Arrival Orientation
Facilitator Guide
Arrival Orientation Facilitator Guide

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Session 3: Safety & Well-Being

Safety Quiz
Refusal Skills: How to say “No”
Emergency or Not?
Introduction to “Participant & Host Family Questionnaire”

Session 4: Arrival Orientation Evaluation

Handouts for Students

Student Evaluation of Arrival Orientation
Participant and Host Family Questionnaire
AFS Contact Sheet & Local Orientation Schedule
First Days in the U.S.
Keys for a Successful Year
Questions for your Guidance Counselor/School Advisor
AFS Chain of Communication

Additional Resources

AFS Learning Goals
AFS Learning Goals Pyramid
Required Materials for Arrival Orientation

- 2-3 pieces of paper per person
- Flipchart paper
- Index cards
- Post-it notes
- Markers
- Pens/pencils

Required Handouts (1 per student)

- AFS Contacts & Local Orientations Schedule
- The First Days
- Keys to a Successful Year
- Questions for Your Guidance Counselor
- Participant & Host Family Questionnaire

Optional Resource: Arrival Orientation PowerPoint

- The Arrival Orientation PowerPoint is an optional, additional resource.
- Area teams that are using the PowerPoint are encouraged to add their own slides as well.
- The Suggested Agenda below includes all sessions, approximate times and the optional accompanying PowerPoint slide numbers, if applicable.

Suggested Orientation Agenda

- REQUIREMENT: Arrival Orientation is a MINIMUM of 3 hours
- RECOMMENDATION: 5-6 hours including all activities and breaks

<table>
<thead>
<tr>
<th>Session</th>
<th>Approx. time</th>
<th>Slide #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome speech (required)</td>
<td>5-10 min</td>
<td>1-2</td>
</tr>
<tr>
<td>Ice-breaker “I am...” (recommended)</td>
<td>5-10 min</td>
<td>none</td>
</tr>
<tr>
<td>Agree or Disagree? (recommended)</td>
<td>15-30 min</td>
<td>none</td>
</tr>
<tr>
<td>Ambassadorship and Adaptation (required)</td>
<td>30-45 min</td>
<td>3-4</td>
</tr>
<tr>
<td>Expectations and Goals (required)</td>
<td>30-45 min</td>
<td>5-6</td>
</tr>
<tr>
<td>Safety Quiz (required)</td>
<td>30-45 min</td>
<td>7-23</td>
</tr>
<tr>
<td>Safety skills: How to say “No” (recommended)</td>
<td>30 min</td>
<td>24</td>
</tr>
<tr>
<td>Emergency or Not? (recommended)</td>
<td>30 min</td>
<td>25-31</td>
</tr>
<tr>
<td>Introduction to “Participant &amp; Host Family Questionnaire” (required)</td>
<td>20-30 min</td>
<td>none</td>
</tr>
<tr>
<td>Evaluation (required)</td>
<td>5-10 min</td>
<td>32</td>
</tr>
</tbody>
</table>
Notes on “Long” Arrival Orientations

- The recommended time for Arrival Orientations is 5-6 hours.
- The “long” version of the Arrival Orientation covers all activities, both required and recommended.

Notes on “Short/Modified” Arrival Orientations

- The required minimum time of the Arrival Orientation is 3 hours.
- The “short” version of the Arrival Orientation covers only the required activities.
- The required activities can be adjusted to accommodate specific scenarios (i.e. only 1 student, small groups of 2-4 students etc.) and may result in orientations lasting less than 3 hours.

Important Reminders

- The Arrival Orientation is designed to assist students in their initial adjustment to their experience in the U.S.
- You will share important information with students, complete certain paperwork, and hopefully send them on to their host family a bit more rested than they were when they first arrived.
- It is important to keep in mind that you will be working with a range of experiences—including some with no experience with US culture outside of the Pre-Departure Orientation(s) in their home country.
- By identifying concerns and questions they are likely to have when they first arrive at their Arrival Orientation, you will show them empathy and help to build their self-esteem.
- Students may be very tired, excited and even jet-lagged so their attention span and ability to comprehend new ideas may be limited.
- Some students' language skills might also be very limited at this stage, affecting their ability to understand the content.
- Volunteers should keep learning sessions simple, practical and relevant to the first few weeks of the students’ experience.

Understanding the Basic Facts

The following concerns should be discussed in a one-on-one or in a small-group setting:

- Telephone usage in the US
- Cell phone (SIM card change)
- Cleanliness/chance to shower
- Health and Safety
- Internet access
- Familiarity with facility (orientation site)
- New currency—how to get money
- Special personal needs
Arrival Orientation Objectives

Here are the objectives of the Arrival Orientation:

1. **Personal Safety and Well-being:**
   - Remind participants of the AFS rules (no driving, no drugs, no hitchhiking) and any other local rules they need to be aware of.
   - Discuss laws, cultural attitudes, common behaviors and safety issues (i.e. alcohol, smoking, drugs etc.) within U.S. culture.
   - Practice refusal skills they can use to stand up to peer or adult pressures to engage in situations that put them at risk.
   - Identify sources of support and contact information for help in difficult situations.
   - State how participants can help ensure their own safety and well-being in their local community.

2. **Required Logistics:**
   - Submit any additional paperwork such as visa information.
   - Receive AFS ID and health insurance cards and contact information for the liaison and local support coordinator.
   - Be informed of the AFS events/orientations that they and their host family are expected to attend throughout the year and when these will take place.

3. **Cultural Adjustment and Coping:**
   - Identify one or more challenges they may face between now and Post-Arrival Orientation.
   - Identify and record one or more coping strategies they can use to deal with anticipated challenges.
   - Recognize concerns or fears students may have about the experience and be able to seek reassurance.

4. **Culture Learning:**
   - List one or more basic "Do’s & Don’ts" in the following three areas: at home, at school, in the host community
   - Recognize and practice polite/appropriate language to use in different contexts (home, school, host community) that they can be expected to need in the first weeks with the host family.
   - Reflect on their role as an Ambassador.
   - Practice observing interactions and behavior in U.S. culture and connect what they see to the frameworks of culture (language use, perception, verbal and non-verbal communication, etc.).
   - Practice ways to ask appropriately for information and clarification.

5. **Personal Goals and Expectations:**
   - Reflect on and record several goals to achieve between now and the Post-Arrival Orientation.
Arrival Orientation Learning Goals

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

**Personal: Motivation and self-confidence**
- To be comfortable seeking support and receiving constructive criticism.

**Personal: Defining self in terms of ideals and values**
- To develop personal goals in terms of academic knowledge and skills, character building, family interaction etc.
- To define and value themselves in terms of ideals and goals rather than material worth, and to resist peer pressure that belittles the value of other individuals or groups.

**Cultural: Building intercultural friendships**
- To interact with people and communities that are different from their own and to develop and maintain meaningful and long-term relationships across cultures and backgrounds.
- To actively seek out and form new relationships with people from different cultures or backgrounds.

Arrival Orientation Logistics (Required for Travel and Compliance)

**Required Logistics**

There are several logistical aspects of the Arrival Orientation that the Orientation Coordinator should handle. As a group leader, you may or may not be asked to assist. These aspects include, but are not limited to:
- Participant Room Registration
- Presenting Site Rules and Orientation Agenda
- Procuring ID Cards for each student
- Filling out Passport/Visa Cards & Arranging for photocopies
- Recording attendance in Global-link
- More details about Required Logistics for the Arrival Orientation can be found on MyAFS Help & Learning.

**Arrival Orientation Logistics**

1. **Room Registration:**
   Every site handles registration a bit differently depending on the size of the arriving groups. If you are receiving a small number of students each day, much of the following may be unnecessary. If you are welcoming larger groups, however, you may need to do all of the following:
   - check student names off a room registration list and assign the student a room
   - give student their nametag
   - have student meet with their Orientation Leader or other staff member
• deliver a welcome speech (for larger arriving groups)

2. When showing the students to their rooms, review:
   • how to flush the toilets and dispose of toilet paper (especially for the Latin American students)
   • how to dispose of sanitary napkins (with the girls)
   • how to turn showers and faucets on and off
   • how to open the window (if it is possible)
   • how to control air conditioner (if needed)
   • where to find sheets and make bed (if it is not made)
   • where light switches are and how to turn lights on and off
   • where to get drinking water and that it is safe to drink from the faucet
   • any other on-site specific information

Passport/Visa Review
1. The Orientation Coordinator will perform these tasks:
   a. Collect the passport and DS-2019 Form from each student.
   b. Instruct students to keep the copy of their Health Form Addendum in a secure place.
2. The AFS Passport/Visa review is an important function with the goal of identifying errors or misprints in the participants’ travel documents (such as an expired visa or the wrong visa) soon after arrival.
3. The Orientation Coordinator must review the passports and report any travel document issue by filling out the passport/visa card.
4. A passport/visa card may be completed and emailed to the office of the RTLC in New York City in case of the situations below:
   • Photo page of the passport: If the passport expires before July 20 of the following year, circle the expiration date and indicate this fact on the back of the Passport/Visa Card under “Notes.” Mark a large “X” in the upper right corner on the front of the card.
   • J-1 visa stamp: Type/Class should be J-1. Expiration should at least be 4 months from date of entry for YP and 2 months for SM programs.
   • Entries: students with visa stamp S (single-entry) will have to be informed that they cannot travel outside of the United States while on their AFS program.
   • I-94 Stamp: The CBP Officer will stamp the passport indicating Visa Class as J-1 and Admitted Until Date of D/S. If the stamp is not marked J-1 and D/S, put a large X on the upper right corner on the front of the passport/visa card to alert the staff to this issue. Students cannot attend school if they are not in J-1 status when they enter the United States.

DS-2019 or Certificate of Eligibility for Exchange Visitor (J-1) Visa Status
1. Check to be sure that all students have a copy of their DS-2019 form, which should have been stamped by the Immigration Official who admitted them to the United States.
2. If a student does not have his/her DS-2019 form, please notify your RTLC.
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Sample J-1 Visa

Sample Arrival Stamp
Sample Passport Card

HOSTING PASSPORT/Visa CARD

NAME: ____________________________

Last First Middle

Country of Legal Residence: ____________________________ Sending Partner: ____________________________

Country of Birth: ____________________________ Date of Birth: ____________________________

Day/Month/Year

Country of Nationality: ____________________________

Country of Passport: ____________________________

Passport #: ____________________________

City of Issue: ____________________________ Date of Issue: ____________________________

Day/Month/Year

Expiration Date: ____________________________

Day/Month/Year

Group Leader Name: ____________________________

Sample Visa Card

VISA (holographic stamp in passport)

Classification: J-1 ____________________________ Issued at: ____________________________ City/Country

Issue Date: ____________________________ Expiration Date: ____________________________

Day/Month/Year Day/Month/Year

Valid for: Single Entry (S) Two Entries (D) Multiple Entries (M) __________

Other types of U.S. visa/s previously issued and stamped on passport:

B2 F1 Other: __________ Effective Date: ____________________________

(type) ____________________________ Day/Month/Year Day/Month/Year

I-94 ARRIVAL/DEPARTURE RECORD (card stapled inside passport)

Date Admitted: ____________________________ Place of Issue/Port of Entry: ____________________________

Day/Month/Year City/Airport

Admission Number: ____________________________ Expiration Date: ____________________________

Day/Month/Year
Health Form Addendum

This form contains immunization and health information for the participant which occurred after their original AFS application was submitted. It also contains their parent’s authorization for AFS to act on behalf of the participant in the case of a medical, life threatening emergency. One copy should be kept by the student to be used by the host family when registering him/her for school or as proof of parental permission for AFS to act on behalf of the student in case of emergency.
Compliance ID Card

The Exchange Visitor High School program regulations 22 CFR 62.25 (g) (5) state that program sponsors must provide each participant with: An identification card, which lists the exchange student’s name, United States host family placement address and telephone number, and a telephone number which affords immediate contact with both the program sponsor and the program sponsor’s organizational representative, and Department of State in case of emergency.

In compliance, AFS-USA distributes the following card (sample below) to all participants upon their arrival to ensure that students receive the most up-to-date information. The cards are mailed out to the Orientation Coordinators. These are then to be distributed to the groups at the Arrival orientation.

Sample ID Card (front)

<table>
<thead>
<tr>
<th>ID: JOH18-00001</th>
<th>Group: 401AFS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Doe, Mr. John</td>
<td></td>
</tr>
<tr>
<td>Host Family: Smith, Jane</td>
<td></td>
</tr>
<tr>
<td>1234 Pacific Ave, San Diego, CA - 11221</td>
<td></td>
</tr>
<tr>
<td>(200) 867-5309 ; (200) 967-5541</td>
<td></td>
</tr>
<tr>
<td>Local Contact: Lee, Lia</td>
<td></td>
</tr>
<tr>
<td>123 Beach St, San Diego, CA - 11221</td>
<td></td>
</tr>
<tr>
<td>(200) 531-1234 ; (200) 567-0112</td>
<td></td>
</tr>
<tr>
<td>Area Rep: Suppo, Tina Dee</td>
<td></td>
</tr>
<tr>
<td>(202) 978-1102 ; (202) 555-5789</td>
<td></td>
</tr>
<tr>
<td>AFS-USA, Inc. (800) 237-4636</td>
<td></td>
</tr>
<tr>
<td>120 Wall St. 4th Flr. New York, NY 10005</td>
<td></td>
</tr>
</tbody>
</table>
Sample ID Card (back)

The bearer of this card is an exchange visitor in the United States under the auspices of AFS-USA, and living with a volunteer host family, whose info appears on the reverse of this card. AFS has written authorization from the participant’s natural family to act in all cases of emergency or illness during the participant’s stay in the U.S. Medical coverage is up to $1,000,000 per occurrence. In case of accident, serious illness, or hospitalization, contact AFS Participant Support / Duty Officer immediately at (800) 237-4636 ext. 9.

Direct questions about claims and medical coverage for participants hosted in the United States to -
Global Medical Mgt. Inc.
880 SW 146th Ave, Suite 400
Pembroke Pines, FL 33027
Phone No. (888) 444-7773, Fax No. (954) 370-8130
E-mail: customerservice@gmmi.com
Underwriter: Europ Assistance S.A. Irish Branch, Policy #: IB 18003381/SGR0

The contact info below is solely for emergency use and only after you have contacted AFS-USA per above:
Department of State Emergency# (866) 283-9090
Department of State Office of Designation (202) 632-2805

Medical ID Cards
- All AFS exchange participants have Secondary Medical Coverage. The AFS Medical ID cards (sample below) are also to be distributed to the participants at the Arrival Orientation site.
- To get a replacement for lost Compliance ID Card or Medical ID card, please contact your Regional Support Specialist at (800) 237-4636.

Sample Medical ID Card (front)
Sample Medical ID Card (back)

Name: Doe, John
Member ID: JOH18-00001
Group No: 401AFS

The bearer of this card is an exchange program participant in the United States under the auspices of AFS-USA Inc. AFS has written authorization from the participant’s natural family to act in all cases of emergency or illness during the participant’s stay in the U.S. Medical coverage is up to $1,000,000 per occurrence. For questions about claims and coverage, see GMMI contact information listed on the front of this card.

In case of accident, serious illness, or hospitalization, contact AFS immediately at (800) 237-4636 ext 9.
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Activity (Methodology)
Welcome Speech (Introduction)

When to do the exercise
1st

**Time Needed:** 5-10 Min
**Materials:** printed AFS Contact Sheet (1 per student), printed AFS Local Orientations Schedule (1 per student), pens/pencils, power point Slides 1-2 (optional)

Objectives
• To be comfortable and eager to pursue new learning situations.
• To develop skills in listening actively and thoughtfully and to respond with respect to other people.
• To know what AFS Orientation events participants and their host family are expected to attend throughout the year and when they will take place.
• To engage with others in the spirit of cooperation, with respect and appreciation for their goals and decisions.
• To give participants important information to bear in mind as they are experiencing their first few months living and adjusting in the U.S.

Introduction [SLIDE #1-2]
• I am ________ and I am the Lead Facilitator for this Arrival Orientation.
• Your AFS experience will be quite different from a vacation, and while you have many great and fun things to look forward to, living outside of your comfort zone for months on end can be challenging for anybody.
• Now, I would now like to introduce those who are assisting in this Arrival Orientation. [All staff and volunteers stand and introduce themselves.]
• If you have any questions or concerns, please come talk with any volunteers, who are here to support and help you.
• Even if you feel nervous about using English, please don’t feel shy.
• It is normal to feel many different emotions even on your first day in the U.S.
• This Arrival Orientation is your first Orientation for your AFS Program.
• There are five Orientations during your program in the U.S.
• AFS Orientations are designed to give students the opportunity to share their experiences, reflect on their skills and development, seek support and strengthen their connections as AFSers.
• For this reason, your attendance at ALL AFS Orientations is mandatory.
The following orientations will be planned and organized by your local volunteers.

1. Arrival Orientation: happening right now
2. Post-Arrival Orientation: 3-6 weeks after your arrival
3. Mid-Stay Orientation: 5-6 months into your experience
4. Pre-Return Orientation: 6-8 weeks before you return to your home country
5. End-of-Stay Orientation: 1-2 day(s) before you depart for your home country

The "AFS Contact Sheet & Local Orientations Schedule" handout is an important resource.

When you get information from Volunteers about Orientations, please write it on your sheet and be sure to share it with your host family.

It is important for your host family to know about the Orientations.

It is mandatory that all AFS students attend all Orientations (unless there are extreme circumstances).
Activity (Methodology)
I am... (Energizer)

When to do the exercise
2nd

Time Needed: 5-10 Min
Materials: open area (to stand in a circle)

Objectives
• Recognize about the various ways that culture influences how people think and feel.
• Better understand themselves as individuals and the influence of their cultural background(s).
• Become more aware of the influence of cultural backgrounds on perception, behavior, values, and attitudes.

Instructions
1. Have everyone stand up and make a circle.
2. Give instructions:
   • Please tell 3 things about yourself, saying "I am..." 3x.
   • End by completing the sentence “And I love to...” while doing a motion to demonstrate what you love to do.
3. Demonstrate for students:
   • I am...
   • I am...
   • I am...
   • And I love to... [while doing motion] (ex: “Swim” + move arms like you’re swimming)
4. Going around the circle, allowing time for each student speak.

Debrief
1. I hope everyone feels a bit more awake and comfortable speaking in front of others.
2. I hope everyone feels like they know more about each other.
3. Please feel free to talk later with each other about yourselves and what you like to do.
4. Using "I am..." statements can be used when you meet people and introduce yourself.
5. It is also a good way to practice direct communication.
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Activity (Methodology)
Agree or Disagree? (Interactive task, group discussion)

When to do the exercise
3rd

Objectives
• Recognize about the various ways that culture influences how people think and feel.
• Better understand themselves as individuals and the influence of their cultural background(s).
• Become more aware of the influence of cultural backgrounds on perception, behavior, values, and attitudes.

Preparation
1. Select two spots in the room/area that are apart from each other (ex: wall, door, window etc.)

Instructions
1. Gather everyone in the middle of the room and give instructions: I will read a statement. If you agree, stand next to the [1st spot]. If you disagree, stand next to the [2nd spot].
5. Read statement aloud and allow people a few seconds to move around.
6. Ask students:
   • Why do you agree or disagree?
   • What gives you that impression of U.S. culture?
7. After each short discussion, gather everyone back to the middle and repeat 6x.
8. Facilitators: Please feel free to add additional questions, talk about stereotypes etc.

Statements
1. Families in the U.S. always eat dinner together.
2. Pets in the U.S. are often treated as family members and live indoors.
3. People is the U.S. always drive cars.
4. Parents in the U.S. expect teenagers to study and do homework independently.
5. Parents in the U.S. rarely wake their children up for breakfast/school.
6. Families in the U.S. are all Christian.
7. Most teenagers and children in the U.S. have household chores.

Discussion
6. How can you handle adapting to different family norms and behaviors?
Activity (Methodology)
Ambassadorship and Adaptation (self-reflection, group discussion)

When to do the exercise
4th

Time Needed: 30-45 Min
Materials: flipchart paper, markers, post-it notes, pens/pencils, required handouts [AFS Contact Sheet & Local Orientations Schedule, First Days in the U.S., Keys for a Successful Year, Questions for your Guidance Counselor/School Advisor], W-Curve handout (optional), Powerpoint Slides 3-4 (optional)

Objectives
• To reflect on the mission of AFS and their roles as Ambassadors.
• To be comfortable seeking support and receiving constructive criticism.
• To feel confident in their abilities, to have a strong sense of self-worth and to be self-reliant.
• To be comfortable and eager to pursue new learning situations.
• To learn how to manage their internal moods, emotions and impulses, and to use their inner resources to handle stress and ambiguity and to show patience with other people who are in learning situations.

Preparation
1. Write the AFS Mission on flipchart paper and label it “AFS Mission”.
2. Draw the W-Curve of Cultural Adjustment (on p. 20) on flipchart paper or copy of the W-Curve for each student.
3. Post flipchart paper(s) on the wall or in a visible place.

Introduction: Ambassadorship [SLIDE #3]
1. Introduce the AFS Mission.

   AFS 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.

2. Give each student several post-it notes and a pen/pencil.
3. Tell students to write their responses to each question and then post them on the AFS Mission flipchart paper.
4. Ask students:
   • What does the AFS mission mean to you?
   • Why did you become an AFS student?
• How can you act as an Ambassador here in the U.S.?
5. After all students have written their answers and posted them, review them and read aloud.
6. Have a group leader/volunteer record the responses on flipchart paper for students to see/read.

Discussion: Ambassadorship
1. What would make your AFS experience a “success”?
2. How might you handle challenges and cultural adaptation?

Introduction: Adaptation [SLIDE #4]
1. Having to adjust and experiencing difficulties are a normal and important part of the intercultural exchange experience.
2. It is common to experience different emotions as you adapt to your host family, host school and host community.
3. The W-Curve shows common experiences of cultural adjustment.
4. The process of cultural adaptation and adjusting to a new culture is different for everyone.
5. So, if your experience doesn’t match the W-Curve, that’s okay.
6. Being challenged and making mistakes are a normal part of the process and not a personal failure.
7. Please use these opportunities to reflect and learn new things about yourselves, others and your host culture.
8. One effective way to cope with difficulties is to ask for help.

Discussion: Adaptation
1. What are some reasons that students might seek support or help?
2. Who would you contact if you feel homesick?
3. Who would you contact if you are experiences challenges adapting to your host family?
4. Who would you contact if you need help with your schoolwork or with English language learning?
5. What reasons might students not seek support or help when needed?
6. What might happen if students do not seek support or help?

Debrief
1. It is very healthy and normal to ask for help and support.
2. You should never feel ashamed or weak about asking for help and support.
3. AFS has a strong support network to help you as you adapt and adjust.
4. Your host family, your liaison, local AFS volunteers, your host school, AFS staff and your natural parents all care about you and want to support you.
5. The three handouts (First Days in the U.S., Keys for a Successful Year, Questions for your Guidance Counselor/School Advisor) are also helpful resources you can use as you adapt in your first weeks.
The W-Curve Model of Cultural Adjustment [SLIDE #4]
Activity (Methodology)
Expectations and Goals (Brainstorming, small group work, group discussion)

When to do the exercise
5th

Time Needed: 30-45 Min
Materials: Flipchart paper, markers, index cards, PowerPoint Slides 5-6 (optional)

Objectives
- Creating a positive and interactive environment to share expectations and consider whether they are realistic
- Being comfortable and eager to pursue new learning situations.
- Reflect on their motivation for becoming an AFSer and their expectations for the experience
- Developing personal goals in terms of academic knowledge and skills, character building, family interaction, etc.

Introduction: Expectations
1. Now, let’s think about our expectations.
2. You all have expectations. Some are worries and others are hopes or wishes.
3. Recognizing your expectations helps you to adapt.
4. Since you first decided to come to the U.S. as an AFS Participant, you have probably thought a lot about what it will be like.
5. You may be looking forward to some things, hoping for some things, and there are other things that you don’t want to happen.
6. Recognizing these wishes and concerns may help you in adjusting to the U.S.
7. Every exchange experience is different—it is impossible to predict exactly what will or will not happen, but that is all part of the experience.
8. It is important to discuss expectations, hopes and concerns with your host family because they are the ones who can best help you work toward your goals.
9. Your host family will have expectations too and you may find that you and your host family have similar hopes and concerns.
10. Sharing your hopes and concerns with each other may help you process your own expectations and make everyone feel more comfortable, more quickly.

Activity: Expectations [SLIDE #5]
1. Give each student a pen/pencil and 3 index cards.
2. Give directions:
   - Write number “1” on one index card.
   - Write “2” on another index card.
   - Write “3” on the last index card.
   - DO NOT write your name on your index cards.
   - On index card #1, write your answers to 2 questions about your expectations:
     o What do you hope for your experience in the US?
     o What do you hope for your experience with your host family?
   - On index card #2, write your answer to the question about your host family’s expectations:
     o What do you think are your host family’s expectations of you?
   - On index card #3, write the answer to 2 questions about your worries:
     o What are your worries about your host community, host family, or school?
     o What do you think your host family might be worrying about?

3. Once students are done writing, collect all cards and sort them into three piles (#1, 2, 3).
4. Turn cards over (so text isn’t visible) and shuffle each pile.
5. Have each participant pick one card from each pile, so they each have 3 random cards. This way each person’s responses can be shared anonymously.
6. Form a circle with the students.
7. Re-read the questions for index card #1 and have each student read their random index card #1 aloud.
8. Repeat with cards #2 and #3.

**Discussion: Expectations**
1. What similarities and differences did you notice about people’s hopes?
2. What similarities and differences did you notice about people’s possible host family expectations?
3. What similarities and differences did you notice about people’s worries?
4. What similarities and differences did you notice about people’s possible host family worries?

**Introduction: Goals [SLIDE #6]**
1. So, expectations are normal but setting goals for yourself is a better way to make the most of your AFS experience.
2. Setting and working on goals can also help you to stay focused while you are on program.
3. AFS Learning Goals are organized into four categories that focus on different skills and areas of personal development.
   - Personal
   - Interpersonal
   - (Inter)Cultural
   - Global
4. When setting and working on goals, it’s important to first start from the bottom (i.e. goals that directly impact you as an individual).
5. After that, then move upwards to outward goals that impact others, your culture/community, and the world.
6. The AFS experience offers you an opportunity to grow by discovering more about yourself in a different culture, country and family environment.

**Activity: Goals**
In addition to a discussion, this activity can also be done as an artistic project (i.e. students draw a picture or poster illustrating their personal goals).
1. Create 2 goals that you can accomplish in your first week.
2. Create 2 goals that you can accomplish in your first month.

**Discussion: Goals**
1. What are some strategies you can use to accomplish your goals?
2. Who can help support you as your work on your goals?

**Pyramid of AFS Learning Goals**

[Image of the Pyramid of AFS Learning Goals]

- **Global**: Commitment to contributing to the world
- **Cultural**: Intercultural effectiveness
- **Interpersonal**: Commitment to others and the group
- **Personal**: Defining self
Activity (Methodology)
Safety Quiz

When to do the exercise
6th

Objectives
• To check how much participants already know about AFS's rules, basic safety sense in the U.S., and how to get help when required.
• To reduce intercultural anxiety concerning exposure to new people, social situations and cultural norms.
• To be comfortable seeking support and receiving constructive criticism
• To identify sources of support and contact information for help in difficult situations while abroad.
• To state how students can help ensure their own safety and well-being in their local community.
• To discuss laws, cultural attitudes, and common behaviors around alcohol, drugs, and smoking in their host culture.

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

Notes on State, Local and/or Community Issues
• If you or your Orientation Coordinator have issues to cover regarding local laws or concerns, please bring these issues to the attention of the students during the Safety Quiz.
• Examples could include laws regarding community curfews for teens, dangerous areas in town, community attitudes towards certain attire, etc.
• When discussing safety in school, please share the advice below with students about the rarity but possibility of active shooter situations (school, mall etc.). Please explain the ABC’s of Active-Shooter incidents. If local schools have any specific policies, please explain them as well.

Discussion on active shooter situations (i.e. school shootings)
• The biggest advice for students about shooting incidents is to acknowledge this is something that happens rarely but does happen.
• All schools will have a process on how to handle the unlikely possibility this could happen.
• Schools will have safety drills in their schools and to pay attention to the specific rules.
• They will include what to do in case of tornadoes, shooters, fires, and other emergencies.
• Students should pay attention and always follow the school’s/teacher’s instructions in the event of any emergency.

**ABC’s of Active Shooter Incidents**
• **A: Avoid** - If you have a clear path and if you can, run and get out.
• **B: Barricade** - Get into a room, close the door, lock it if possible and pile whatever furniture you have in that room against the door.
• **C: Confront** – If you cannot do A or B, your last option is to ‘confront’ the shooter. Pick up objects to hit or throw at them. If you have a fire extinguisher, use that. Distract the shooter and try to disable them. Do not stop until they are no longer a threat.

**Discussion on sexual misconduct**
• First, explain that it is uncommon but still possible to experience sexual misconduct.
• “Sexual misconduct” refers to unwanted actions or statements of a sexual nature.
• Sexual misconduct includes inappropriate touching, unwanted personal/sexual attention, and unwanted physical contact.
• It can also be referred to as “sexual abuse” or “sexual inappropriateness”.
• Sexual misconduct can make you feel isolated.
• Sexual misconduct is NEVER your fault and you do NOT have to tolerate unwanted sexual behavior.
• AFS has resources to help and support you if you experience sexual misconduct.
• Always tell a trusted adult immediately (ex: your host parents, your liaison, a teacher, AFS volunteers etc.) - they will help you!
• If you do not want to or are unable to contact them, call the AFS Participant Support Department.
• AFS is always here for you!
• During your time in the U.S., you may see, hear, or experience physical contact or statements that are unfamiliar to you because cultural norms, appropriate physical space and contact differ across cultures.
• Offenders may not know they are making you feel uncomfortable, so tell them politely but firmly: PLEASE STOP THAT. YOU ARE MAKING ME UNCOMFORTABLE.

**Facilitating the Safety Quiz as a “Jeopardy” Game**
1. Split the group into smaller teams and allow each team to choose their Team Name.
2. Give each team a piece of flipchart paper and marker.
3. Assign each question as 1 point.
4. Read questions aloud and have teams discuss quietly, then write their answers on their team paper.
5. Ask for answers from the group.
6. Share the correct answer(s).
7. Keep score of earned points on flipchart paper.
8. Optional: At the end, reward the winning team with small prizes.

Facilitating the Safety Quiz as a “Elimination Game”
1. Give each student a piece of paper and pen/pencil.
2. Have everyone stand up.
3. Read the first question aloud and allow a few seconds for students to write their answer(s) on their own piece of paper.
4. Elicit answers from the group.
5. Students with incorrect answers must sit down for the duration. Students with correct answers keep standing.
6. Repeat the process with the following question.
7. Once there is only 1 student left standing, declare them the winner and give them a small prize (optional).
8. If there are questions remaining, have everyone stand up again and repeat the same process with the remaining questions.

Introduction
1. First, just a reminder that all of you should have received a copy of the “Welcome to the USA” and “Safety Tips” booklets.
2. Please use these booklets as helpful resources, to guide and inform you while you’re on program.
3. You can review them with your host family and Liaison in case you need more information or want to understand something more clearly.
4. The following quiz is to check how much you already know about AFS’s rules, basic safety sense in the U.S., and how to get help when required.
5. The questions and answers that are on this quiz are also explain more in-depth in the “Welcome to the USA” and “Safety Tips” booklets as well.

Safety Quiz Questions [SLIDE #7]
Q1. Who is the first person you should tell if you have a problem? [SLIDE #8-9]
   - AFS encourages everyone to seek help from the nearest AFS-related person. These people are your host parent(s) and Liaison.
   - Remember, the people closest to you will be able to help you the most quickly.
   - Your host family and your liaison are the people who will come to know you best over the course of the exchange.
   - They are there to help you, no matter what you need.
   - Contacting your parent(s) in your home country first may cause unnecessary alarm and may make them feel powerless to help you since you are far away from home.
• Also, your family at home is likely to give you advice based on your home culture, which might not help you with navigating cultural differences in your host family’s culture.
• AFS will always keep natural families informed about students’ safety and wellbeing.

Q2. What is the AFS Chain of Communication? [SLIDE #10-11]
• AFS has a special “Chain of Communication” for communicating important information.
• If you have a problem or emergency, this is how AFS will notify the people who need to know about the situation.

Q3. What are the 3 ABSOLUTE AFS Rules? [SLIDE #12-13]
• No driving
• No drugs - this includes associating with people who use drugs or begin in situations where others are using drugs
• No hitchhiking
• The three rules apply to every AFS student all over the world.
• All AFS students are responsible for knowing these rules.
• If an AFS student break any one of these rules, it is cause for an early return home and an end to his or her participation on the program.
• The decision to send a student home early is made by the AFS staff in consultation with the local AFS volunteers.
• By taking ownership of this year, your experience will be what you decide to make of it.

Q4. What are other issues and behaviors that can jeopardize your safety and program participation? [SLIDE #14]
• Alcohol use
  o It is against the law in the United States for anyone under the age of 21 to publicly possess or purchase alcohol.
  o Possession of alcohol includes holding a can or bottle of beer or other drink containing alcohol.
  o You could be sent home if you are arrested or suspended from school related to alcohol use.
  o You should also talk to your liaison about teen drinking in the community in which you are living.
  o Call your host parents or another responsible adult (such as your liaison) if you find yourself at a party or event where there is binge or under-age drinking, no matter what time of the day or night.
  o Please don’t jeopardize your AFS program by ignoring the laws about underage drinking. Everyone at AFS takes these laws seriously.
• Becoming pregnant or causing pregnancy
• Breaking U.S. laws
• Changing host families without AFS approval
• Embarking on unapproved, independent travel
• Unapproved visits from natural family members or home country friends
• Poor attendance at school or failing at school – US schools generally give regular progress reports and chances to improve your grade, so failing is usually a sign that the student is not making an effort. (Passing grades = A, B, C, D; Failing grades = F)
• Eating disorders – It is considered a mental illness and poses a serious, physical and emotional health risk.
• Failure or unwillingness to adapt to host culture
• Consistent unwillingness to abide by host family rules
• Illness/injury that prevents program participation
• Abuse of internet
• accessing pornography
• engaging in threatening communication

Q5. Is it okay for teens to smoke indoors? [SLIDE #15]
• In general, the answer is No.
• In the U.S., it is illegal for people under the age of 18 to purchase tobacco products.
• In many states, the minimum age to buy tobacco has been increased to 21 years of age.
• In 31 states, it is illegal for people under 18 to have or use tobacco.
• Laws about smoking vary by U.S. state and even by city, but more and more places are banning smoking from indoor spaces.
• For example, 30 U.S. states have a ban on smoking inside workplaces and 35 U.S. states have a ban on smoking inside of restaurants.
• Your host family probably has its own rules about smoking. Please talk to your host family and respect their house rules.
• If students are caught smoking at school, the punishment is often disciplinary action or expulsion. Expulsion from school results in an Early Return.

Q6. Do AFS students have to do classwork/homework? [SLIDE #16]
• YES! AFS is an educational program and schools in the United States and all over the world expect exchange students to fully participate in the academic program.
• This means that AFS-USA expects you to:
  o Attend school at all times except when you are sick or have been given an excused absence.
  o Participate in your classes as much as possible. Classroom participation is a very important part of student’s performance. Lack of participation can lower your course grades.
  o Complete all class work and homework assignments and hand them in on time.
  o Demonstrate appropriate and courteous behaviors as determined by the teachers and administrators at your school.
  o Seek assistance from volunteers and/or teachers if you are falling behind or don’t understand something.
• The goal is to receive passing grades at the end of each semester.
• Grades on progress reports are only a guide to how you are doing and give you a chance to improve performance if needed for the semester grade that will show on your transcript.

• Also, early in the semester, progress reports may give you a chance to change classes if the subject matter is too hard for you.

• The requirement is to receive passing grades in all classes at the end of each semester, as failing grades are unacceptable and show that you aren’t committed to the AFS educational program.
  
  o GOAL (PASSING GRADES) = A, B, C
  
  o OF CONCERN (WORK TO IMPROVE) = D
  
  o UNACCEPTABLE (FAILING GRADE) = F

• Failing grades by an AFS student may also impact future AFS placements at your school.

• Receiving a “D” grade is a serious cause for concern and will get Support Volunteers, including your Liaison, involved to find out what is going on.

• It will require students to do additional work to lessen the chance of failing (getting an F grade).

• Note on Diplomas:
  
  o Please note, there is no guarantee that participants will receive a diploma from their host school as no U.S. school is required to grant a diploma to a student from outside of the U.S
  
  o We ask that you and your natural family do not pressure your host school to provide a diploma if you have already been told it is not possible.
  
  o Doing so is considered impolite and can damage AFS’ relationship with your host school, possibly preventing other AFSers from being hosted there in the future.
  
  o All schools can provide an official record of attendance and grades earned by the student.
  
  o It is your responsibility to obtain these documents before you depart the U.S.

Q7. Why does AFS have program rules? [SLIDE #17]

• AFS rules reflect U.S. laws.

• AFS rules are in place to keep participants safe.

• The rules make sure that AFS can continue hosting exchanges in the future.

• We want you to be successful and have fun on exchange, but AFS’s number one priority is your safety and well-being.

• Laws can differ by community, so make sure you learn as much as possible from your local AFS resources.

• Repercussions from breaking U.S. laws can be much more serious than getting sent back to your home country.

• Breaking certain laws can result in costly fines, jail time and/or deportation.

• Breaking program rules can negatively impact and influence the experience of your host family.

• Then, host families might not want to host AFS students in the future, which is unfair to future AFS students.

Q8. What laws might impact you? [SLIDE #18]

• Alcohol

• Tobacco
• Drugs
• Seat Belt
• Bike Helmet
• Sexual Consent
• “sexting” with a minor
• Cell phones
• Computer Use - downloading music illegally
• Gambling
• Driving
• Shoplifting
• Jaywalking
• Trespassing
• Local laws (ex: Curfews for those under 18, Public nuisance, Loitering etc.)

Q9. What other internet activities could be risky or dangerous (on a cell phone, tablet or computer)? [SLIDE #19]

• It is risky, dangerous and/or potentially illegal to:
  o View or download some types of pornography
  o Break copyright laws
  o Gamble
  o Commit Fraud (impersonating someone else for monetary gain)

Q10. If you are with other people who are breaking the law, but you are not, you could still face consequences? [SLIDE #20]

• Yes! Even if you aren’t doing anything illegal yourself, you could still be held accountable.
• It is your responsibility to do everything in your power to remove yourself from the situation and wrongdoing.
• If you ever need help removing yourself from a situation, you can ask your host family or liaison for help.

Q11. What are some ways that you can protect yourself from others who are breaking the law? [SLIDE #21]

• Always be aware of your surroundings.
• Immediately tell someone you trust if you feel unsafe.
• Consult your host family about safe and unsafe areas of town.
• Be mindful of the pictures and personal information you put on the internet.
• Review Community and Family Rules with your host family.

Q12. Are there different ways to say “No” to someone? [SLIDE #22]

• Yes! There are several ways that you can say “No” or refuse someone or something in the U.S. using your body language, whether it is a cigarette or a ride home.
• These may be similar or different to what you would do while refusing something in your home country.
  o Refusing something (ex: a second helping of food at dinner, a ride home with an unfamiliar person, etc.) involves much more than just the word “no”.
• Body language is an important part of refusing something clearly and successfully.
• Body language cues differ across cultures.
• Spend some time observing body language and talking with people about what you see during your first few weeks.

Q14. What is the most effective body language to use when refusing something in the U.S.? [SLIDE #23]
• In the U.S., when you refuse someone or something, it helps to do the following:
  o Stand or sit up straight
  o Look the person directly in the eye
  o Speak in a firm voice.
  o Give an excuse or reason why you are saying “no”
  o Verbally refuse quickly but politely
  o Suggest an alternative action to what has been offered/asked
• When communicating in the U.S., the words you say are very important.
• In the U.S., direct and clear communication is often highly valued.
• Hesitant or uncertain words are not a clear “no”.

Closing
Distribute index cards and pens/pencils to each student so they can do the closing activity.
1. It is always okay to talk to your host family and/or liaison about anything—whether you are concerned or not.
2. It is better to talk about your concerns early on rather than waiting until they become more serious.
3. On your index card, complete this statement for yourself: In order to help keep myself safe, healthy and on this program, I will...
Activity (Methodology)
How to say "No" (Discussion, dialogues, pair work)

When to do the exercise
7th

Objectives
- To remind participants of the AFS rules (no driving, no drugs, no hitchhiking) and any other local rules they need to be aware of.
- To discuss laws, cultural attitudes, common behaviors and safety issues (i.e. alcohol, smoking, drugs etc.) within U.S. culture.
- To practice refusal skills that students can use to stand up to peer or adult pressures to engage in situations that put them at risk.
- To identify sources of support and contact information for help in difficult situations.
- To state how participants can help ensure their own safety and well-being in their local community.

Overview
- In this section, the Lead Facilitator and a fellow volunteer will demonstrate effective body language when refusing something.
- Then, all students will practice stating refusals in pairs.
- In advance, write each dialogue (#1-9) on a sheet of paper. Copy the paper and cut into strips (1 dialogue per strip).
- Give students randomly selected strips to practice with others.
- Collect strips and repeat the process.

Opening discussion
1. How would you usually convey a refusal or say "no" in your home culture if your mother asked if you are hungry?
2. How would you usually convey a refusal or say “no” in your home culture if your friend asks you to drive his car and you are not allowed to drive?

Introduction
3. In the U.S., some people find it helps to say no without giving an explanation.
4. Others think offering a reason works better.
5. If saying “no” makes you feel uncomfortable in front of people you know, blaming your host parents or another adult for your refusal can sometimes make saying no a bit easier.

6. Here are some more helpful hints for saying No effectively:
   - **Remove Yourself:** If you try these methods and pressure continues, simply walk away.
   - If you are concerned for your safety at any time, contact a trusted adult as soon as possible.
   - Remember, it is OK to directly refuse an invitation in the U.S. whether it is a simple request about whether you want to eat or do something or a request to engage in any kind of behavior, risky or not.
   - Saying “I’ll think about it.” “Maybe.” “I don’t know.” are not usually understood as “No”!
   - So, remember to use clear communication and appropriate body language as well.

**Activity: Practicing How to Say No! [SLIDE #24]**

1. Pair up participants and give them a strip of paper with a dialogue (#1-9).
2. Allow a few minutes for preparation.
3. Have all pairs act out the dialogue for the whole group.
4. You can also have students demonstrate how they might “say No” in their home culture.
5. After each skit, review why/how students “said No” effectively (ex: strong voice, direct eye contact, gave excuse etc.)

**Skits**

1. A friend is inviting you to their house party while their parents are out of town:
   - Friend: I am having a party on Friday and my parents won’t be there. Do you want to come?
   - Exchange Student: No thanks, I have a lot of studying to do.

2. Your host mother asks you if you are hungry, and you are not:
   - Host Mom: Would you like something else to eat?
   - Exchange Student: No, thank you. Dinner was delicious, but I am full.

3. A friend you met at school offers you some marijuana:
   - Friend: Do you want to go smoke some pot?
   - Exchange Student: No, I don’t want to.

4. Your friend’s older sibling tries to lead you away after school:
   - Friend’s sibling: Let’s go somewhere where we can be alone.
   - Exchange Student: No. My host mom will be here any minute to pick me up.
5. You go to your host grandparents’ house for dinner; they are serving steak and you are a vegetarian.
   - Host Grandfather: Would you like some steak?
   - Exchange Student: No, thank you; I don’t eat meat.

6. A person you met at school asks you to go to a school dance, but you have an AFS Orientation that day.
   - School Friend: Do you want to go to the dance with me?
   - Exchange Student: I’m sorry, I can’t. I have to attend an AFS event. But thank you for asking me.

7. You need to get home from a friend’s house by your curfew.
   - Friend: Come on; stay a little longer!
   - Exchange Student: No, my host parents are waiting for me.

8. Your friends are skipping the class before lunch in order to go get food.
   - Friend: Hey, do you want to skip class with us and go to McDonald’s?
   - Exchange Student: No, I can get in trouble with AFS for skipping school.

9. You are walking around with a group of friends when you meet your host brother, who has been at a party.
   - Host Brother: I am too drunk to drive. Will you drive me home?
   - Exchange Student: No, I don’t know how to drive a car.

Debrief
1. If you experience a situation that makes you uncomfortable, please talk to your host family or liaison about it.
2. Your host parents and Liaison can tell you if what you observed was acceptable behavior in this culture and explain why this is the case.
3. And remember, it is OK to say “No” politely, but directly in the U.S.
Activity (Methodology)
Emergency or Not? (Brainstorming, discussion)

When to do the exercise
8th

Time Needed: 30 Min
Materials: Scrap paper (optional), pens/pencils (optional), PowerPoint Slides 25-31 (optional)

Objectives
• To identify one or more challenges that they may face between now and Post-Arrival Orientation.
• To identify and record one or more coping strategies they can use to deal with anticipated challenges.
• To identify sources of support and contact information for help in difficult situations.

Introduction
1. In this activity, we have reviewed some of the laws that may impact you during your year here and we have practiced saying “No.”
2. The following are situations that students may notice or experience most immediately.
3. Discuss the situations and decide which category it fits into. The categories are:
   • Emergency: you need to contact someone outside of the family immediately. Who would you contact?
   • Concern: Make sure to discuss this with someone. Who would you discuss it with?
   • Not a problem: these situations happen sometimes as part of an exchange experience. Feel free to discuss with your host family and/or liaison.

Situations
1. The house my family lives in is dirty because there are clothes on the couch and they have a mouse trap in the kitchen. - Not a problem [SLIDE #25]
   • Standards of neatness vary among families and a mouse trap may be necessary to protect the well-being of family members.
   • It is not uncommon for older homes, especially those located in rural areas to have mouse traps.

2. My family provides ingredients (bread, cheese, meats etc.) so that I can make a sandwich for my school lunch. But I would rather buy a hot lunch. - Not a problem [SLIDE #26]
   • Host families are required to provide you with food for all of your meals, not money to purchase them, although they may choose to do so in some cases such as school lunches.
3. Church is a big part of my family’s life and they wish me to go with them every Sunday and attend the Youth Group that takes place every Wednesday evening. – Concern [SLIDE #27]
   • This could a reasonable request, depending on your religious background.
   • Participating in religious services can help you meet people and become a part of the community.
   • It’s very common for people to attend religious services for the social and community benefits as well.
   • If you are comfortable, please try to attend at least once.
   • If you are not comfortable doing so, talk to your host family and liaison about the situation.

4. My host family are “back to nature” people. They don’t have a TV or Wi-Fi in their house! There is only one computer and I have to ask to use it. - Not a problem [SLIDE #28]
   • If you do need access to the internet for schoolwork, talk to your host parents/liaison about how this can be arranged.

5. My family’s is having company over and I am being asked to share a bed with my host sibling of the same gender. – Concern [SLIDE #29]
   • Remind your family that the participation agreement that they signed requires them to provide a separate bed for you.
   • If this does not resolve the problem, then contact your liaison.

6. My host parents don’t understand how important my real family is to me. They restrict my communication with them. In my home country, I talked with my parents every day. I thought I could keep doing that by using my computer. - Not a problem [SLIDE #30]
   • Talk to your liaison about your feelings.
   • Talking to friends and family back home more often makes it harder to adjust to life in the US.

7. I need a ride to a friend’s house/school event. I told my host family one hour before I needed to leave, but they won’t take me. - Not a problem [SLIDE #31]
   • Due to the busy schedules of most host parents, you need to let them know when you will need a ride at least a day or two in advance, not 1-2 hours!
   • With your host family’s approval, try to arrange for a ride with a friend whenever possible and well in advance of any plans you may make.

Debrief
• It is important to remember that your host family is operating within their own cultural norms, values, attitudes and beliefs.
• The AFS motto “It’s not right or wrong, it’s just different.” can help you as adapt to your host family.
• If you are ever unsure about something or would like clarification/information, you can always contact your Liaison for support and guidance.
Activity (Methodology)
Introduction to “Participant and Host Family Questionnaire” (discussion, assigned task with HF)

When to do the exercise
8th

Time Needed: 20-30 Min
Materials: printed copies of “Participant & Host Family Questionnaire” (1 per student)

Objectives
• To create a positive and interactive environment in which to share expectations and consider whether they are realistic.

Introduction
1. The following activity will help you become aware of some of the ways you will adjust to your host family.
2. It will also help you become aware of your present habits with your family, and what you expect situations to be like with your host family.
3. Think about your roles and responsibilities back in your home country.
4. Some of you may have duties around the house, such as helping to prepare meals.
5. Others may have different responsibilities, such as studying hard and being a good student.
   • How might you handle the differences?
   • How many of you do any of the listed chores in your home countries?
   • Does anyone have any responsibilities other than those listed?
6. Many of the items on the Host Family Questionnaire are located “under the water” if we’re thinking about the iceberg.
7. Each family has its own “pattern” of habits and its own way of doing things.
8. The things you are expected to do in your home country will likely be different from your responsibilities here in the U.S.
9. It’s very common for U.S. teens to have weekly or daily responsibilities or “chores”. These chores often include:
   • Cleaning/tidying their bedroom
   • Making their bed before school
   • Helping to wash/dry the dishes after meals
   • Preparing their lunch for school
   • Taking out the garbage
10. Part of the purpose of the Participant & Host Family Questionnaire is to help you talk to your host family right away about what you can do to start becoming a helpful member of your host family as soon as possible.

11. When you arrive in your host family’s home, you will have many things to talk about and many questions to ask each other.

12. The Participant and Host Family Questionnaire has many basic questions that will help facilitate your integration into your family’s life.

13. Many of your host family’s habits and daily routines may be quite different from those in your home country.

14. Take this opportunity to discover and discuss personal and cultural differences and learn about one another and then try to agree on a workable answer to each question.

15. These are some of the first questions that that you should ask them:
   - What should I call you? (Mom/Dad or by first name etc.)
   - Are there any chores you expect me to do or share with my siblings? How often are the chores?
   - What things may I use around the house? What things am I not allowed to use?
   - Are there any areas of the home in which I am not allowed?
   - How should I leave the bathroom after I am finished (door open or closed, fan, lights, heater off/on etc.)?
   - What time should I wake up on school days? Will someone wake me up or is there an alarm clock I must set?
   - What time do you expect me to go to bed on school nights? On Friday and Saturday?
   - Should I take a shower or take a bath? How often? At what time? For how long?
   - What time is breakfast/lunch/dinner on weekdays? On the weekend?
   - What are the rules regarding internet usage? Should I ask first?

16. Here is the assignment for you and your host family:
   - Sit down and discuss the questionnaire sometime during your first two weeks with your host family.
   - Write down your host family’s answers to help you remember the host family rules.
   - Show your Liaison your completed Questionnaire when you meet with them.
   - Your Post-Arrival Orientation will make use of the answers from your questionnaire, so bring it with you.

17. Discussing these topics early will strengthen your relationship and help avoid some of the “little” misunderstands that can become bigger issues.
18. Reviewing this questionnaire immediately will make it easier to adapt to your new environment more quickly as well as reduce misunderstandings and uncomfortable feelings between you and your host family.

19. Be sure to observe how your host family does things.

20. Your host family may not be aware of the adjustments you are making because they are not aware of your culture and personal differences.

21. It is normal to make mistakes; if you think your host family is upset, here are some tips:
   - Try to find out why they are upset (What did they expect to happen?)
   - Observe their way of doing things; be open to trying a new way.
   - Apologize for the error. Saying “I am sorry” goes a long way.
   - Explain to your family the reason why you did something (ex: you didn’t know their expectations; you are accustomed to doing it differently. However, you will try to do it their way.)

Discussion: Asking Questions

1. Looking at the Questionnaire, are there any questions that might be uncomfortable to ask?

Activity: Asking Questions

1. Have volunteer(s) pretend to be the “Host Mother(s)”.
2. Have students choose a question they may feel uncomfortable about asking.
3. Taking turns, have students practice asking the question to the “Host Mother”.
4. Recommendation to volunteers: Try to answer the question(s) realistically and be sure to offer positive feedback/reassurance to students after they ask the uncomfortable question(s).

Debrief

1. Which questions were the most uncomfortable to ask?
2. How did you feel after you asked?
3. Are there any questions that you would feel more comfortable asking your host mother?
4. Are there any questions that you would feel more comfortable asking your host father?
5. Who else could you ask if you feel uncomfortable/embarrassed? (host sibling, liaison, etc.)
Activity (Methodology)
Feedback & Evaluation (Assessment)

When to do the exercise
9th

<table>
<thead>
<tr>
<th>Time Needed: 5-10 Min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials: Printed Evaluation forms (optional), URL for Evaluation, PowerPoint Slide 32 (optional)</td>
</tr>
</tbody>
</table>

Objectives
- Evaluate the effectiveness of the Arrival Orientation content and activities.
- Complete the evaluation of the Arrival Orientation.

Variations [SLIDE #32]
The evaluation form can be given out to each student in printed form, with Volunteers collecting them and entering the data into the online survey. Alternately, the URL link can be shared, and students can complete the evaluation online. [http://bit.ly/AO-NH18](http://bit.ly/AO-NH18)

Follow-up
1. Distribute the URL and/or printed Evaluation Form to everyone.
2. If using printed forms, collect when all are finished.
Arrival Orientation Facilitator Guide

Student Evaluation of Arrival Orientation

Date of Arrival Orientation (MM/DD/YYYY): ____________________________________________

Home Country: __________________________________________________________________________

Name of Area Team in USA: __________________________________________________________________________

Please answer each question by circling the word.

Please rate the Arrival Orientation.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
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Specific comments: _____________________________________________________________________________

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

1. Helpful

<table>
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<tr>
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<th>Average</th>
<th>Good</th>
<th>Excellent</th>
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Comments: __________________________________________________________________________________

2. Welcoming

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Comments: __________________________________________________________________________________

3. Interactive

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<th>Average</th>
<th>Good</th>
<th>Excellent</th>
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Comments: __________________________________________________________________________________

4. Organized

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Comments: __________________________________________________________________________________

5. Supportive

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<th>Fair</th>
<th>Average</th>
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<th>Excellent</th>
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Comments: __________________________________________________________________________________

Please rate each activity.

1. Ice-breaker “I am…”

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<tr>
<th>Poor</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
<th>Didn’t do it</th>
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</table>

Comments: __________________________________________________________________________________
Arrival Orientation Facilitator Guide

2. Agree or Disagree?

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<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
<th>Didn’t do it</th>
</tr>
</thead>
</table>

Comments: ____________________________________________________________

3. Ambassadorship & Adaptation

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
<th>Didn’t do it</th>
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Comments: ____________________________________________________________

4. Expectations & Goals

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<tr>
<th>Poor</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
<th>Didn’t do it</th>
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Comments: ____________________________________________________________

5. Safety Quiz

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<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
<th>Didn’t do it</th>
</tr>
</thead>
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Comments: ____________________________________________________________

6. How to say “No”

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<th>Average</th>
<th>Good</th>
<th>Excellent</th>
<th>Didn’t do it</th>
</tr>
</thead>
</table>

Comments: ____________________________________________________________

7. Emergency or Not?

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<tr>
<th>Poor</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
<th>Didn’t do it</th>
</tr>
</thead>
</table>

Comments: ____________________________________________________________

8. Introduction to the "Participant and Host Family Questionnaire"

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<tr>
<th>Poor</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
<th>Didn’t do it</th>
</tr>
</thead>
</table>

Comments: ____________________________________________________________

What was the most helpful thing that you learned?

______________________________________________________________________

What was the best activity and why?

______________________________________________________________________
AFS Participant and Host Family Questionnaire

When you arrive in your host family's home, you will have many things to talk about and many questions to ask each other. The following are some questions to help facilitate your integration into your host family's life and better understand their expectations of you.

Family and Relationships

1. What should I call you? (Mom/Dad, first names etc.) ____________________________

2. If applicable, what is the desired relationship with host sibling(s)? (ex: to teach each other's languages, to be good friends, to do activities together, to study together, etc.) ____________________________________________________________________

3. What is an appropriate way to show appreciation? (ex: say Thank-you, carry the groceries, help clean the house, hug, give gifts, help with meals, spend time together, etc.) ____________________________________________________________________

4. To host parents, what does a “closed” bedroom door mean? (circle which)
   - Accessible = open to interaction with host family
   - Desire for privacy = would like to be alone to study, rest, etc.

5. To host parents, what does an “open” bedroom door mean? (circle which)
   - Accessible = open to interaction with host family
   - Desire for privacy = would like to be alone to study, rest, etc.

6. When students are in their room, should their door stay open or be closed (if not sleeping or getting dressed)? __________________________________________________

7. What are the family rules about digital devices and internet usage? (ex: phones must be given to parents at certain time, no use during meals, no Wi-Fi after certain time, etc.) ____________________________________________________________________

8. How much time are students expected to spend with the family, together in the same area/room? (mark the line)

   Very little  Sometimes  Often
   (Just meals)  (meals and after school)  (meals, free time, weekends)

9. What are your expectations for family interactions? (ex: have conversations, watch TV/movies together, play sports/do activities together, go to religious services together, go shopping together etc.) ____________________________________________________________________

10. How often do you communicate as a family? (ex: Throughout the day, mostly during meals, when we are not busy, on the weekends, while watching TV etc.) _______________

11. How does your family usually communicate? (ex: verbally, through texting, telling jokes, discussion on current events, talking about school, non-verbal such as hugging, debating, sarcasm, story-telling etc.) ____________________________________________________________________

12. Does the family share certain activities in which I will also be expected to participate? (ex: sports games, community events etc.) ____________________________________________________________________

13. Does the family attend religious services? If so, may I attend them as well? ___________
14. For students who attend religious services different from the family, is it possible to attend them locally? How is transportation handled?

15. Are there any other household rules that have not covered? (ex: being on time, cleanliness, etc.)

**Around the Home**

16. What chores am I expected to do every day? (ex: tidying my bedroom, make my bed, feed the dog, etc.)

17. Are there any chores that I will share with my siblings? (ex: set/clear the table, wash dishes, take out the garbage, vacuum etc.)

18. What appliances may I use around the house? (ex: stove/oven, microwave, computer, washing machine, TV etc.)

19. May I personalize my room by moving the furniture, putting up pictures, etc.? (circle) Y/N
   - If yes, what should I use to place items on the walls?

20. Where should I study? (ex: in my room, in the living room, in the dining room etc.)

21. Are there any areas of the home in which I am not allowed? (ex: master bedroom, basement, attic, etc.)

22. How should I leave the bathroom after I am finished (door open or closed, fan, lights, heater off/on etc.)?

23. May I take a **bath** OR **shower**? **When** (AM/PM) and **for how long**?

   - Where should I put my towel, toothbrush, shampoo etc. after I use them?

24. For girls, how/where do I dispose of sanitary napkins and tampons?

25. Which personal toiletries are shared by the family? Which should I buy for myself?

26. At what time/s do family members wake up (weekdays/weekends)?

27. At what time should I wake up (weekdays/weekends)?

28. Will someone wake me up or is there an alarm clock I must set?

29. At what time do you expect me to go to bed (weekdays/weekends)?
### Task 30: What time and for how long may I:

<table>
<thead>
<tr>
<th>Activity</th>
<th>At What Time</th>
<th>For how long</th>
<th>Where (in what room)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch TV/movies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do homework/study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to music</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use the computer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Task 31: What are typical meal times (weekdays/weekends)?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>Lunch</td>
<td>Dinner</td>
</tr>
</tbody>
</table>

### Task 32: May I help myself to food from the refrigerator/cupboard between meals? (circle) Y/N
- If yes, what food may I eat as a snack? ____________________________________________________________________________

### Task 33: May I eat food outside of the kitchen? (circle) Y/N
- If yes, in which rooms? __________________________________________________________________________________________

### Task 34: What will be my school lunch? (circle which)
- A packed lunch from home *(prepared by whom? ____________________________)*
- Lunch from the school cafeteria *(lunch money provided by host family)* __________

### Task 35: How much time am I allowed to spend online [chatting, social media etc.] per day? *(ex: a few hours after school, all day, only in the evenings etc.)* __________________________________________________________________________

### Task 36: What are the rules regarding internet usage. Should I ask first? __________________________________________________________________________

### Task 37: What should I know about internet safety, protecting my privacy and that of the family? __________________________________________________________________________

### Task 38: May I invite classmates or friends to come over to the house? __________________________________________________________________________
- If yes, at what time/s and under what conditions? *(ex: only same gender friends, only when siblings or parents are home, only on weekdays, only until dinner time etc.)* __________________________________________________________________________

### Task 39: What are the rules about spending time with friends/classmates who are the opposite gender? *(ex: only with mixed/large groups, not allowed in the home, not alone together, can meet socially, can study together etc.)* __________________________________________________________________________

### Task 40: May I go out with friends at night during the week or on weekends? (circle) Y/N
- If yes, what time is the curfew [the time should I return home] on weekdays/weekend? __________________________________________________________________________

---

### Transportation

### Task 41: How far is the school from home? ____________________________
### Public transportation

<table>
<thead>
<tr>
<th>Method (ex: train, bus):</th>
<th>Cost <em>(provided by host family)</em>:</th>
<th>Stop/Station Location:</th>
<th>Time of Departure:</th>
<th>Time of Return:</th>
<th>Duration of Trip:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>By Car</th>
<th>Other <em>(ex: walking, by bicycle, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Driver(s):</td>
<td>Route:</td>
</tr>
<tr>
<td>Time of Departure:</td>
<td>Time of Return:</td>
</tr>
<tr>
<td>Duration of Trip:</td>
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</table>

### Other

<table>
<thead>
<tr>
<th>Route:</th>
<th>Duration of Trip:</th>
</tr>
</thead>
</table>

---

42. How will I get to and from school? (indicate which)

<table>
<thead>
<tr>
<th>Public transportation Method (ex: train, bus):</th>
<th>By Car Name of Driver(s):</th>
<th>Other (ex: walking, by bicycle, etc.) Route:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost <em>(provided by host family)</em>:</td>
<td>Stop/Station Location:</td>
<td>Time of Departure:</td>
</tr>
<tr>
<td>Time of Return:</td>
<td>Duration of Trip:</td>
<td></td>
</tr>
</tbody>
</table>

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43. How difficult is it to get around the community by myself (by walking or biking)?

---

44. Is there a bicycle that I may borrow? 

- **If yes**, under what condition? *(ex: must wear helmet, carry lock and bike chain, ask permission first, ride on sidewalk etc.)*

---

45. Is there public transportation that I may use? *(ex: bus, train, subway etc.)* (circle) 

- **If Yes**, what are the restrictions?

---

46. Who will be able to give me a ride to/from after-school activities? 

- **If yes**, how much advanced notice is needed? *(ex: a few days, a week, a few hours etc.)*

---

47. What are the family expectations about providing transportation? 

---

48. What are the rules or restrictions for me to arrange for friends to give me a ride? *(ex: only friends approved first by parents, only friends with “Full Privilege” license, only friends over 17 or 18, only host siblings etc.)*

---

### In the Community

49. Is there anything I should know about safety in certain parts of town? 

50. What are the guidelines about where it is safe/unsafe to walk during the day, after dark? 

51. What do we do in the event of a fire or other emergency? 

52. What are the telephone numbers of related emergency services? *in USA, it’s 911*

53. Where is the nearest hospital or clinic? 

54. How do you secure the home? Lock the doors and windows? 
55. How do I keep my belongings safe such as passport, money, and camera? __________

56. If home alone, how should I answer the phone or someone at to the door? __________
57. What do I need to know about traffic and pedestrian safety? ________________
58. What do I do if I get lost in town? ______________________________________
59. What do I do if I don’t have a key and nobody is home? ___________________
60. Is there anything I should know about the high school culture, school rules, peer
relations, social tensions? ________________________________________________
61. Are there activities, people, places I should avoid? What should I find out about a
party, concert etc. before deciding to go? ___________________________________

Money Matters
62. How much money might I need for personal purchases? (ex: jeans/clothing, snack
foods, movie tickets, fast food, electronics etc.) _______________________________
63. What kind of expenses will I need to pay for myself? ________________________
64. Where is the nearest ATM or bank? _______________________________________

Budget Sheet for AFS Participants
Your host family has volunteered to support you throughout the year with food, housing
and school transportation as a minimum. Expenses beyond that are optional and depend
somewhat on the relationship you develop. It is generally helpful to discuss what you have
available to spend on a monthly basis as part of the budget discussion.

To help budget your personal spending money, please consider which of the following
optional items you would like to purchase yourself and plan accordingly. Sometimes local
AFS Volunteers have funds available to help cover the cost of such items. Find out if your
local AFS Volunteers have funds available to help you cover these costs and make a note
of this here.

<table>
<thead>
<tr>
<th></th>
<th>Amount needed</th>
<th>Do I want to purchase?</th>
<th>How covered?</th>
</tr>
</thead>
<tbody>
<tr>
<td>School yearbook</td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class photos</td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class ring</td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School trips</td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation expenses</td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prom expenses</td>
<td>$</td>
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</table>
Arrival Orientation Facilitator Guide

AFS Contact Sheet & Local Orientation Schedule

Student’s name: ________________________________________________________________

Host Family’s name: ___________________________________________________________

Host family’s mobile phone #: _________________________________________________

Host family’s email: ___________________________________________________________

Host Family’s address: _________________________________________________________

Liaison’s name: ______________________________________________________________

Liaison’s mobile phone #: _____________________________________________________

Liaison’s email: ______________________________________________________________

AFS-USA Participant Support Dept phone # [Mon-Fri 09-18]: 800-237-4636, option 9

AFS-USA Duty Officer phone # [Night/Weekend]: 800-237-4636, option 9

Post-Arrival Orientation
Date: __________________________________________________________
Place: __________________________________________________________
AFS contact and phone number: ________________________________

Mid-Stay Orientation
Date: __________________________________________________________
Place: __________________________________________________________
AFS contact and phone number: ________________________________

Pre-Return Orientation
Date: __________________________________________________________
Place: __________________________________________________________
AFS contact and phone number: ________________________________

End-of-Stay Orientation
Date: __June 24/25, 2019__
Place: __________________________________________________________
AFS contact and phone number: ________________________________
The First Days

Your first days will be filled with activity. The following are some suggestions of things to do and what you can expect:

1. **Contact your natural parents**: Let them know that you arrived safely.

2. **Register for school**: Ask your family when you should register. Prepare for registration by asking your host brothers and sisters about the classes and if they recommend any teachers. Refer to school questionnaire.

3. **Get to know your neighborhood**: Ask your parents to show you around. Find out where the following places are: the post office, the library, the downtown area, the pharmacy, and other places you would like to see. Your family may already have some neighborhood trips planned!

4. **Write down your host family’s work and mobile phone numbers in case of an emergency**: It’s a good idea to write their name and address on a card, with their telephone numbers, and keep it with you.

5. **Sleep**: You have heard this before: you may be tired but keep on going because everything is new and exciting. However, because everything is so new and exciting, you may need more sleep. Speaking English all day, every day, will be tiring. Your family will understand if you sleep a lot.

6. **Keep a diary or journal**: Write down your observations. It will help you understand your new surroundings. Years later you’ll enjoy reading your observations.

7. **Set small goals**: You may have “language fatigue” (when someone is tired of speaking a new language) or you may be lonely for your family and friends. If you set a daily “small” goal to achieve, you can feel good about accomplishing it.

8. **Complete the “Participant & Host Family Questionnaire” with your host family**: Your host family should also have a copy in their host family handbook. If they haven’t talked to you about it yet, ask them about it.

9. **Think positively about your experiences**: Everything you see that is different is a chance for you to learn a little more about the U.S., about your home country, and about yourself.
Keys to a Successful Year

- **Always say “Please” and “Thank You”:** Politeness and manners is highly valued in U.S. culture. These words are VERY IMPORTANT, and it might take some practice to know when to say them.

- **Do your homework:** To get passing grades (A, B, C, D) in U.S. high schools, it is necessary to do homework every night. In almost all schools and classes, homework counts toward your final grade. Failing grades (F) in school can put your program participation in jeopardy. Doing your homework every day and on time is an easy way to maintain a passing grade.

- **Ask for help and talk about conflicts:** If you are confused about something or have any misunderstandings, it is better to admit that you are confused instead of pretending that everything is fine or you understand.

- **Say “I’m sorry.”:** In the U.S., admitting that you made a mistake is a sign of maturity, respect and responsibility. An apology – saying “I’m sorry” after an argument or misunderstanding can resolve many situations.

- **Learn the language by using it:** Speaking English is your key to getting involved in your new culture, host community, and host family. Even if you don’t speak English perfectly, your attempts to speak English will be appreciated. Don’t worry about making mistakes, your host family and liaison is there to help you and assist you. Practice saying the same thing in many ways. Changing the words that you use (rephrasing) can help people to understand.

- **Be aware:** Listen to and observe those around you. Look for non-verbal cues (ex: body language, gestures, facial expressions, etc.), which can help you to understand more about people and culture in the U.S.

- **Suspend judgment:** It is natural to think about something as “good” or “bad”. But, judging and labeling everything that you see or experience as “good” or “bad” gets in the way of learning and trying new things. Try to understand and accept the situation before judging. Try to see things from different perspectives. Remember, “It’s not good or bad, it’s different.”
• **Find ways to relax**: It is important to remember that anxiety and stress is natural and normal. Speaking another language and living in another country can be stressful. Taking a little time to rest can help you keep a sense of humor about your mistakes and experiences. Share with your host family about your favorite ways to relax and bond with others; find out if you can do these activities in your host community as well.

• **Become involved and stay engaged**: Show your interest in the people and culture by participating in daily life. Look for opportunities to share about yourself, your culture and your home country with your host family. Try new foods; join the drama club or a sport team; attend community events or religious services, etc. Involving yourself in these kinds of activities will help you learn about yourself and others.
Questions for your Guidance Counselor/School Advisor

- Remember, school will be a major part of your life in the U.S.
- AFS places great importance on active school participation.
- It should be the focal point of your year and you are expected to attend school every day and complete the assigned coursework, including all homework, tests, presentations and projects.
- Expect there to be many differences between your school at home and school in the U.S.
- There is more detailed information on typical school life in the "Welcome to the USA" Booklet that you received before coming to the U.S.
- Being aware of what to expect can help you to adapt more easily to school and life in the U.S.
- When you register for classes, you should talk to a School Counselor or "Guidance Counselor".
  - This person helps you select classes that are required and appropriate for your academic level, as well as "electives" (classes that you choose, are not required for everyone).
  - This person can also answer other questions.
  - Remember, this person helps many, if not all, the students at your school.
  - Their time is limited, and they are often busy.
  - Always make an appointment before meeting with them and be respectful of their time and authority.
- You should talk with your host parent(s) and the Guidance Counselor/School Counselor if you have questions about school, academic expectations and worries you might have about schoolwork.
- AFS has some general criteria for selecting classes with your Guidance Counselor. To be allowed to enroll in school, you must bring and show them:
  - Your Health Addendum showing what immunizations you have had.
  - Your student transcript showing courses you have taken, your scholastic performance and English ability.
• In terms of what classes to take, AFS has some general requirements and recommendations:
  
  o As a cultural learning experience, it is important to take English class.
    
    *Usually required, English class focuses on reading and studying literature. American Literature is recommended.*
  
  o Many states require courses in the "core" areas of science, mathematics and social studies
    
    *US History is required of all students to graduate, as it provides important citizenship information, and for AFS students is the best academic class for understanding US cultural development*
  
  o Specific subjects you need to take for credit back home
  
  o Classes that interest you
  
  o Experiential classes that encourage in-class interaction with classmates (ex: Art, Music, PE, Drama)
  
  o Elective classes (ex: chorus, woodworking, foreign languages)
AFS Chain of Communication (Full-page diagram on following page)

- The “AFS Chain of Communication” is a visual reminder and useful tool for both students and host families.
- It is recommended to give each student a printed copy.
- Students can fill in the name and contact info for each person on the Chain within the designated spots on the Chain.
- It is recommended that students and host families keep a copy as a resource and to remind them of the importance of pro-actively seeking initial support locally.

![AFS Chain of Communication Diagram](image-url)
AFS-USA CHAIN OF COMMUNICATION

Student in USA

- Host Family
- Liaison
- Local Volunteer Support Coordinator
- Local Support (or Associate Support) Coordinator
- AFS Participant Support Staff
  - Mon-Fri 9:00am-6:00pm Eastern Time (212-299-9000)

In USA

- AFS Participant Support Staff
  - Mon-Fri 9:00am-6:00pm Eastern Time (212-299-9000)

In Home Country

- AFS Partner Staff (AFS Duty Officer)

In Home Country

- Local Volunteer Structure (varies by country)

YES & CBYX students*
In Home Country: Partner Staff

EMERGENCIES ONLY: FOR STUDENTS

If students cannot call anyone on this list first AND/OR it is at night/on the weekend, then call the AFS-USA Duty Officer.
(800-237-4636, option 9)
AFS Learning Goals

Increased cultural competence is the stepping stone for a global tomorrow and a diverse today. In support of this mission, AFS International has created 16 Educational Goals, each focused on different aspects of personal, interpersonal and community development. These goals serve as the backbone for AFS exchange programs and help participants develop the knowledge and skills that are necessary to succeed in an increasingly globalized workforce.

I. PERSONAL Realm: Personal values and skills

As a result of their experiences, participants learn to turn difficult situations into valuable opportunities for personal growth. They are challenged to reassess their values, stretch their capacities and practice new life skills while gaining awareness of previously hidden aspects of their own personalities.

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

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

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

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

5. Defining self in terms of ideals and values
   - To develop personal goals in terms of academic knowledge and skills, character building, family interaction, etc.
   - To define and value themselves in terms of ideals and goals rather than material worth and to resist peer pressure that belittles the value of other individuals or groups.

II. INTERPERSONAL REALM: Interpersonal relationship building

AFS participants become fully involved in daily living and working arrangements with a variety of people in the new environment. These skills are transferable to many other settings during the participant’s lifetime.
1. **Empathy**
   - To listen and be mindful of the needs of other people and to use different perspectives in approaching problems and everyday situations.
   - To have a deeper concern for and sensitivity to others, and to expand their capacity to perceive and respond to the values, feelings and realities of others.
   - To be able to manage disagreements with others effectively and respectfully.

2. **Flexibility and social skills**
   - To be comfortable handling a wide range of social situations and to adapt to new environments by applying appropriate behaviors in diverse contexts.
   - To enjoy themselves in the company of others and to be less preoccupied with their own needs or how others view them.
   - To adjust to changing social circumstances and show greater flexibility in adjusting to new people, social situations and cultural norms.

3. **Communication skills**
   - To develop skills in listening actively and thoughtfully and to respond with respect for the other person.
   - To express themselves easily both verbally and non-verbally.
   - To converse actively with a wide range of people.
   - To speak with confidence in front of large groups.

4. **Commitment to others and contributing to the group**
   - To engage with others in a spirit of cooperation, with respect and appreciation for their goals and decisions.
   - To contribute actively and positively in school, community and family life.
   - To be worthy of and to inspire trust.

III. **(INTER)CULTURAL REALM: Intercultural knowledge and sensitivity**

The AFS exchange experience deepens participants’ insights into their home culture as well as their knowledge of their host (or visiting) cultures—both strengths and weaknesses—from the perspective of an outsider.

1. **Building intercultural friendships**
   - To interact with people and communities that are different from their own and to develop and maintain meaningful and long-term relationships across cultures and backgrounds.
   - To actively seek out and form new relationships with people from different cultures or backgrounds.

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

3. Foreign language skills and non-verbal communication
• To communicate effectively in multicultural environments: to speak, read and write in the
language of the host culture and come to understand its jokes and humor, and to recognize, use
and react appropriately to non-verbal signals of the host country.
• To appreciate the value of learning and using other languages.

4. Intercultural effectiveness
• To recognize cultural differences and to adapt their behavior and perception according to the
cultural context.
• To appreciate diversity and display tolerance and respect for people with diverse backgrounds,
attitudes, opinions, lifestyles and values.
• To reduce intercultural anxiety concerning exposure to new people, social situations and
cultural norms.

IV. GLOBAL REALM: Global issues awareness
AFS participants become able to empathize with their hosts’ perspective on some of these problems, and
thus able to appreciate that workable solutions must be culturally sensitive, not merely chronologically feasible.

1. Global concern: interest in and concern about world affairs and awareness of the impact of one’s choices on others
• To develop an increased curiosity and concern about world affairs, and to develop a sustained
commitment to obtaining information from many sources and seeking out perspectives from
other cultures in understanding world situations and problems.
• To have an increasing knowledge of a range of world issues that affect people and divide us, such as
human rights, environmental issues and poverty.

2. Global understanding: appreciation of cultural interdependence
• To understand the interdependence of the global community and have an increased awareness
of the larger impact that their personal choices and actions have in other parts of the world.
• To gain competence in understanding the causes of conflict between cultures.

3. Commitment to contributing to the world community
• To be willing and ready to work with others to help build peace, improve world conditions and
commit to actions that will bring about a just and peaceful world.
• To engage in voluntary service toward the improvement of the local and global communities.
Arrival Orientation Facilitator Guide

AFS Learning Goals Pyramid

- **Global**: Commitment to contributing to the world
- **Cultural**: Intercultural effectiveness
- **Interpersonal**: Commitment to others and the group
- **Personal**: Defining self
AFS-USA Mission

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

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