if they didn’t finish all the questions. They can take it home with them.

DEBRIEF

Ask the group if anyone would like to share...choose three main questions from the handout. (Ex: What has been most challenging about coming back home? What was the most interesting thing they learned while abroad? What have been the important things about your AFS experience that you want to share with your family and friends?)

Name:

My Journal Reflection

On a separate piece of paper take some time to reflect on the following questions below. If you don't finish them all, it's ok, you can always come back to them later.

1. How has re-entry been? What have been the most challenging aspects of coming back home?
2. In what ways might my friends or family have changed?
3. How would I like my family and friends to treat me when I return home?
4. What have been the important things about this experience that I want to share with my family and friends?
5. What do I want to do with the experiences I've had (eg. Stay in touch with people I've met, continue with a new interest, stay involved with AFS)?
6. When I look back on my experience, what did I learn about myself?
7. What are the lessons I have learned that I never want to forget?
8. What new insights do I have about my own place in today's global community?
9. How can I apply the skills and knowledge I gained as part of study abroad in all the important areas of my life and future transitions?
10. If I were to do it all over again, what would I change?

Drawing Symbols of your Culture

<p><u>SESSION FOCUS</u> Culture Learning</p> <hr style="border-top: 1px dashed #000;"/> <p><u>ALSO COVERS</u> Cultural Adjustment & Coping</p> <hr style="border-top: 1px dashed #000;"/> <p><u>TIME</u> 40 minutes</p> <hr style="border-top: 1px dashed #000;"/> <p><u>GROUP SIZE</u> Any</p>	<p><u>GOAL</u> This activity encourages Returnees to reflect on their own cultural identity, since they have returned, through art and symbols.</p>
<p><u>MATERIALS</u></p> <ul style="list-style-type: none"> ▪ Flip chart paper or 8 ½ x 11 white paper ▪ Variety of construction paper ▪ Markers ▪ Crayons ▪ Pens/pencils ▪ Tape ▪ Glue sticks ▪ Scissors 	<p><u>PREPARATION</u> Each person gets a blank piece of paper. Set-up a side table with the other materials, so that everyone has access to them.</p>

INSTRUCTIONS:

1. Introduce activity by stating or adapting the following:
“In this activity, you will spend 20 minutes drawing (symbols, designs, figures, stick figures, scribbles, and anything else, but no words) that demonstrate your cultural identity. What is Cultural Identity? What are some words that come to mind when someone says, “What is your cultural identity?” (Brainstorm on a flip chart as a group....lead them to come up with a definition of cultural identity on their own and help guide them in the right direction).”

Definition of Cultural Identity: Cultural identity is derived from our sense of belonging to a particular cultural or ethnic group. People may identify with more than one culture and it can be a strong influence on how they see themselves. Cultural identity is important for people’s sense of self and how they relate to others. A strong cultural identity can contribute to people’s overall well-being and helps people feel they belong and gives them a sense of security.

2. When the time limit is up, have everyone go around and share their cultural identity drawings.

“Returnees will also notice that their cultural identity may be a mix of two cultures now (their native culture and the cultural that they learned to adapt to while abroad) and that’s ok because this activity has hopefully given them an opportunity to discover how their identity has changed and shaped into the person they are today.”

DEBRIEF:

Some questions to discuss include:

- Were there any symbols that you noticed that were common across everyone's drawings?
- Which symbols were more unique?
- What did you learn about yourself and others from this experience?
- Do pictures work better than words in describing the meaning of your cultural identity?
- Which symbols/pictures were most important for you?

Re-Entry Action Plan

<p><u>SESSION FOCUS</u> Culture Learning</p> <hr style="border-top: 1px dashed #000;"/> <p><u>ALSO COVERS</u> Cultural Adjustment & Coping</p> <hr style="border-top: 1px dashed #000;"/> <p><u>TIME</u> 40 minutes</p> <hr style="border-top: 1px dashed #000;"/> <p><u>GROUP SIZE</u> Any</p>	<p><u>GOAL</u> This activity encourages Returnees to create an action plan of how they will prepare for and deal with personal and emotional stress upon their return, how they plan to be an engaged citizen in their local community, how they plan to actively integrate their new knowledge into their academics, and how they plan to incorporate their new skills and interests into their professional path.</p>
<p><u>MATERIALS</u></p> <ul style="list-style-type: none"> ▪ Handout: My Re-entry Action Plan 	<p><u>PREPARATION</u></p> <ul style="list-style-type: none"> ▪ Write each of the following action topics on a separate piece of flip chart paper and post the papers around the room: <ul style="list-style-type: none"> ○ Personal/Emotional Process Plan ○ Civic engagement ○ Academic Reintegration ○ Professional Development Plan ▪ Make enough copies of the handout for each participant.

INSTRUCTIONS

This activity requires each person to fill out the handout: “My Re-entry Action Plan”. Later everyone will come together as a group and share their action plans as the Leader writes them down on the flipcharts.

1. Introduce activity by stating or adapting the following:
“For this activity, you will have 10 -15 minutes on your own to fill out your Re-entry Action Plan that will help you to begin to think about how you will ingrate your new skills into your present and future lives. Once you have finished filling it out we will come together as a group and share some of your plans.”
2. Pass out the handout to each person. Allow 10-15 minutes for them to fill it out. Give a 3 minute warning.
3. Once everyone is pretty close to being done, explain that you want everyone to get into groups of two or three and share with each other your plans. Allow for 10 minutes of small group discussion. Walk around to each small group and listen in. Make sure that each person in the group has had a chance to share.
4. Then bring the group back together and go through each action topic and write down the points that each group has to share on flipchart paper. This allows everyone to hear each group’s ideas.

DEBRIEF

Conduct a discussion to reinforce the major learning points.

Name:

My Re-entry Action Plan Worksheet

Personal/Emotional Process Plan

I plan to do the following in order to prepare for and deal with the personal/emotional stress I may face upon my return to home:

Civic Engagement

I plan to do the following in order to contribute to positive social change at my school or home community and/or continued involvement with my host country or region:

Academic Reintegration

I plan to do the following in order to actively integrate my new knowledge, interests and skills into my university experience:

Professional Development Plan

I plan to do the following in order to incorporate my new skills and interests into my professional path:

Representing your AFS Experience in College Application Essays, Resumes and Cover Letters

<p><u>SESSION FOCUS</u> Culture Learning</p> <hr style="border-top: 1px dashed #000;"/> <p><u>ALSO COVERS</u> Cultural Adjustment & Coping</p> <hr style="border-top: 1px dashed #000;"/> <p><u>TIME</u> 40 minutes</p> <hr style="border-top: 1px dashed #000;"/> <p><u>GROUP SIZE</u> Any</p>	<p><u>GOAL</u> This activity helps Returnees to prepare their resume, cover letter and college application essays to reflect the skills they gained while on AFS Program.</p>
<p><u>MATERIALS</u></p> <ul style="list-style-type: none"> ▪ Handout : “Exchange Outcome Check List” ▪ Sample: Resume Handout ▪ Sample: Cover letter Handout ▪ Sample: College Application Essay Handout 	<p><u>PREPARATION</u></p> <ul style="list-style-type: none"> ▪ Make copies of handouts: <i>Outcome from an International Experience</i>, Resume, Cover letter, & College Essay (Each person should receive a copy of each handout). ▪ Review all handouts (depending on time and interest, you can choose to have them work on creating their resume, cover letter or college application essay).

INSTRUCTIONS

1. Introduce activity by stating or adapting the following:
“Many of you will be preparing to apply to college and jobs after high school and we want to help you to be able to reflect what you learned abroad in your college essays, resumes and cover letters. It can often be hard to know where to get started or what to include in a resume, cover letter or essay, so we have these sample handouts for you to follow. This sample cover letter, resume and college application essay were written by Returnees to help you take the next steps after AFS. To help you brainstorm what skills you learned abroad and apply them to your resumes, cover letters and college essays, let’s start by filling out the handout: Outcomes from an International Experience.”
2. Pass out the four sample handouts to each person and give sometime for participants to fill out the Exchange Outcome Check List handout.
3. After everyone has finished filling out the handout, ask for some volunteers to share what skills they have selected and allow for some discussion.
4. Next, walk through each sample handout highlighting the main concepts to remember.
5. Main concepts for writing an **Academic Resume**:
When writing an academic resume:
 - a. Include AFS Program experiences, skills learned, awards earned. See resume handout for examples.

- b. List and describe related work, volunteer or academic experience pertaining to the job you are seeking (use active verbs to describe each volunteer/work experience).
 - c. Include your foreign language skill and level of proficiency.
6. Main concepts for writing a **Cover letter**:
When writing a cover letter:
 - a. Keep the cover letter brief but concise: 1 page, 3-4 paragraphs is more than enough and you want to attract their attention early.
 - b. Review format of a cover letter. See cover letter handout for examples.
 - c. Having studied abroad yourselves you know there were many challenges and triumphs along the way. You learned more about yourself and your abilities as well as the world around you. Each one of these experiences can be used to address specific qualifications. See cover letter handout for examples.
 - d. Express your motivation and personality.
7. Main concepts for writing a **College application essay**:
When writing a college application essay:
 - a. Take time to develop your idea by looking back on your AFS experience and applying certain aspects to your essay. See examples in the college essay handout.
 - b. Focus on your strengths
 - c. Make an outline. Organize your ideas and arrange what goes into your essay's introduction, body, and conclusion. Sometimes it's easier to start with the body first then come back to your introduction and conclusion.
 - d. Writing Your Essay - You probably can see now that any essay topic can be answered by using your AFS exchange experience. See college essay handout for examples.
8. Next, on three different note cards write, *College application essay, Resume, and Cover Letter* and place them in a bowl or hat. Create three groups and have each group draw one note card out of the hat. Whichever topic they chose, they will take the rest of the time creating a rough outline for their topic, which should include several of the main concepts described above. This step is important because it will help them to already have a rough draft to get them started when they leave the orientation.

DEBRIEF

Conduct a discussion to review the main learning points.

Exchange Outcome Checklist

Intercultural/Communication Skills	
<input type="checkbox"/>	I have a greater capacity to accept differences in others and to tolerate other people's actions that may be vastly different from my own.
<input type="checkbox"/>	I am more knowledgeable about another culture and lifestyle.
<input type="checkbox"/>	I have improved my ability to communicate with people in a second language (or understand better the variety and peculiarities of a version of "World English").
<input type="checkbox"/>	I have a greater ability to empathize (i.e., to sense how an event appears and feels to someone else).
<input type="checkbox"/>	I understand that there are many ways to accomplish the same task and that those approaches are only "different," not necessarily better or worse.
<input type="checkbox"/>	I have learned to improve interpersonal communication through increased abilities in listening well, speaking clearly, and paying attention to nonverbal cues.
<input type="checkbox"/>	I have more curiosity about, and respect for, new ideas.
<input type="checkbox"/>	I am more flexible and able to adjust to changes in others.
<input type="checkbox"/>	I am more tolerant of ambiguous situations, that is, of situations that are confusing and open to differing interpretations.
<input type="checkbox"/>	I realize why stereotypes can be so harmful and hurtful, both to others and myself.
<input type="checkbox"/>	I have learned how to recognize when I have made a cross-cultural mistake and can use culturally appropriate language and measures to repair any damage.
<input type="checkbox"/>	I understand and appreciate how much educational systems can differ across cultures.
<input type="checkbox"/>	I have a greater willingness to take on roles and tasks to which I am unaccustomed.
<input type="checkbox"/>	I can adapt and cope in vastly different settings.
<input type="checkbox"/>	I am more able to accept as valid others' values and lifestyles.
<input type="checkbox"/>	I am more balanced in my judgments (i.e., less likely to judge things as "good" or "bad," "right" or "wrong").
<input type="checkbox"/>	I think more critically: I am more discriminating and skeptical, particularly of stereotypes.
<input type="checkbox"/>	I have generally improved my observation skills.
<input type="checkbox"/>	I realize the importance of time to be alone to think.
<input type="checkbox"/>	I find myself regularly reflecting about the abroad experience and its meaning for me.
<input type="checkbox"/>	I am confident that I can meet and make friends abroad.
<input type="checkbox"/>	I have an increased motivation to go abroad again.
World View	
<input type="checkbox"/>	I understand better another country's role in world affairs.

<input type="checkbox"/>	I have a better understanding of how and why political policy differs abroad.
<input type="checkbox"/>	I have the ability to see situations and issues from more than one perspective.
<input type="checkbox"/>	I understand more clearly how U.S. Americans and the United States are viewed abroad.
<input type="checkbox"/>	I see the world as more interconnected than ever before.
<input type="checkbox"/>	I value human diversity and respect others from a variety of backgrounds different from my own.
<input type="checkbox"/>	I have greater sympathy for the struggles of international students and immigrants as a result of my experience.
<input type="checkbox"/>	I have deeper understanding of the common problems and issues that confront all human beings on this planet.
<input type="checkbox"/>	I have greater awareness of political, economic, and social events occurring around the world.
<input type="checkbox"/>	I seek out international news and want to know what is going on in the world more than ever before.
<input type="checkbox"/>	I am aware that cultural changes can have unexpected consequences.
Personal Capabilities	
<input type="checkbox"/>	I understand more fully my own strengths and weaknesses.
<input type="checkbox"/>	I feel more confident in undertaking new travels or projects.
<input type="checkbox"/>	I can accept failures and shortcomings in myself more easily.
<input type="checkbox"/>	I am more confident and assertive when facing new situations.
<input type="checkbox"/>	I have become a more patient person.
<input type="checkbox"/>	I am more willing to share my thoughts and feelings with others, and to be open when others wish to share theirs with me.
<input type="checkbox"/>	I am less afraid of making mistakes or being laughed at than I used to be.
<input type="checkbox"/>	I can see myself objectively (i.e., I see my own day-to-day problems in a broader, more realistic context).
<input type="checkbox"/>	I have increased my perseverance and self-discipline.
<input type="checkbox"/>	I can “analyze” a social situation more quickly than before (i.e., figure out what is going on and react appropriately).
<input type="checkbox"/>	I am more deeply committed to an idea, cause, or goal.
<input type="checkbox"/>	I have the ability to create personal peace and satisfaction in my life.
<input type="checkbox"/>	I have a greater sense of responsibility for other people.
<input type="checkbox"/>	I am more able to express deep emotions freely.
<input type="checkbox"/>	I am more able to ask for and receive help from others.
<input type="checkbox"/>	I have increased my capacity to experiment and take risks.
<input type="checkbox"/>	I have a clearer notion of what I wish to do with my life.

<input type="checkbox"/>	I am more aware of opportunities in life that are open to me.
<input type="checkbox"/>	I feel greater respect and appreciation for my natural family.
<input type="checkbox"/>	I am more independent in my relations with family and friends.
<input type="checkbox"/>	I can accept the shortcomings of my family members in an understanding way.
<input type="checkbox"/>	I think that I need fewer friends but deeper (more intimate and more trusting) friendships.
<input type="checkbox"/>	I am more aware of the way I use and structure time.
<input type="checkbox"/>	I am interested in, and capable of, making long-range plans.
<input type="checkbox"/>	I am more determined to develop fully my skills and talents, especially those recently gained through abroad living.
<input type="checkbox"/>	I feel a greater need to have diverse experiences and friends.
<input type="checkbox"/>	I feel that being abroad helped clarify my goals and values.
<input type="checkbox"/>	I am more likely to do things spontaneously (i.e., to do things without undue concern about the possible consequences or any advanced planning).
<input type="checkbox"/>	I am more capable of solving life's day-to-day problems and accomplishing necessary tasks.
<input type="checkbox"/>	I can set more realistic priorities, both short-term and long-term, for myself.
<input type="checkbox"/>	I am more confident about the decisions I make.
<input type="checkbox"/>	I have a greater appreciation for what I have.
<input type="checkbox"/>	I have the ability to make clear personal choices and goals for my life rather than complying with what others expect and want from me.
<input type="checkbox"/>	I have learned to place a lower value on material things.
<input type="checkbox"/>	I want to be able to use my skills in future work and can articulate what those are to a prospective employer.
Own Culture	
<input type="checkbox"/>	I see my own cultural values more clearly and understand how and why they differ from others.
<input type="checkbox"/>	I can evaluate advantages and disadvantages of my own culture and society more objectively (i.e., from the perspective of an outsider).
<input type="checkbox"/>	I am sensitive to subtle features of my own culture that I had never seen before.
<input type="checkbox"/>	I have both a greater appreciation for U.S. American culture and a clearer critical sense of its limitations and problems.
<input type="checkbox"/>	I have a deeper understanding of (if not necessarily commitment to) the values and lifestyle of my native community.
<input type="checkbox"/>	I appreciate U.S. American efficiency, but miss the different pace of life abroad.

Resume - Presenting Your Transferable Skills

[Your name here (FIRST & LAST)]

[Street Address]

[City, State ZIP CODE]

[E-mail]

[Phone # with area code]

OBJECTIVE [Insert what you want to obtain from this position/career.]

EDUCATION

- Babson College Wellesley, MA
Candidate for *Bachelor of Science* in Business Management, 2014
Concentration: Global Business Management
- New York High School, New York
Graduated 2010
GPA:

HONORS/AWARDS

- (list college & high school honors, including major scholarships received, and the YEAR you received each one)

INTERNATIONAL EXPERIENCE

Study Abroad Student

AFS-USA Intercultural Programs, Barcelona, Spain

June 2010 to August 2010

AFS-USA is a non-profit organization, which offers international exchange programs to over 40 countries around the world. It provides international and intercultural learning experiences to individuals, families, schools, and communities through a global volunteer partnership.

- Fundraised \$3,000 to help fund my study abroad experience.
- Won \$1,000 scholarship, [name of scholarship]
- Developed Spanish language skills: listening, speaking, reading and writing.
- Improved critical thinking skills and cultural awareness and sensitivity.
- Volunteered at Community Mentor Program and helped mentor 5 students in math.
- Family homestay

RELATED WORK EXPERIENCE

[Name of Title/Job Career] (BOLD)

[Name of business or organization], [City, State]

[Start date to end date (if presently working, type "present.")]

[If needed, describe the organization in 1-2 sentences to give the viewer an idea what type of organization it is you worked for].

- [Next list work you accomplished. **Begin each bullet point with an action verb.** Example action verbs are: Assisted, Helped, Aided, Instructed, Fundraised Supervised, Mentored, Organized, Planned, Developed, Coordinated, Marketed, Maintained, Facilitated, Presented, Lead, Created, Encouraged, Communicated, Collaborated, Utilized]
- [What work you accomplished? #1]
- [What work you accomplished? #2]

RELATED VOLUNTEER EXPERIENCE

[Name of volunteer title/Job Career] (BOLD)

[Name of business or organization], [City, State]

[Start date to end date (if presently working, type “present.”)]

[If needed, describe the organization in 1-2 sentences to give the viewer an idea what type of organization it is you worked for].

- [What work you accomplished? #1]
- [What work you accomplished? #2]
- [What work you accomplished? #3]

ACADEMIC ACTIVITIES EXPERIENCE

[Name of activity] (BOLD)

[Name of school or organization], [City, State]

[Start date to end date (if presently doing the activity, type “present.”)]

[If needed, describe the organization or school in 1-2 sentences to give the viewer an idea what type of organization it is you worked for].

- [What activity you accomplished? #1]
- [What activity you accomplished? #2]
- [What activity you accomplished? #3]

COMPUTER SKILLS

[list software programs, operating systems, and your level of experience] Mastery of Microsoft Office Programs (Word, Excel, PowerPoint), Ability to work with several operating systems, including Windows, and Mac OSX, experience working with Adobe Photoshop.

SKILLS

Fluent in French, Intermediate German, Basic Spanish

INTERESTS

List a few of your favorite interests to bring out your personality. [Basketball, rock climbing, photography, traveling, learning about other cultures, volunteering for the Children’s Cancer Society]

Cover Letter - Presenting Your Transferable Skills

The first thing to remember before you even begin to write a cover letter is to thoroughly read the job description and familiarize yourself with the required and desired qualifications. *Refer to the Outcomes from an International Experience handout for example skills.*

Purpose of a Cover Letter

- Explain why you are sending a resume, and how you found out about the job
- Grab the reader's attention to look over your resume and highlights elements of your background that are job applicable.
- Provide information that is not covered in the resume (i.e. start date, relocation)
- Express your motivation and personality.

Rough Cover Letter Outline

- Header

[Your name]
[Street Address]
[City, State, ZIP code]

[Date] August 1, 2012

[Recipient Name]
[Title]
[Company Name]
[Street Address]
[City, State, ZIP code]

- Body
 - Statement of Purpose
 - Background and Job-relevant information
 - Closing Statement
- Parting Salutations

Bringing in your own study abroad experiences

Having studied abroad yourselves you know there were many challenges and triumphs along the way. You learned more about yourself and your abilities as well as the world around you. Each one of these experiences can be used to address specific qualifications a company may require. Here are some examples:

Requirement: Flexibility to work in a changing environment

Potential usage of experience: While studying abroad I was faced with many new challenges. Each and every day was a new experience. Not knowing the language sometimes made it difficult to keep up with my studies and everyday life, but through perseverance I was able to pick up the new language and thrive in an unfamiliar environment. Everyday life began to take shape and I started to integrate into the local culture.

Requirement: Work well with a diversity team

Potential usage of experience: During my exchange abroad I met not only natives to the country in which I was hosted, but also students from around the world. Through my interactions, I learned to accept differences and was able to find productive ways of communicating with peoples from a variety of backgrounds, some of which very different from my own.

There are many more examples and experiences you can use. You have learned a lot; don't sell yourself short of that!

Other Tips:

- Keep the cover letter brief but concise: 1 page, 3-4 paragraphs is more than enough and you want to attract their attention early
- Be honest and open about your motivations, strengths and weaknesses and qualification for the job
- Convey your passion for the position as well as the organization – show them who you are!
- Be patient, writing a cover letter takes time, and be sure to give yourself ample time
- Write a unique cover letter for each and every application: you want to make sure you give each company and job it's due attention

College Essay - Presenting Your Transferable Skills

Since colleges and universities place a large emphasis on intercultural understanding and perspectives it is encouraged that you incorporate your positive outcomes and study abroad experience into your college entrance essay. Here are some tips on how to get started!

Developing your Idea

The way you use your AFS exchange experience as the platform for your college essay will be dependent upon who you are as an individual and the essay prompt question. However, oftentimes some aspect of your experience, whether that is minute or holistic, can be applied. Take time to think about the following questions:

- What was the most difficult part of your exchange and why?
- What was the most rewarding part of your exchange and why?
- Which of your positive outcomes demonstrates qualities sought after by universities? Of these, which means the most to you?
- Does any certain skill, attribute, or quality you gained from your study abroad experience set you apart from other applicants? Why?
- Did your AFS experience change your perspective on life? How and why?
- Are there any creative works associated with the country in which you studied abroad that impacted you? Could they be applied to your college essay (say, for example, a play that you saw about the Dirty War in Argentina or seeing the flamenco performed in Spain.)
- How did you transition your experience into your life when you returned? What parts of your exchange will you bring to your college campus? What can you share with your peers?
- What do you think a college or university would gain from a student who participated in an exchange program during high school.

Writing your Essay

You probably can see now that any essay topic can be answered by using your AFS exchange experience. Let's look at a couple examples of prompts and how you can begin to answer them.

Describe a time a risk you have taken and its impact on your life.

For a specific question like this it is important that you use details to support the impact your experience had on you. Of course studying abroad has risks and of course it taught you more about the world and yourself. But how? What would have happened if you hadn't gone an exchange? What personal qualities helped you to overcome the challenges and risks? Do the benefits outweigh the risks? You should pick two or three "impacts" (possibly from your positive outcomes list) to bolster your answer.

Write your personal essay

Open-ended questions can be daunting but in your case you have the freedom to explore any aspect of your exchange. Pick a specific incident you experienced while abroad, a certain conversation you had with your host sister, or a time where you experience an "ah-ha!" moment. Use the questions above.

60 Minute Activities

Common Problems and Solutions

<p><u>SESSION FOCUS</u> Cultural Adjustment & Coping</p> <hr style="border-top: 1px dashed #000;"/> <p><u>ALSO COVERS</u> n/a</p> <hr style="border-top: 1px dashed #000;"/> <p><u>TIME</u> 60 minutes</p> <hr style="border-top: 1px dashed #000;"/> <p><u>GROUP SIZE</u> Any</p>	<p><u>GOAL</u> This activity introduces several common scenarios participants often face upon returning home and encourages them to problem solve around these situations.</p>
<p><u>MATERIALS</u></p> <ul style="list-style-type: none"> ▪ Flip chart or butcher paper ▪ Markers ▪ Envelopes (at least seven) ▪ Stack of note cards (at least seven note cards per participant) ▪ Pens or pencils — one per participant ▪ Tape ▪ Handout- <i>Common Problems and Solutions</i> worksheet — one per participant 	<p><u>PREPARATION</u></p> <ul style="list-style-type: none"> ▪ Write one scenario on each envelope. ▪ Arrange for seating so participants are seated in small groups (no more than seven groups).

INSTRUCTION

1. Ask participants to sit in small groups. Rearrange participants from the last activity to encourage meeting new participants. Ensure each participant has a pen or pencil at this time.
Hint — If there are only 4 – 5 Returnees present, do this activity as one group, covering as many scenarios as time will allow.
2. Introduce the activity by stating or adapting the following:
“Although each person’s experience of returning home is unique, returned participants are often challenged with similar situations and frustrations. In this next activity we will explore some common situations as well as create and explore possible solutions.”

“We are passing out now at least one envelope per group on the outside of which is written a scenario, and a small stack of blank note cards for each group. Once your group has both an envelope and note cards, one person in the group should read aloud the scenario given on the back of the envelope. For each envelope or situation, write a potential solution on a note card and slip this in the appropriate envelope.”

“Do not look at other suggested solutions already inside the envelope. Please work quietly and do not discuss your ideas with your group members. Each person should make a separate contribution to each envelope. This will encourage feedback from everyone and give some time for reflection. After several minutes, the envelope or envelopes currently in your group will be passed to the group to your left (direction depends on seating arrangement). We will let you know when it is time to switch envelopes.”

3. Pass out at least one envelope per group and a small stack of blank note cards. Note the time so you can remind participants to pass envelope(s) to the neighbor group. Encourage quiet reflection and writing.
4. Once every person has had the opportunity to contribute a solution to each envelope, or as many envelopes as time will allow, collect all envelopes.
5. Next explain:
“Now we will distribute at least one envelope per group. As a group, you will review the cenario and all the suggested solutions. Your objective is to synthesize the repetitious solutions and write these solutions out on flip chart paper to present to the entire group, adding any solutions your group feels appropriate. You will have about 20 minutes to complete this next step.”
6. Once the groups have finishing summarizing the solutions, distribute the *Common Problems and Solutions* handout. Tell participants they may take notes on the handout as each group presents their suggested solutions.
7. Have each group present the suggested solutions that they transferred to flip chart paper. Once each group is finished, ask for a volunteer from the group to read aloud. Allow for additional feedback and clarification from the group.

DEBRIEF

Conduct a discussion to reinforce the major learning points.

Common Problems and Solutions Worksheet

Common Problems	Notes	Possible Solutions
<p>You may feel confused, especially in the first few weeks after your return, because the values, attitudes, and lifestyles you learned in your host family conflict with predominant patterns at home.</p>		<p>Deep differences in cultural patterns require time to explore and understand. Take time to evaluate both cultural perspectives before deciding on your preference and integrating it into your lifestyle.</p>
<p>Sometimes friends and family at home do not seem interested in hearing about aspects of your AFS experience that you find meaningful and important.</p>		<p>You should realize that they may be adjusting to the changes that have taken place in you. Furthermore, they may never have had an experience comparable with yours and so may have difficulty sharing your enthusiasm. Be patient and seek other Returnees who can help put your experience in perspective.</p>
<p>Friends and family may treat you as the same person you were before you left without recognizing the changes you have been through. But as a result of these changes, you might feel a need for new or modified personal relationships that acknowledge the changed or expanded dimensions of your personality.</p>		<p>Remember that your friends and family may be feeling uncertain about how you have changed or grown. Discuss your feelings about yourself and others with them, trying to encourage positive changes in old relationships. Also seek out new friendships with people who are compatible with the “changing you.”</p>
<p>You may feel uncomfortable talking about your feelings or affection for your host family because your own family feels left out or possibly jealous. Friends might also seem to be envious or jealous of the experience you have had.</p>		<p>Be sensitive to the feelings of others who have not had the opportunity you have had. If necessary, try to tone down your discussions; perhaps you are encouraging these feelings in others by dwelling too much on your own experiences. Try to listen to what has happened to them while you were gone, too.</p>

Common Problems	Notes	Possible Solutions
<p>You might be anxious or apprehensive about your academic situation because the subjects you enjoyed studying abroad have little relevance to your education at home. You might also be confused about future educational and career plans in light of new or uncertain goals and priorities.</p>		<p>Take advantage of the wide range of educational opportunities and alternatives available to you by finding informal and nonacademic ways to continue the study of your favorite subjects. Take time to consider educational and career plans that include your areas of interest. Seek out the advice of your counselors or mentors.</p>
<p>If you find that your attitudes and opinions have changed considerably during your stay abroad and are not widely shared in your home community, you may also feel isolated or rejected. Furthermore, you may feel highly critical of your home country because you have new perspectives on it; you may be criticized by others for your “negative attitude.”</p>		<p>Try to keep perspective on your feelings: remember that your opinions and ideas may initially be greatly influenced by the perspectives of your host culture and may not present your final balanced viewpoint. Share your feelings with others, but be cautious in choosing situations in which to bring up controversial issues.</p>
<p>You may become frustrated because people at home are uninformed about, or uninterested in, other peoples and cultures, including those of your host community. Faced with this lack of concern, you might feel that there is no way for you to take an active role in helping solve the problems of others in the world community.</p>		<p>Attempt to generate local interest in other peoples and their concerns. Use your special status as an intercultural traveler to educate others through private conversations or by public speeches and presentations.</p>

* *The AFS Study Guide*. (1979). Washington D.C.: AFS International/Intercultural Programs.

Reflecting on the Experience

<p><u>SESSION FOCUS</u> Culture Learning</p> <hr style="border-top: 1px dashed #000;"/> <p><u>ALSO COVERS</u> n/a</p> <hr style="border-top: 1px dashed #000;"/> <p><u>TIME</u> 60 minutes</p> <hr style="border-top: 1px dashed #000;"/> <p><u>GROUP SIZE</u> Any</p>	<p><u>GOAL</u> The goal of this activity is for participants to perform a self-assessment of where they fit within Geert Hofstede’s four dimensions of culture. They will then reflect on a problematic situation they encountered while abroad and reexamine it in light of Hofstede’s and other models of comparing cultures.</p>
<p><u>MATERIALS</u></p> <ul style="list-style-type: none"> ▪ Flip chart or butcher paper ▪ Markers ▪ Tape ▪ Pens or pencils ▪ <i>A Culture Survey</i> — one per participant ▪ Hofstede’s <i>Dimensions of Culture</i> — one per participant ▪ Hofstede’s <i>Dimension Values Around the World</i> — one per participant ▪ <i>Comparing Cultures</i> – one per participant 	<p><u>PREPARATION</u></p> <ul style="list-style-type: none"> ▪ This is a fairly complex activity. All group leaders should have ample time to review and discuss it with the Orientation Coordinator before the session. ▪ Make appropriate photocopies and gather materials and writing utensils. ▪ Copy goal and objectives of session on to flip chart paper and post somewhere for all to see. ▪ Copy Hofstede’s definition of culture on a flip chart and put aside. ▪ <i>“Culture is the collective programming of the mind which distinguishes the members of one human group from another.”</i>

INSTRUCTIONS:

Part I (15 minutes)

1. Ask participants to quickly brainstorm ways in which they have observed that cultures may differ. Record their answers on a flip chart.
2. State or adapt the following:
“A famous Dutch social psychologist by the name of Geert Hofstede defines culture as:
3. Reveal flip chart prepared with the definition:
“Culture is the collective programming of the mind which distinguishes the members of one human group from another.”

By this definition, he emphasizes that culture is not a property of individuals, but of groups. Thus, one can speak of the culture of a family, a tribe, a region, a national minority, or a nation.

Hofstede is well known for his research project where he distinguished the four key dimensions of culture: Individualism, Power Distance, Uncertainty Avoidance, and Masculinity.

You will have the chance to take a similar questionnaire that Hofstede administered for his research project to get an idea of where you fall within these dimensions and you will be able to compare your score with that of 50 other countries/regions. If you already completed part or all of this survey before departure, please do it again. It will be interesting for you to see whether your values have shifted at all now that you have completed your AFS experience.”

Part II (20 minutes)

4. Ask participants to break into small groups, no bigger than six participants per group. Encourage participants to look for people with whom they have not yet had the opportunity to share.
5. Distribute the handout *A Culture Survey* and state or adapt the following:

“By looking at this handout, you will see that there are four parts which coincide with Hofstede’s four dimensions of culture. For each part, you will compare five sets of two statements which begin with “I feel most comfortable in a country where...” To indicate the degree of preference for one statement over another or if you have equal preference for both statements, you will circle 1, 2, 3, 4, or 5. Circling 1 means that you have the greatest preference for the statement on the left side of the paper; circling 5 means that you have the greatest preference for the statement on the right side of the paper; circling 3 means that you have equal preference for both statements.

At the end of each part, you will add up the five numbers you have selected and put the sum of these numbers into the equation in the space with the bold underline and calculate the result.”

Please take five minutes to complete the survey.

6. Once five minutes have passed and most participants appear to have completed their calculations, distribute the handouts, Hofstede’s *Dimensions of Culture* and Hofstede’s *Dimension Values Around the World*. Then, ask participants to take several minutes to read through Hofstede’s *Dimensions of Culture*.
7. Using the handout Hofstede’s *Dimensions of Culture* as a guide, present an explanation of the Power Distance scale. Check for questions and address them as needed.
8. Ask participants to place an “X” on the scale above the explanation of the Power Distance dimension, representing where they fall on the continuum and an “O” which represents where their host country or region lies. U.S. scores have already been charted.
9. Ask for a show of hands for those participants who scored between 30 and 50 on the Power Distance dimension. Then, ask for these individuals to call out their scores. Explain to the participants that these Returnees fall within the range where most Americans fall.
10. Ask for a show of hands for those participants who scored less than 30. Explain to the participants that responses in this range demonstrate a tendency of smaller Power Distance or a smaller acceptance of unequal power distribution.
11. Lastly, ask for a show of hands for those participants that scored more than 50. Explain to participants that responses that fall in this range demonstrate a tendency towards larger Power Distance or a larger acceptance of unequal power distribution among individuals.

Part III (30 minutes)

12. Ask participants to get into small groups of 3 or 4 and reflect on a difficult situation or incident they experienced while abroad. Write three discussion topics on a flip chart for them to discuss in their group.

- a. Share a difficult situation, misunderstanding or conflict that took place abroad. And at the time what did you think was the root of the conflict or misunderstanding?
- b. Knowing what you know about ways of comparing culture, what cultural difference may have been at play? Use Hofstede's dimensions and/or those listed in the table *Comparing Cultures* as a basis for your analysis.
- c. What have you learned as a result of the situation? Have you changed because of what you learned?

Also encourage them use the other aspects of culture described in the handout *Comparing Cultures*, to help them answer the three questions.

13. Check with the group after five minutes have passed and give them more time if needed.
14. Ask for volunteers to share what their group discussed. Encourage discussion of the points raised.

DEBRIEF

"We hope that this activity has helped you to continue to build the self and cultural awareness that is key to becoming an effective global citizen, capable of fostering peace one person, one family, and one community at a time. Whether in the context of your personal interactions with family and friends, or others you will meet as you continue your academic or professional careers, being able to see and understand the world from more than just one point of view is an invaluable skill and one that we hope you will continue to use and develop long after today."

A Culture Survey

This activity is based on Mr. Geert Hofstede's research on cultural differences and is taken from "Promoting a European Dimension of Intercultural Learning - Developing School Materials," EFIL Seminars, Vienna, 17 – 20 April, and Lisbon, 26 – 29 June, 1997.

With every statement circle the number which describes the country in which you would feel most comfortable.

Part 1 (Power Distance — PDI)

I feel most comfortable in a country where ...

Children in a family are taught that their opinion counts as much as the parents'.	1 2 3 4 5	Children in a family are taught that the authority of the parents is not to be questioned.
Children in a family are encouraged to learn that nothing is to be taken for granted.	1 2 3 4 5	Children in a family are taught that statements from older or more important persons are to be accepted.
Inferiors should find their working task at a job and their position in a company themselves.	1 2 3 4 5	The responsibilities of every staff member and employee are clearly defined.
Staff members continually challenge their superiors and where it is sometimes difficult to make out who is in charge and who should be told what to do.	1 2 3 4 5	The superior at a place of work decides and closely leads and controls his or her staff members and the staff members accept this because they respect him/her and consider this to be his or her responsibility.
The view dominates that the political system can be changed best step by step and through discussions and democratic votes.	1 2 3 4 5	The view dominates that the political system can be changed best by exchanging the positions of power.

Add together the five numbers you have circled above. Write the sum of these five numbers in the equation below in the space with a solid underline. Then, calculate the final result for Part 1 by using the equation to multiply your sum by five and then subtract 25. Your answers should fall in a range of zero to one hundred. If your result falls outside this range, please check your calculations.

Result: _____ x 5 = _____ - 25 = _____

Repeat these steps to obtain results for Parts 2, 3 and 4 on the following pages.

Part 2 (Uncertainty Avoidance — UAI)

I feel most comfortable in a country where ...

People express their sympathy with the less successful and the successful are envied.	1 2 3 4 5	People adore the successful and blame the less successful.
Motivation at a place of work results from a pleasant environment, warmth and friendliness.	1 2 3 4 5	Motivation at a place of work results from clearly defined goals and a great deal of responsibility as responsibility is a proof for success.
People at a place of work endeavor to accomplish agreement and colleagues do not compete with each other.	1 2 3 4 5	Confrontations are valued as something positive and leading to achievement: either you face competition or you perish.
Both men and women can be modest and understanding, thinking about the quality of life.	1 2 3 4 5	Men pursue material success and women are rather modest and understanding, thinking about the quality of life.
Love means intimacy.	1 2 3 4 5	Love means emotional support.

Result: _____ x 5 = _____ - 25 = _____

Part 3 (Collectivism vs. Individualism — IDV)

I feel most comfortable in a country where ...

People in their groups have strong and lasting relationships.	1 2 3 4 5	People choose their friends because of similar interests or sympathy.
Communal spirit and social solidarity predominate.	1 2 3 4 5	Loneliness and freedom predominate.
People concentrate mainly on not losing face and in maintaining that of others.	1 2 3 4 5	People concentrate on coming up to their own views and standards.
Promotion is granted because of loyalty and age.	1 2 3 4 5	Promotion is granted because of performance and not because of age.
A superior who does not make use of his or her power in order to get a job for a member of the family in need is regarded as immoral.	1 2 3 4 5	A superior who makes use of his or her power in order to get a job for a member of the family in need is regarded as immoral.

Result: x 5 = - 25 =

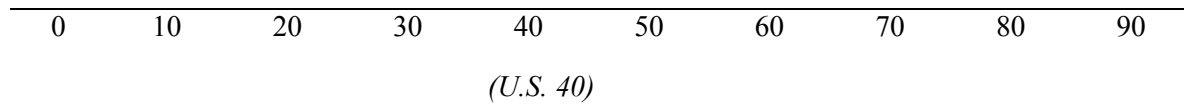
Part 4 (Masculinity vs. Femininity — MAS)
I feel most comfortable in a country where ...

Children are taught in families to live in chaos and uncertainty.	1 2 3 4 5	Children are taught in families to create clear structures and to avoid ambivalent situations.
People with a general knowledge are admired because they know how to deal with most every situation.	1 2 3 4 5	Specialists and competent leaders are admired.
You don't always have to have your identity card with you.	1 2 3 4 5	You always have to carry your identity card with you.
You are not supposed to show feelings in public.	1 2 3 4 5	You are supposed to show feelings in public (at the right place and at the right time).
There are only a few rules to be obeyed in society.	1 2 3 4 5	There are many rules to be obeyed in society.

Result: $x 5 =$ $- 25 =$

Hofstede's Dimensions of Culture

Power Distance (PDI) — (Part 1)

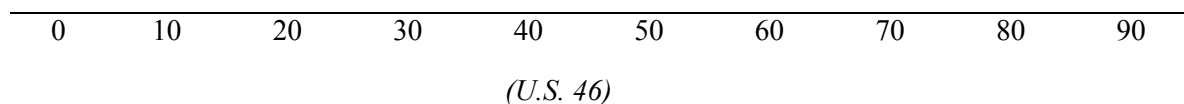


The Power Distance dimension is like all four of Hofstede's dimensions of culture. It is a continuum with two extremes. Only very few national cultures, if any, are wholly at one or the other extreme. Power Distance indicates the extent to which a society accepts the fact that power in institutions and organizations is distributed unequally among individuals.

Small	Large
Low dependence needs	High dependence needs
Inequality minimized	Inequality accepted
Hierarchy for convenience	Hierarchy needed
Superiors accessible	Superiors often inaccessible
All have equal rights	Power-holders have privileges
Change by evolution	Change by revolution

A higher score corresponds with a larger Power Distance, and therefore, the larger the acceptance of unequal power distribution among individuals. Under the word Large in the chart above are characteristics commonly found in countries with a tendency towards a larger Power Distance. Conversely, a lower score indicates a smaller Power Distance, and therefore, the smaller the acceptance of unequal power distribution among individuals. Listed under Small are characteristics of cultures with a tendency towards smaller Power Distance. The U.S. (40) has a relatively low Power Distance compared to many Asian and Latin American cultures. It is not surprising that some of the lowest scores in this area can be found in Scandinavia.

Uncertainty Avoidance (UAI) — (Part 2)



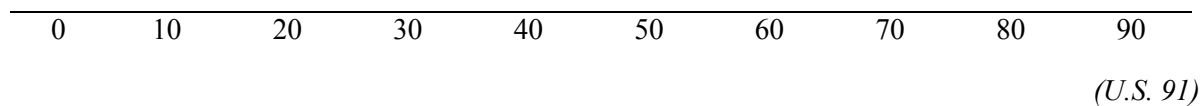
The Uncertainty Avoidance dimension indicates the extent to which a society feels threatened by ambiguous situations and tries to avoid them by providing rules, believing in absolute truths, and refusing to tolerate deviance.

Weak	Strong
Relaxed, lower stress	Anxiety, higher stress
Hard work not a virtue <i>per se</i>	Inner urge to work hard

Conflict and competition seen as fair play	Conflict is threatening
Acceptance of dissent	Need for consensus
Willingness to take risks	Need to avoid failure
There should be few rules	Need for laws and rules

A higher the score correlates with a stronger urge to avoid uncertainty. Common characteristics of such a society are listed in the chart above under Strong. The lower the score, the weaker the urge to avoid uncertainty as associated with the characteristics under Weak. The U.S. (46) lies about in the middle of this continuum. In Jamaica (13) people tend to be comfortable with ambiguity; while in Japan (92) we see a very strong desire to avoid ambiguity.

Collectivism vs. Individualism (IDV) — (Part 3)

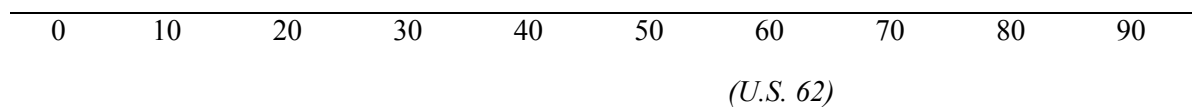


The Collectivism vs. Individualism dimension indicates the extent to which a society is a loosely knit social framework in which people are supposed to take care only of themselves and their immediate families, instead of a tight social framework in which people distinguish between in-groups and out-groups and expect their in-group to look after them.

Collectivism	Individualism
“We” conscious	“I” conscious
Relationships over tasks	Private options
Fulfill obligations to group	Fulfill obligations to self
Loss of “face,” shame	Loss of self-respect, guilt

A higher score indicates a more individualistic orientation and is characterized by the traits listed under Individualism. On the other hand, a lower score indicates a more collectivist society and is often characterized by the traits listed under the word Collectivism. The U.S. (91), Australia (90) and Great Britain (89) are characterized as having a high level of individualism, whereas we generally see very low scores throughout Latin America and in Arab cultures.

Masculinity vs. Femininity (MAS) — (Part 4)



The Masculinity vs. Femininity dimension indicates the extent to which the dominant values in a society tend toward assertiveness and the acquisition of things, and away from concern for people and the quality of life. The dimension was labeled “masculinity” because, within nearly all of the 50 countries, men were more likely to score higher on these values than women. This was true even in societies that, as a whole (that is, considering both men and women), tended to be characterized by the set of values labeled “femininity.” Hofstede found that the more a nation as a whole is

characterized by masculine values, the greater is the gap between the values espoused by men and women in that nation.

Femininity	Masculinity
Quality of life, serving others	Ambitious and a need to excel
Striving for consensus	Tendency to polarize
Work in order to live	Live in order to work
Small and slow are beautiful	Big and fast are beautiful
Sympathy for the unfortunate	Admiration for the achiever
	Decisiveness

A higher score indicates a more masculine culture as characterized by Hofstede. The traits associated with a more masculine culture are listed in the chart under Masculinity. Conversely, a lower score indicates a more feminine culture and tends to demonstrate the traits listed in the chart under Femininity. U.S. culture is more masculine (62) than feminine, and Switzerland (70), Italy (70) and Austria (79) are more masculine than the U.S. Extremely feminine cultures include Sweden (5), the Netherlands (14) and Norway (8).

Hofstede's Dimension Values Around the World

Country	PDI	UAI	IDV	MAS	Country	PDI	UAI	IDV	MAS
Arabic World	80	68	38	52	Italy	50	75	76	70
Argentina	49	86	46	56	Jamaica	45	13	39	68
Australia	36	51	90	61	Japan	54	92	46	95
Austria	11	70	55	79	South Korea	60	85	18	39
Belgium	65	94	75	54	Malaysia	104	36	26	50
Brazil	69	76	38	49	Mexico	81	82	30	69
Canada	39	48	80	52	Netherlands	38	53	80	14
Chile	63	86	23	28	New Zealand	22	49	79	58
Columbia	67	80	13	64	Norway	31	50	69	8
Costa Rica	35	86	15	21	Pakistan	55	70	14	50
Denmark	18	23	74	16	Panama	95	86	11	44
Eastern Africa	64	52	27	41	Peru	64	87	16	42
Ecuador	78	67	8	63	Philippines	94	44	32	64
El Salvador	66	94	19	40	Portugal	63	104	27	31
Finland	33	59	63	26	Singapore	74	8	20	48
France	68	86	71	43	South Africa	49	49	65	63
Germany	35	65	67	66	Spain	57	86	51	42
Great Britain	35	35	89	66	Sweden	31	29	71	5
Greece	60	112	35	57	Switzerland	34	58	68	70
Guatemala	95	101	6	37	Taiwan	58	69	17	45
Hong Kong	68	29	25	57	Thailand	64	64	20	34
India	77	40	48	56	Turkey	66	85	37	45
Indonesia	78	48	14	46	United States	40	46	91	62
Iran	58	59	41	43	Uruguay	61	100	36	38
Ireland	28	35	70	68	Venezuela	81	76	12	73
Israel	13	81	54	47	West Africa	77	54	20	46

This abbreviated version of the survey does not allow for scores over 100; however the rating scale of the abbreviated version is roughly equivalent to the scale above.

Getting Involved Locally

<p><u>SESSION FOCUS</u> Culture Learning</p> <hr style="border-top: 1px dashed #000;"/> <p><u>ALSO COVERS</u> n/a</p> <hr style="border-top: 1px dashed #000;"/> <p><u>TIME</u> 60 minutes</p> <hr style="border-top: 1px dashed #000;"/> <p><u>GROUP SIZE</u> Any</p>	<p><u>GOAL</u> This activity encourages participants to reflect on what they have learned up to this point during the orientation, synthesize these ideas and apply them to a plausible future scenario of how a Returnee can get involved locally in their Chapter/Team.</p>
<p><u>MATERIALS</u></p> <ul style="list-style-type: none"> ▪ Flip chart or butcher paper ▪ 8 1/2 x 11 paper for making notes ▪ Pens or pencils ▪ Markers ▪ Tape ▪ Handout- <i>Returnee Volunteer Opportunities</i> — one per participant 	<p><u>PREPARATION</u> Make appropriate photocopies and gather materials and writing utensils.</p>

INSTRUCTIONS

1. Divide Returnees into groups of three.
2. After Returnees are settled in their groups, begin the activity by stating or adapting the following:
In this activity your group will read through the “Returnee Volunteer Activities” Handout and choose one activity as a group that you want to get involved with or start in your local Chapter/Team as a recent Returnee. Your group will prepare a presentation proposing the steps that a recent Returnee would need to do to get involved with or start a Returnee Volunteer event locally, as well as, how this will help them integrate their AFS experience and continue to grow professionally. You are welcome to use flip chart paper and markers to prepare your presentation.

In preparation for this presentation, please reflect on our day together as this activity should help you review what knowledge and skills you have gained from the AFS experience and provide you the opportunity to practice articulating this growth.

Ultimately, we hope this activity will help you think about ways to integrate the AFS experience and what you have gained from it into your daily life.

You will have 30 minutes to prepare for this presentation. Each presentation should be about five minutes long.

3. Encourage Returnee groups to spread out in order to prepare for their presentations. Ask other helpers to circulate amongst the teams in order to provide feedback and keep groups on task.
4. After 20 minutes, announce that there are ten minutes remaining to complete presentation preparation.
5. Once 30 minutes have passed and most of the teams have completed their preparation, call Returnees back together and ask them to set up chairs in a semi-circle.

6. Prior to the first group presenting state or adapt the following:

Before the first group starts, I would like to announce that you are welcome to pose questions to the presenters, but please wait until the end of the presentation.

DEBRIEF

After completing the presentations and discussion, thank the Returnees. If possible, summarize the highlights of the presentations and any salient points/ideas that emerged during the presentations.

Returnee Volunteer Activities

- AFS Returnee clubs
- Connect with AFS hosted students
- Help future AFSers in your community fundraise
- Start a language club to maintain your foreign language skills
- Start a service project to strengthen communication between two cultures

AFS RETURNEE VOLUNTEER POSITIONS

The following Returnee Volunteer positions have been developed to engage recent Returnees, so there may be a role that fits with your volunteer interests and time commitment.

RETURNEE MENTOR

AFS Returnee Mentors play a vital role in preparing AFSers to go abroad. Mentors are matched with local students who are preparing to depart for their AFS program. Mentors share their experiences and build relationships while offering support to AFS study abroad applicants.

RETURNEE COORDINATOR

The Area Team Returnee Coordinator is responsible for being a liaison for recent Returnees in their AFS Area Team and sharing about local volunteer opportunities. Coordinators develop the skills to communicate effectively as a liaison and host informal monthly Returnee meet-ups.

RETURNEE AMBASSADOR

AFS Returnee Ambassadors serve as educators in their communities, sharing their cultural experiences at schools, community events and cultural centers. Ambassadors learn how to create a presentation and market their AFS story, while gaining the leadership skills to organize and host events.

RETURNEE COUNTRY SPECIALIST

AFS Returnee Country Specialists represent their study abroad country and provide future AFSers with the first-hand perspective of the expectations of living abroad by being a representative on AFS Online Info Sessions, country specific calls, the Ask an AFSer Facebook Page or as a referral.

Do you have more Returnee volunteer ideas? Share one with your group!

Resources

How to Pull a List of Recent Returnees

1. Login to Global Link: <http://usa.afsglobal.org>
2. For a list of **Returning Students** by Area Team, click **Reports** in the left hand column, go to **Sending Reports** and click **Returning Students**. This report enables you to see a list of recent Returnees by Area Team with arrival dates and Returnee contact information.

Search

- Person
- Organization
- Service Case
- Affiliation
- Activity (USA)
- Incoming Info From Customer**
 - Lead (Inquiry)
 - Participant Application
 - Host Family Application
 - Reference Forms
 - Alumni Registration
- Incoming Info From Partner**
 - Hosted Participant
 - Placement of SentPax
- Chapter Matrix Management**
 - Chapter Matrix - Hosting
- Reports**
- Miscellaneous**
 - Newly Contact
 - School / CPO
- Outgoing E-mails Log**
- Local Settings**
- Help**
 - Program Code
 - Program Duration
 - Program Content
 - Program Hemisphere

Report list (Comments or questions? Email: reports@afsusa.org)

- Hosting Reports**
 - Host Family - Missing HFam Forms and BC**

This report shows all host families that have been sent an online application and which forms they have completed. Information for this report is pulled from the checklist in Global Link. (Note: Please wait for this report; it will take a few minutes to run.)
 - Host Family - Online Orientation Activity Report**

This report pulls details of Host families who have or haven't attended Host family orientation with their orientation status if any.
 - Hosted Student Placements**

Optionally lists hosted NH, SH, or all Students, their current host families and liaisons along with their home addresses, email addresses and telephone numbers. This report is useful for contacting students, liaisons, and/or hosts for orientations and other AFS events as well as arranging for car pools. Host families can use this for setting up smaller geography-friendly family encounters to share common experiences. Choose incoming or outgoing SH cycle. (Author: NF)
 - Information Sheet For Support**

Information Sheet for Hosted Pax
- Sending Reports**
 - Pax Interviews**

List Hosted Pax Interview Information (Author:NF)
 - Returns List**

Lists all returnees along with much useful information and indicating current volunteer status. This report enables team and chapter leaders to keep track of their returnees, whether recent or not, with the intent of developing them into registered volunteers as well as tracking their success in doing so (Author: NF) Note: the date field should be truncated to eliminate time of day. (Author: NF)
 - Returning Students**

Lists returning outbound participants with arrival dates. This report enables team and chapter volunteers to contact returning participants soon after their arrival home with the intent of integrating them into the local volunteer organization in a meaningful manner while they are still imbued with enthusiasm (Author: NF)

3. Select a Year, Program Cycle, and Area Team. Click View Report.

Report View

Returning Students

Lists returning outbound participants with arrival dates. This report enables team and chapter volunteers to contact returning participants soon after their arrival home with the intent of integrating them into the local volunteer organization in a meaningful manner while they are still imbued with enthusiasm (Author: NF)

Parameters:

Choose a Year:

Program Cycle:

AREA TEAM:

Output:

How to Pull a List of All Returnees

1. For a list of **ALL Returnees**, past and recent, by Area Team, **click Reports in the left hand column, go to Sending Reports and click Returnees List**. This report enables you to see a list of all Returnees by Area Team and Returnee contact information.

The screenshot shows the AFSUSA Reports interface. On the left is a navigation menu with categories: Search, Incoming Info From Customer, Incoming Info From Partner, Chapter Matrix Management, Reports (circled in red), Miscellaneous, Outgoing E-mails Log, Local Settings, and Help. The Reports category is expanded to show 'Returnees List' (circled in red). The main content area is titled 'Report list (Comments or questions? Email:reports@afsusa.org)'. It lists several reports under 'Hosting Reports' and 'Sending Reports'. Under 'Sending Reports', 'Returnees List' is circled in red. The description for 'Returnees List' states: 'Lists all returnees along with much useful information and indicating current volunteer status. This report enables team and chapter leaders to keep track of their returnees, whether recent or not, with the intent of developing them into registered volunteers as well as tracking their success in doing so (Author: NF) Note: the date field should be truncated to eliminate time of day. (Author: NF)'

2. Find the Area Team you want to search under. Click View Report.

Report View

The screenshot shows the 'Returnees List' report view. It includes a title 'Returnees List', a description, and a 'Parameters:' section. The 'AREA TEAM:' dropdown menu is set to 'A NorthEast Project Area Team' and is circled in red. Below the parameters, there is an 'Output:' dropdown set to 'Excel' and a 'View Report' button (circled in red) next to a 'Cancel' button.

Post Event Follow-Up

This section emphasizes the importance of conducting an evaluation of your Re-entry Orientation and Welcome Home and includes where to send your evaluations after the event.

Evaluating the Orientation

An important and often overlooked aspect of an orientation is evaluating it when it is over. In order to improve the orientation for the next cycle, it is helpful to analyze the successes and difficulties just experienced. This remains as true for people who are experienced at organizing and running orientations as it is for those who are new to the process.

A good evaluation will contain feedback from everyone involved in the orientation. As the facilitator, your own feedback is important, especially because you have been involved in all phases of the organization. Others who helped should be encouraged to give their feedback, whether they had a narrow or a broad role. Finally, a good participant evaluation will include questions about the organization as well as the content and delivery of the orientation. In all cases, feedback may be either written or verbal or a combination of the two.

For participants, build the evaluation into the orientation agenda so that it is not forgotten. For yourself and other organizers, seek out feedback after the participants have left or at a later time when people have had a chance to reflect. Encourage everyone to suggest solutions or alternatives when they are identifying organizational difficulties as this will increase the usefulness of the evaluations.

To help in the evaluation process, we have created the required *Closure and Evaluation* activity (see page 18). Compiling the results of the written evaluations from both Returnees and Group Leaders you receive during this session will aid in the creation of a summary report, which will help guide the direction of future orientations in your *Area Team*, and we hope across the nation. **We ask that you then scan and email the Evaluation Forms of Participants & Group Leaders along with your feedback summary and any photos of your event, to your TDS, Area Team Chair, and returnees@afsusa.org** This will allow other volunteers and staff to benefit from your experience when designing their own Re-entry Orientation and Welcome Home and editing future versions of the Re-entry Orientation and Welcome Home Leader's Guide.

Re-Entry Orientation Checklist

Use this checklist to help you plan for your Re-entry Orientation/Welcome Home event.

Before Event: Planning and Logistics

- Contact your Team Development Specialist (**see *Team Development Specialist Contact Sheet on the Reentry Orientation Wiki page for contact information***). Find out Team priorities, volunteer support, available budget, when and where to host event.
- Obtain list of Returnees from Global Link using the “How to Pull a List of Recent Returnees” tutorial in the Resources section.
- Send invitations to recent Returnees and their families. Collect RSVPs. Make follow up phone calls.
- For larger groups or when combined with another AFS event, reserve a site which meets the needs of the orientation and familiarize yourself with the services and layout of the site.
- Create agenda and assign roles to volunteers before/during/after the event.
- Determine what food and drinks need to be provided at the orientation and who will handle these arrangements.
- Make a list of equipment and supplies needed for the orientation, make arrangements to have them at the site, and test the equipment before the orientation begins.
- Determine how people will travel to the site and ensure that participants who need special travel arrangements receive personalized assistance.
- Consult with the Team’s financial officer to establish a detailed budget, a process for monitoring expenses and collecting receipts, and a procedure for reimbursing yourself and workshop participants.

During Event

- Prepare flip charts and materials for the activities the day before.
- Set-up the site early and make sure everything is ready to go for when everyone arrives.
- Set-up a sign-in table to log who attended the event and provide name tags.
- Create comfortable and safe environment for all participants.
- Bring your Re-entry Orientation Leader’s Guide as a reference in case you need backup activities.
- Don’t be afraid to stop and check your notes. No one expects you to memorize everything.
- Take a group picture! Have fun!
- Fill out and collect Participant and Group Leader Evaluations.

After Event: Evaluation

- Write down your own feedback from the orientation.
- Log your event here: <https://www.surveymonkey.com/s/V6V2HRK>
- Collect written and/or verbal feedback from other people who helped organize the orientation
- Scan and email the Evaluation Forms of Participants & Group Leaders along with your feedback summary and any photos of your event, to your TDS, Area Team Chair, and returnees@afsusa.org.

NOTES



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.

Contact us: returnees@afsusa.org