



# Additional Activities Booklet

## Introduction

- The purpose of this supplemental booklet is to offer a range of additional or alternative activities to AFS students, host parents and host siblings.
- These activities can also be used as team-building and intercultural learning-focused activities for AFS volunteers.
- The printing and usage of this booklet, including all activities, is completely optional.
- Activities can also be adjusted to the preferences, needs and available materials of the audience as well as the facilitator.
- The ICL (Intercultural Learning) Dept. of AFS-USA welcomes any/all ideas and submissions of activities from volunteers and educators for inclusion in future editions of this booklet.

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## Video Resources

There is a wide variety of TED Talks on various topics such as multiculturalism, activism, civic engagement and global citizenship. TED Talks can be used in activities in relation to the topics/learning objectives. TED Talks can also be viewed, and the topics/themes discussed as a group.

### Effective Communication

- **5 ways to listen better** [https://www.ted.com/talks/julian\\_treasure\\_5\\_ways\\_to\\_listen\\_better](https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better)
- **How to speak so that people want to listen**  
[https://www.ted.com/talks/julian\\_treasure\\_how\\_to\\_speak\\_so\\_that\\_people\\_want\\_to\\_listen](https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen)
- **3 ways to speak English** [https://www.ted.com/talks/jamila\\_lyiscott\\_3\\_ways\\_to\\_speak\\_english](https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english)
- **A word game to communication in any language**  
[https://www.ted.com/talks/ajit\\_narayanan\\_a\\_word\\_game\\_to\\_communicate\\_in\\_any\\_language](https://www.ted.com/talks/ajit_narayanan_a_word_game_to_communicate_in_any_language)
- **Learn to read Chinese... with ease!**  
[https://www.ted.com/talks/shaolan\\_learn\\_to\\_read\\_chinese\\_with\\_ease](https://www.ted.com/talks/shaolan_learn_to_read_chinese_with_ease)
- **The walk from “no” to “yes”** [https://www.ted.com/talks/william\\_ury](https://www.ted.com/talks/william_ury)

### Global Citizenship and Activism

- **Being young and making an impact**  
[https://www.ted.com/talks/natalie\\_warne\\_being\\_young\\_and\\_making\\_an\\_impact](https://www.ted.com/talks/natalie_warne_being_young_and_making_an_impact)
- **Kids, take charge** [https://www.ted.com/talks/kiran\\_bir\\_sethi\\_teaches\\_kids\\_to\\_take\\_charge](https://www.ted.com/talks/kiran_bir_sethi_teaches_kids_to_take_charge)
- **Listening to global voices** [https://www.ted.com/talks/ethan\\_zuckerman](https://www.ted.com/talks/ethan_zuckerman)
- **Where is home** [https://www.ted.com/talks/pico\\_ayer\\_where\\_is\\_home](https://www.ted.com/talks/pico_ayer_where_is_home)
- **Nationalism vs. globalism**  
[https://www.ted.com/talks/wanis\\_kabbaj\\_how\\_nationalism\\_and\\_globalism\\_can\\_coexist](https://www.ted.com/talks/wanis_kabbaj_how_nationalism_and_globalism_can_coexist)
- **Activism needs introverts** [https://www.ted.com/talks/sarah\\_corbett\\_activism\\_needs\\_introverts](https://www.ted.com/talks/sarah_corbett_activism_needs_introverts)
- **What does it mean to be a citizen of the world**  
[https://www.ted.com/talks/hugh\\_evans\\_what\\_does\\_it\\_mean\\_to\\_be\\_a\\_citizen\\_of\\_the\\_world](https://www.ted.com/talks/hugh_evans_what_does_it_mean_to_be_a_citizen_of_the_world)
- **A realistic vision for world peace**  
[https://www.ted.com/talks/jody\\_williams\\_a\\_realistic\\_vision\\_for\\_world\\_peace](https://www.ted.com/talks/jody_williams_a_realistic_vision_for_world_peace)
- **Don't ask me where I'm from, ask me where I am a local**  
[https://www.ted.com/talks/taiye\\_selasi\\_don\\_t\\_ask\\_where\\_i\\_m\\_from\\_ask\\_where\\_i\\_m\\_a\\_local](https://www.ted.com/talks/taiye_selasi_don_t_ask_where_i_m_from_ask_where_i_m_a_local)
- **Making sense of maps** [https://www.ted.com/talks/aris\\_venetikidis\\_making\\_sense\\_of\\_maps](https://www.ted.com/talks/aris_venetikidis_making_sense_of_maps)

- **Globalizing the local, localizing the global**  
[https://www.ted.com/talks/sheikha\\_al\\_mayassa\\_globalizing\\_the\\_local\\_localizing\\_the\\_global](https://www.ted.com/talks/sheikha_al_mayassa_globalizing_the_local_localizing_the_global)
- **Embracing otherness, embracing myself**  
[https://www.ted.com/talks/thandie\\_newton\\_embracing\\_otherness\\_embracing\\_myself](https://www.ted.com/talks/thandie_newton_embracing_otherness_embracing_myself)
- **Don't insist on English**  
[https://www.ted.com/talks/patricia\\_ryan\\_ideas\\_in\\_all\\_languages\\_not\\_just\\_english](https://www.ted.com/talks/patricia_ryan_ideas_in_all_languages_not_just_english)
- **The Happy Planet Index** [https://www.ted.com/talks/nic\\_marks\\_the\\_happy\\_planet\\_index](https://www.ted.com/talks/nic_marks_the_happy_planet_index)
- **Why nations should pursue "soft power"** [https://www.ted.com/talks/shashi\\_tharoor](https://www.ted.com/talks/shashi_tharoor)

## Relationships and Storytelling

- **How photography connects us**  
[https://www.ted.com/talks/david\\_griffin\\_on\\_how\\_photography\\_connects](https://www.ted.com/talks/david_griffin_on_how_photography_connects)
- **Everyone around you has a story the world needs to hear**  
[https://www.ted.com/talks/dave\\_isay\\_everyone\\_around\\_you\\_has\\_a\\_story\\_the\\_world\\_needs\\_to\\_hear](https://www.ted.com/talks/dave_isay_everyone_around_you_has_a_story_the_world_needs_to_hear)
- **Why you should talk to strangers**  
[https://www.ted.com/talks/kio\\_stark\\_why\\_you\\_should\\_talk\\_to\\_strangers](https://www.ted.com/talks/kio_stark_why_you_should_talk_to_strangers)
- **Why I keep speaking up even when people mock my accent**  
[https://www.ted.com/talks/safwat\\_saleem\\_why\\_i\\_keep\\_speaking\\_up\\_even\\_when\\_people\\_mock\\_my\\_accent](https://www.ted.com/talks/safwat_saleem_why_i_keep_speaking_up_even_when_people_mock_my_accent)
- **A radical experiment in empathy**  
[https://www.ted.com/talks/sam\\_richards\\_a\\_radical\\_experiment\\_in\\_empathy](https://www.ted.com/talks/sam_richards_a_radical_experiment_in_empathy)
- **Expanding your circle of compassion** [https://www.ted.com/talks/robert\\_thurman\\_on\\_compassion](https://www.ted.com/talks/robert_thurman_on_compassion)
- **We are the stories we tell ourselves**  
[https://www.ted.com/talks/shekhar\\_kapur\\_we\\_are\\_the\\_stories\\_we\\_tell\\_ourselves](https://www.ted.com/talks/shekhar_kapur_we_are_the_stories_we_tell_ourselves)
- **Photographing the hidden story**  
[https://www.ted.com/talks/ryan\\_lobo\\_through\\_the\\_lens\\_of\\_compassion](https://www.ted.com/talks/ryan_lobo_through_the_lens_of_compassion)
- **Ways of seeing** [https://www.ted.com/talks/rob\\_forbes\\_on\\_ways\\_of\\_seeing](https://www.ted.com/talks/rob_forbes_on_ways_of_seeing)
- **Lose your ego, find your compassion** [https://www.ted.com/talks/imam\\_feisal\\_abdul\\_rauf](https://www.ted.com/talks/imam_feisal_abdul_rauf)
- **Compassion at the dinner table** [https://www.ted.com/talks/james\\_forbes](https://www.ted.com/talks/james_forbes)

## Culture-Specific

- **East vs. West – the myths that mystify** [https://www.ted.com/talks/devdutt\\_pattanaik](https://www.ted.com/talks/devdutt_pattanaik)
- **The rise of cricket, the rise of India**  
[https://www.ted.com/talks/harsha bhogle the rise of cricket the rise of india](https://www.ted.com/talks/harsha_bhogle_the_rise_of_cricket_the_rise_of_india)
- **Superheroes inspired by Islam**  
[https://www.ted.com/talks/naif\\_al\\_mutawa\\_superheroes\\_inspired\\_by\\_islam](https://www.ted.com/talks/naif_al_mutawa_superheroes_inspired_by_islam)
- **Hypnotic South Asian improv music** [https://www.ted.com/talks/vishal void s hypnotic song](https://www.ted.com/talks/vishal_void_s_hypnotic_song)
- **How to overcome our biases? Walk boldly to them**  
[https://www.ted.com/talks/verna\\_myers\\_how\\_to\\_overcome\\_our\\_biases\\_walk\\_boldly\\_toward\\_them](https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them)
- **What does my headscarf mean to you?**  
[https://www.ted.com/talks/yassmin\\_abdel\\_magied\\_what\\_does\\_my\\_headscarf\\_mean\\_to\\_you](https://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you)
- **The beauty and diversity of Muslim life**  
[https://www.ted.com/talks/bassam\\_tariq\\_the\\_beauty\\_and\\_diversity\\_of\\_muslim\\_life](https://www.ted.com/talks/bassam_tariq_the_beauty_and_diversity_of_muslim_life)
- **See Yemen through my eyes**  
[https://www.ted.com/talks/nadia\\_al\\_sakkaf\\_see\\_yemen\\_through\\_my\\_eyes](https://www.ted.com/talks/nadia_al_sakkaf_see_yemen_through_my_eyes)
- **Faith vs. tradition in Islam**  
[https://www.ted.com/talks/mustafa\\_akyol\\_faith\\_versus\\_tradition\\_in\\_islam](https://www.ted.com/talks/mustafa_akyol_faith_versus_tradition_in_islam)
- **The world's English mania** [https://www.ted.com/talks/jay\\_walker\\_on\\_the\\_world\\_s\\_english\\_mania](https://www.ted.com/talks/jay_walker_on_the_world_s_english_mania)

## Personal Development

- **All it takes is 10 mindful minutes**  
[https://www.ted.com/talks/andy\\_puddicombe\\_all\\_it\\_takes\\_is\\_10\\_mindful\\_minutes](https://www.ted.com/talks/andy_puddicombe_all_it_takes_is_10_mindful_minutes)
- **The psychology of your future self** [https://www.ted.com/talks/dan\\_gilbert\\_you\\_are\\_always\\_changing](https://www.ted.com/talks/dan_gilbert_you_are_always_changing)
- **How to speak up for yourself**  
[https://www.ted.com/talks/adam\\_galinsky\\_how\\_to\\_speak\\_up\\_for\\_yourself](https://www.ted.com/talks/adam_galinsky_how_to_speak_up_for_yourself)
- **There's more to life than being happy**  
[https://www.ted.com/talks/emily\\_esfahani\\_smith\\_there\\_s\\_more\\_to\\_life\\_than\\_being\\_happy](https://www.ted.com/talks/emily_esfahani_smith_there_s_more_to_life_than_being_happy)
- **Get comfortable with being uncomfortable**  
[https://www.ted.com/talks/luvvie\\_ajayi\\_get\\_comfortable\\_with\\_being\\_uncomfortable](https://www.ted.com/talks/luvvie_ajayi_get_comfortable_with_being_uncomfortable)
- **The danger of hiding who you are**  
[https://www.ted.com/talks/morgana\\_bailey\\_the\\_danger\\_of\\_hiding\\_who\\_you\\_are](https://www.ted.com/talks/morgana_bailey_the_danger_of_hiding_who_you_are)

- ***The courage to tell a hidden story***  
[https://www.ted.com/talks/eman\\_mohammed\\_the\\_courage\\_to\\_tell\\_a\\_hidden\\_story](https://www.ted.com/talks/eman_mohammed_the_courage_to_tell_a_hidden_story)
- ***How to make stress your friend***  
[https://www.ted.com/talks/kelly\\_mcgonigal\\_how\\_to\\_make\\_stress\\_your\\_friend](https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend)
- ***The power of introverts*** [https://www.ted.com/talks/susan\\_cain\\_the\\_power\\_of\\_introverts](https://www.ted.com/talks/susan_cain_the_power_of_introverts)
- ***How many lives can you live?*** [https://www.ted.com/talks/sarah\\_kay\\_how\\_many\\_lives\\_can\\_you\\_live](https://www.ted.com/talks/sarah_kay_how_many_lives_can_you_live)
- ***The extraordinary power of ordinary people*** [https://www.ted.com/talks/sherwin\\_nuland\\_on\\_hope](https://www.ted.com/talks/sherwin_nuland_on_hope)

# Activities for AFS Participants

## Activities for AFS Participants

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## Orientation

Pre-Departure

## Activity (Methodology)

Days of the Week (Verbal/critical thinking task, group discussion)

**Time Needed:** 5-10 Min

**Group Size:** Any

**Materials:** None

## Objectives

- To understand the difficulty of “unlearning” concepts and behaviors that we have already learned within our own cultural context.
- To view ordinary things, events and values from a fresh perspective so they are able to generate innovative ideas and solutions.

## Instructions

1. Ask the participants to name the days of the week.
2. Listen to the participants saying them out loud.
3. Now ask the participants to say the days of the week in alphabetical order.

## Debriefing

- Typically, everyone will automatically name them in the order that they occur in (Sunday/Monday, Tuesday, Wednesday, Thursday, Friday, Saturday/Sunday)
- However, naming them in alphabetical order is much more difficult because we are not used to putting them in this order.
- The second task, therefore, needs a lot more time and attention.

## Discussion

1. Describe how you felt doing the second task compared to the first task.
2. Share your observations on the first vs. the second task.
3. What happened when you rearranged the days of the week?
4. Describe how you accomplished the second task.
5. How does this exercise relate to the study abroad experience?

## Orientation

Post-Arrival, Mid-Stay, Pre-Return

## Activity (Methodology)

### The True, the False & the Truly Amazing\* (Reflection, Discussion)

\*  
Activity credited to Carol Mattes, DelMarPa Area Team

**Time Needed:** 45 Min

**Group Size:** Any

**Materials:** flipchart paper, markers, three colors of index cards (one of each per participant), pens

## Objectives

- To view ordinary things, events and values from a fresh perspective so they are able to generate innovative ideas and solutions
- To form their own opinions based on recognizing that there are different ways to view things, more than one source of information and more than one solution to a problem
- To become more aware of their own culture and recognize its influence on their behavior and attitudes

## Variations

Larger groups of students can be split into 3-5 teams (4-6 people per team). Alternately, smaller groups can do the activity all together.

## Preparation

1. Post three pieces of flipchart paper on the wall (at viewing-level).
2. Label the flipchart papers (one per paper):
  - Our students thought the U.S. would be like this, and it is TRUE.
  - Our students thought the U.S. would be like this and it is FALSE.
  - Students had no idea about this and it is TRULY AMAZING.

## Directions

1. Give introduction: **Think back to what you expected the U.S. to be like before you got here.**
2. Give each participant one PINK card, one YELLOW card and one WHITE card.
3. On the PINK card, write at least one thing you previously thought about US Americans that has proved to be FALSE.
4. Pause to make sure everyone's done the pink card before announcing the next prompt.

5. On the YELLOW card, write at least one thing that proved to be TRUE.
6. Pause again.
7. On the WHITE card, write something that truly AMAZES you.
8. Collects the cards and sort them by color.
9. Read all aloud (Pink, Yellow, White), while a scribe (could be a student or another volunteer) writes them on flipchart paper.
10. Being sure to edit out anything too identifiable or personal.
11. Discuss any statements that are controversial, reinforce stereotypes or indicate strong bias.
12. Upon completion, have participants take all of the colored cards, sort them by color and tape them to the respective flipchart paper posted on the wall(s).

## **Discussion**

1. Thinking about everyone's cards, what common these or topics do you notice?
2. Describe how your experiences in the U.S. compare to your expectations of the U.S.
3. If your U.S. expectations and experience don't match up, what are some effective ways to adapt to and appreciate the "real" U.S.?
4. Describe how you can help future AFSers in your home country to have realistic expectations and adapt to the "real" U.S.?

## Orientation

Pre-Departure, Post-Arrival, Mid-Stay, Pre-Return, Re-Entry

## Activity (Methodology)

Mapping My Community (Pair work/small group work, surveying, interviewing, drawing)

**Time Needed:** 30-90 Min

**Group Size:** 1-6 per small group

**Materials:** paper, markers, cameras/camera phones (optional), laptop and AV equipment (optional - if presenting participants' photos)

## Objectives

- To develop observational skills and interviewing skills
- To think about the specific elements, strengths and challenges of a community
- To view ordinary things, events and values from a fresh perspective so they are able to generate innovative ideas and solutions
- To listen and be mindful of the needs of other people and to use different perspectives in approaching problems and everyday solutions
- To develop skills in listening actively and thoughtfully
- To become more aware of their own culture and recognize its influence on their behavior and attitudes

## Adaptations

To be inclusive of participants with any visual impairments or challenges, the task can be adapted to have participants work in pairs, with one person reading/asking the prompts to their partner and writing down their partner's answers. The reader can also share their answers as well. During the presentation, the prompts can be repeated, and both partners can share their answers.

## Preparation

1. Participants can do the activity individually, in pairs or in small groups.
2. Have participants draw their home community - if doing the activity during Pre-Departure (Sending) or Post-Arrival (Hosting).
3. Have participants draw their host community - if doing the activity during Mid-Stay (Hosting), Pre-Return (Hosting) or Welcome Home & Re-Entry (Sending).
4. Have participants interview several different local residents (ex: host family members, host relatives, neighbors, teachers, local community leaders, etc.) about their community and ask the following questions:
  - **How long have you been a member of the community?**
  - **How do you feel about your community?**

- How would you describe your community?
  - What can you tell me about the history of your community?
  - What do you think lies in the future for this community?
  - What changes have you seen in your community?
  - What changes would you like to see in your community?
  - What do you think is your community's greatest strength?
  - What do you think is your community's greatest challenge?
  - What makes you proud of your community?
5. Have participants tour their local community (in pairs or small groups) first and then work on the Community Map after their tour.
  6. Using cameras or camera phones, have participants take photos of their local community and the places they feel are important to highlight to visitors.
  7. Photos can be shared by uploading and projecting the images - if a projector is available.

## Introduction

1. Pose the following scenario to the group:
  - A visitor is coming to your community.
  - This visitor knows absolutely nothing about your community.
  - If you were to take this visitor on a tour of the community, where would you take them?
  - What people, places and/or objects are symbols of the community you are in? (*ex: The Statue of Liberty - New York City; The Sydney Opera House - Sydney, Australia; The Eiffel Tower - Paris, France; Taj Mahal - Agra, India*)
  - What places, people and/or objects are important to the community you are in? (*Ex: local celebrations/parades, educational institutions, public transportation hubs, local government offices, public parks, sports facilities, community centers, farmers markets, historic districts, health centers/services, social groups/clubs, religious institutions, cultural institutions etc.*)

## Directions

1. Participants should create a Community Map (i.e. a detailed drawing of their community).
2. The Community Map should help the visitor to better understand their new community.
3. Participants should pay particular attention to identifying community strengths and opportunities for improvement.
4. Some prompts/ideas of what to include in the Community Map include:
  - **What are the most important elements in your community?**
  - **What is the first thing someone should see/do?**
  - **What is one thing a visitor should not miss?**
  - **Are there certain things in your community that help define it?**
  - **Are there any local people or friends you would introduce to the visitor?**
  - **What elements make your community unique?**

- What is the history of the community?
  - What are your favorite places to go in your neighborhood?
  - What businesses are in this community?
  - What organizations are in this community? (*ex: schools, citizen organizations, and libraries*)
  - How do people get around in this community?
  - Where do children play in this community?
  - Do you see any visible art in this community?
  - Where do people gather in this community?
  - What is the best/coolest thing about this community?
  - What are some of the things that could be improved about the community?
5. After completing the task, have participants present their Community Map to the whole group.
  6. Optional: Have participants share the photos they have/took of their local community and any important observations they made. Depending on the number of pairs/small groups, give each pair/small group 2-4 minutes to report their findings.
  7. Optional: Have participants report about their interview with a local resident and share what they learned/discovered about their community.

## Discussion

*Note: Facilitators should guide discussion away from competitions over whose community is "better" or "worse."*

1. Before this activity, have you ever looked at your home or host community with this level of critical observation?
2. After listening to everyone present, what did you learn about communities?
3. Do people in your community feel connected to one another?
4. Why do some communities have certain strengths and challenges, while other communities have other strengths and other challenges?

## Orientation

Post-Arrival, Mid-Stay, Pre-Return

## Activity (Methodology)

### Rituals and Traditions (Self-reflection, discussion)

*\*Activity credited to Emily Kawasaki, ICL Content Specialist (AFS-USA) December 2018*

*Inspired by the project "[Altar: Prayer, Ritual, Offerings](#)" exhibited at Photoville from September 13-23, 2018*

**Time Needed:** 45-60 Min

**Group Size:** Any

**Materials:** post-it notes, markers, cameras/camera phones (optional), laptop and AV equipment (optional - if presenting participants' photos)

## Objectives

- To develop skills in listening actively and thoughtfully
- To become more aware of their own culture and recognize its influence on their behavior and attitudes
- 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 explore our own cultural traditions, legacies and ancestries, in order to understand how and why people around the world have documented and celebrated their stories and rituals
- To understand the meaning of "ritual" in the context of other histories and cultures
- To use photography and interviews to reflect on the role of ritual in their own lives

## Introduction

1. Opening activity: Facilitator will model a moment of silence for 1-3 minutes (as long as it takes for students to also become silent, and to notice the silence in the room).

2. Discussion:

- What just happened?
- What did that feel like?
- How did it change the atmosphere?
- Explain the role that silence can play in creating a sacred space and in ritual.
- What other rituals do we have in our schools/classrooms?

## Directions:

1. Discuss as a group: What is a “ritual”?
2. Use chart paper to collect student responses from the room about how to define “ritual” and create a working definition for the word.
3. Give each student a piece of flipchart paper and marker.
4. Individual self-reflection:
  - What are some of the rituals you have in your own life (at home, school, socially, etc.)?
  - Choose one personal ritual and write down/brainstorm ideas to the following:
  - Who is involved in this ritual? (ex: family members, just yourself, friends, ancestors, someone else etc.)
  - What does it look like?
  - What objects or symbols are involved?
  - Where and when does it usually take place?
  - What is the significance/meaning of the ritual?
5. Re-gather students and have them take turns presenting about their chosen ritual.
6. Allow several minutes for questions after each presentation.

## Discussion

1. What did you observe about everyone’s personal rituals?
2. What common rituals or themes of rituals did you observe?
3. What do rituals teach us about culture and cultural values?
4. What did you learn about yourself?
5. What did you learn about others?
6. Describe how you can teach others about your ritual and culture?

## Extension

In advance or after the orientation, have participants interview and record someone who is familiar with this ritual. This could be a family member, a friend, a neighbor (or themselves, if no one else is involved!)

Have participants create a storyboard of 3-5 images representing the ritual. Alternately, have participants take photos depicting their personal ritual. These can include objects related to the ritual, the location of the ritual, the people involved, etc. If you can photograph the ritual itself (if it’s happening this week!), capture it in action. Participants are encouraged to present about their ritual to their host family, other participants, or their Liaison.



## Orientation

Post-Arrival, Mid-Stay, Pre-Return, Welcome Home & Re-Entry

## Activity (Methodology)

### I am a Change-maker\* (Self-reflection, group discussion, project planning)

*Inspired by the AFS-Ashoka's Youth Venture Dream It Do It Manual (2013) and YPAR Hub*

([www.yparhub.berkeley.edu](http://www.yparhub.berkeley.edu) - [yparhub@gmail.com](mailto:yparhub@gmail.com))

**Time Needed:** 30-60 Min

**Group Size:** Any size

**Materials:** YouTube videos (see *Resources List*), Laptop and Audio & Video equipment (optional - only needed if playing short videos), flipchart paper, markers, paper, pens

## Objectives

- To feel inspired and motivated by the range of potential change making and projects with social impact
- To understand that it is possible to put into practice a change-making idea
- To be comfortable and eager to pursue new learning situations
- To contribute actively and positively in school, community and family life
- To be willing and ready to work with others to help build peace, improve word 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

## Opening

1. Have all participants sit or stand in a circle.
2. Go around the circle (or in any order) and have each participant briefly share an experience when they felt respected and powerful.
3. Pose the following questions to the whole group, elicit answers and record responses on flipchart paper.
  - **Who is a young person/young adult that they feel has a lot of power.**
  - **In what settings or circumstances does this person have power?**

## Instructions

1. On a piece of flipchart write "Change-maker" on the top.
2. Ask the following questions to the whole group, elicit answers and record answers on flipchart.
  - **What does it mean to be a change-maker?**
  - **What skills do you need to be a powerful change-maker?**
  - **What characteristics and attributes do you think all change-makers have?**

- **Why do you think those attributes are important?**
3. Write the definition of 'change-maker' of flipchart paper: **"Change-maker" is anyone who, through his or her own idea, takes initiative and causes positive change for the greater good.**
  4. Give out paper and pens to each person.
  5. Instruct participants to draw two columns on the front of their paper and label one column "Skills I Have" and the other column "Skills I Need".
  6. In the column "Skills I Have", have participants write 2-3 qualities or skills they, as change-makers, currently have.
  7. In the column "Skills I Need", have participants write 1-2 qualities or skills they need/would like to work on over the next few months – in order to become a better changemaker
  8. Ask a few participants to share their responses with the whole group.
  9. Recommended: Show 1 or 2 videos (*see **Resources List below***) and ask participants to reflect on any previously unlisted behaviors or qualities that were demonstrated by the change-makers in the videos.
  10. Have participants reflect on their personal interests/passions, listen to the prompts and record their answers on the back side of their paper.
    - **What are they passionate about?**
    - **What could they not live without?**
    - **What makes them light up when they talk about it?**
    - **If they could do only one thing for the rest of their lives, what would that be?**
  11. Have participants match a passion they have with an issue they see in their community, regardless of the scope.
  12. Have participants reflect on how they would like to address their issue of interest and be change-makers.
  13. Allow several minutes for participants to create S.M.A.R.T. goals related to themselves, their passion(s) and their changemaker idea(s).
  14. Optional: On the website (<https://www.futureme.org/letters/new>), have participants write their "future selves" an email and set a future date to receive it.
  15. Remind participants that in monthly learning reflections with their support volunteer they can tackle their progress in implementing their change-making idea.

## Variations

- If possible, have local young people in the community who have already been involved in a community project come and share their story of change-makers in person.
- Alternately, present or share any change-maker projects/proposals created by past AFS participants.

## Discussion

1. What do you think are the biggest issues and challenges facing your home community? Your host community? Young people today? The global community?
2. How does understanding the positive aspects of a community, not just the issues, help you bring about positive change and better identify needs?
3. How could you be the actor of this change?
4. Why is it important to put into practice a changemaking idea that is related to your passion?
5. How does your changemaking idea address an issue linked to intercultural learning?
6. What is the most important reason for you to focus on this issue?
7. How can you use your intercultural skills, which are developed through your AFS experience, to address of this issue?

## Optional Resources List

- **Global Giving** - <https://www.globalgiving.org/>
- **When you break, you're united** - Created by Starbucks foundation
- [www.youtube.com/watch?v=5Osv8LqHsjY&list=FL-NPciSJJXGb4-g5Nwlrkw&index=1&feature=plpp\\_video](http://www.youtube.com/watch?v=5Osv8LqHsjY&list=FL-NPciSJJXGb4-g5Nwlrkw&index=1&feature=plpp_video)
- **Why Pirates Matter**: Talia Leman and Random Kid - [https://www.youtube.com/watch?v=9EuPSF-UgQA&list=FL-NPciSJJXGb4-bg5Nwlrkw&index=8&feature=plpp\\_video](https://www.youtube.com/watch?v=9EuPSF-UgQA&list=FL-NPciSJJXGb4-bg5Nwlrkw&index=8&feature=plpp_video)
- **San Miguel Market**: Enis - <http://www.youtube.com/watch?v=tM5TBHBqmho&feature=relmfu>
- **World Citizen**: featuring Shaggy - <http://www.youtube.com/watch?v=DSlp-7Kkw2E>
- **Structured for Sustainability**: Mike - <http://vimeo.com/46256412>
- **Youth Speak Media** - [http://www.youtube.com/watch?v=BlhtYq0d8f4&feature=player\\_embedded](http://www.youtube.com/watch?v=BlhtYq0d8f4&feature=player_embedded)
- **Color My World**: Yoni - [http://www.youtube.com/watch?v=ED3jH5JNVsQ&feature=player\\_embedded](http://www.youtube.com/watch?v=ED3jH5JNVsQ&feature=player_embedded)
- **Invisible Children: I've Got Soul**- highlighting the power and impact young people can have around the world: <http://vimeo.com/4260900>

## Orientation

Mid-Stay, Pre-Return, End-of-Stay

## Activity (Methodology)

### US Slang and Colloquialisms (Quiz, Brainstorming, Group discussion)

*\*Activity created by Molly Kisner, Alumni Relations Intern (AFS-USA), Fall 2018*

**Time Needed:** 30-45 Min

**Group Size:** Any size

**Materials:** Slang Quiz PowerPoint (optional), Kahoot! link (optional - existing free account required to log in/use the quiz), Laptop and Audio & Video equipment (optional –only needed if using PowerPoint or Kahoot!), printed list of Slang words and phrases (p. 21-22), activity handouts (optional – p. 23-33), pens

## Objectives

- To communicate effectively in multicultural environments
- To allow students to increase their awareness and understanding of colloquial speech in the US
- To give students the tools to feel more comfortable when talking to their American classmates
- To create safe space for students to admit confusion and a network of support for students to share tools and tips for communication with American classmates
- To appreciate the value of learning and using other languages

## Variations

- Kahoot! Quiz: played individually or in teams  
*free Kahoot! account required - sign-in and use link: <https://play.kahoot.it/#/k/20fdbbc2f-c342-4fe6-9441-96f811ada251>*
- PowerPoint Quiz: vote in teams, sit down, stand up; sit on the floor, stretch your hands up; thumbs up, thumbs down; hold up a colored card...
- Matching
- Crossword Puzzles
- Fill-in-the-blank
- Role-Playing or Skits
- Share and discuss/explain some popular memes
- Watch and learn with a YouTube video or clip from a movie/TV show

## Introduction

1. Opening discussion:

- Describe your experiences/how you have felt when talking with your friends and classmates.
- What slang words have you learned?
- What words have you heard but are unsure or confused about?
- Describe a difficult situation or miscommunication that you experienced or observed that was the result of not understanding the words/slang that someone used? *(This could be an opportunity for students to alleviate any remaining embarrassment and to recognize that they're not alone in being lost in conversation.)*

## Instructions

1. Begin the activity in whichever format(s) is best for the participants and volunteers.
2. Start with a matching or multiple-choice exercise to warm them up and get them comfortable.
3. Optional: When participants feel more comfortable/familiar with the slang terms, then into something a bit more competitive/active such as skits or watching and explaining short video clips.

## Debrief

1. Where, when, and with whom is it appropriate to use slang? *(For example, slang might be used with friends and host siblings, but not with teachers or host-parents; it might be heard at school during lunch but not in the classroom.)*
2. How do you feel about slang words and phrases after completing this exercise?
3. What strategies will you use to continue to improve your understanding of slang and colloquialisms?

## Discussion

1. What are some slang words in your native language?
  - What do they mean?
  - When are they used?
2. Are there any words in your native language that cannot be interpreted into English?
  - What are they?
  - What do they mean?

## List of Slang words and phrases

*\*Note: popular slang may vary depending on location within the US.*

- **bae** = short for baby; refers to someone's significant other
- **"Can I get...?"** = asking someone to do something for you; making a request
- **cheesy** = overused/unoriginal
- **chill** = relaxing with someone; **"that's chill"** = "that's okay, I'm fine with that"
- **Coke / soda / pop**
- **to crash (a party)** = to attend although uninvited
- **creeper** = someone who is creepy or makes you feel uncomfortable
- **dank** = good
- **extra ≠ basic** (extra is over the top, and basic is mainstream)
- **for real** = "I'm telling the truth." or "honestly"
- **freak out** = to react in a dramatic manner or to be scared
- **\_\_\_\_\_ goals** = the observed object/action is what you want to achieve/have
- **Gucci** = good
- **hang out** = to spend time together, usually just as friends, maybe to watch TV, eat food, just talk...
- **"Have a good one."** = "Have a nice day!"
- **hundred percent / hundo p** = "what you said is 100% correct" or "I agree with you 100%"
- **"I can't even."** = a strong emotional reaction (positive or negative) to someone or something
- **"I don't get it."** = "I don't understand."
- **"I feel like..."** = "I think that..."
- **lit** = awesome/great/exciting
- **lowkey** = low intensity; relaxed; casual
- **my bad** = oops, that was my fault
- **Netflix and chill** = when people are alone together and start being intimate
- \*Netflix may or may not be on in the background
- **piece of cake** = very easy
- **rachet** = mispronunciation of "wretched" means poor quality or awful
- **reach out** = to contact someone
- **rip-off** = to copy something OR too expensive; overpriced ("That's a rip-off!" "What a total rip-off.")
- **salty** = someone is bitter or in a bad mood/upset (often over something small)
- **screw up** = make a noticeable or embarrassing mistake
- **sketch / sketchy** = dubious; looks potentially dangerous
- **"Seeya."** = short for "See you later!"

- **swag** = “stuff” (often merchandise)
- **to throw shade** = to disrespect someone
- **to trash something** = to make something very dirty/messy
- **What’s up?** → **Whassup?** → **‘Sup?**
- (in Hawaii: How’s it going? → How’s it? → Howzit?)
- **woke** = being aware of what’s really going on; aware of the true state of things
- **wonky** = strange; abnormal (usually referring to the shape of something)
- **wrap (something) up** = to finish (generally indicates the task is almost complete)
- **Yass!** = emphatic yes/approval (often heard as “yaasss queen”)

## Slang and Colloquialisms Matching the Meaning

- |                                    |                                                |
|------------------------------------|------------------------------------------------|
| 1. bae                             | b. mainstream/average<br>(opposite of extra)   |
| 2. basic                           | c. refers to someone's<br>significant other    |
| 3. "Can I get...?"                 | d. overused/unoriginal                         |
| 4. cheesy                          | e. good                                        |
| 5. chill                           | f. carbonated beverage                         |
| 6. Coke / soda / pop               | g. over the top (opposite of<br>basic)         |
| 7. to crash (a party)              | h. relaxing with someone                       |
| 8. creeper                         | i. someone who makes you<br>feel uncomfortable |
| 9. dank                            | j. making a request                            |
| 10. extra                          |                                                |
| a. to attend although<br>uninvited |                                                |
- 

- |                                           |                       |
|-------------------------------------------|-----------------------|
| 1. "I'm telling the truth." or "honestly" | a. Gucci              |
| 2. to react dramatically or to be scared  | b. hang out           |
| 3. the observed thing is what you want    | c. hundred percent    |
| 4. good                                   | d. "I feel like..."   |
| 5. to spend time together as friends      | e. for real           |
| 6. "Have a nice day!"                     | f. "Have a good one." |
| 7. "I agree with you."                    | g. "I don't get it."  |
| 8. a strong emotional reaction            | h. freak out          |
| 9. "I don't understand."                  | i. "I can't even."    |
| 10. "I think that..."                     | j. _____ goals        |
-



- |                      |                              |
|----------------------|------------------------------|
| 1. lit               | a. to contact someone        |
| 2. lowkey            | b. bitter or in a bad mood   |
| 3. my bad            | c. oops, that was my fault   |
| 4. Netflix and chill | d. being alone and intimate  |
| 5. piece of cake     | e. "to copy" OR "overpriced" |
| 6. ratchet           | f. poor quality or awful     |
| 7. reach out         | g. awesome                   |
| 8. rip-off           | h. relaxed; casual           |
| 9. salty             | i. make a mistake            |
| 10. screw up         | j. very easy                 |
- 

- |                        |                                       |
|------------------------|---------------------------------------|
| 1. sketch / sketchy    | a. to disrespect someone              |
| 2. "Seeya."            | b. strange; abnormal                  |
| 3. swag                | c. potentially dangerous              |
| 4. to throw shade      | d. "See you later!"                   |
| 5. to trash something  | e. to finish                          |
| 6. Whassup?            | f. What's up?                         |
| 7. woke                | g. being aware                        |
| 8. wonky               | h. "stuff"                            |
| 9. wrap (something) up | i. emphatic yes                       |
| 10. Yass!              | j. to make something very dirty/messy |

## Slang and Colloquialisms Matching Answer Key

- |                                 |                                          |
|---------------------------------|------------------------------------------|
| 1. bae (c)                      | b. mainstream/average                    |
| 2. basic (b)                    | c. refers to someone's significant other |
| 3. "Can I get...?" (j)          | d. overused/unoriginal                   |
| 4. Cheesy (d)                   | e. good                                  |
| 5. Chill (h)                    | f. carbonated beverage                   |
| 6. Coke / soda / pop (f)        | g. over the top (opposite of basic)      |
| 7. to crash (a party) (a)       | h. relaxing with someone                 |
| 8. creeper (i)                  | i. makes you feel uncomfortable          |
| 9. dank (e)                     | j. making a request                      |
| 10. extra (g)                   |                                          |
| a. to attend although uninvited |                                          |
- 

- |                                               |                       |
|-----------------------------------------------|-----------------------|
| 1. "I'm telling the truth." or "honestly" (e) | a. Gucci              |
| 2. to react dramatically or to be scared (h)  | b. hang out           |
| 3. the observed thing is what you want (j)    | c. hundred percent    |
| 4. good (a)                                   | d. "I feel like..."   |
| 5. to spend time together as friends (b)      | e. for real           |
| 6. "Have a nice day!" (f)                     | f. "Have a good one." |
| 7. "I agree with you." (c)                    | g. "I don't get it."  |
| 8. a strong emotional reaction (i)            | h. freak out          |
| 9. "I don't understand." (g)                  | i. "I can't even."    |
| 10. "I think that..." (d)                     | j. ____ goals         |
- 

- |                          |                  |
|--------------------------|------------------|
| 1. lit (g)               | 6. ratchet (f)   |
| 2. lowkey (h)            | 7. reach out (a) |
| 3. my bad (c)            | 8. rip-off (e)   |
| 4. Netflix and chill (d) | 9. salty (b)     |
| 5. piece of cake (j)     | 10. screw up (i) |

- |                              |                          |
|------------------------------|--------------------------|
| 1. to contact someone        | 6. poor quality or awful |
| 2. bitter or in a bad mood   | 7. awesome               |
| 3. oops, that was my fault   | 8. relaxed; casual       |
| 4. being alone and intimate  | 9. make a mistake        |
| 5. "to copy" OR "overpriced" | 10. very easy            |
- 

- |                            |                                       |
|----------------------------|---------------------------------------|
| 1. sketch / sketchy (c)    | a. to disrespect someone              |
| 2. "Seeya." (d)            | b. strange; abnormal                  |
| 3. Swag (h)                | c. potentially dangerous              |
| 4. to throw shade (a)      | d. "See you later!"                   |
| 5. to trash something (j)  | e. to finish                          |
| 6. Whassup? (f)            | f. What's up?                         |
| 7. Woke (g)                | g. being aware                        |
| 8. Wonky (b)               | h. "stuff"                            |
| 9. wrap (something) up (e) | i. emphatic yes                       |
| 10. Yass! (i)              | j. to make something very dirty/messy |

**SKITS:****Practice using the slang in a sentence**Example 1

A: Hey, *what's up*?

B: Hey! Do you want to *hang out* this weekend?

A: Sure! I have a soccer game Saturday morning, but I'm free that afternoon.

B: Do you want to come over to my house after your game?

A: Yeah, that would work.

B: Cool, I'll text you the address.

Example 2

A: Oh my gosh. What did you think of the math test?

B: *Piece of cake*.

A: *For real*?

B: Yeah. I studied all week!

Example 3

A: She totally turned me down!

B: What did you say to her?

A: *Can I get* a band aid? I scraped my knee falling for you.

B: That pick-up line is so *cheesy*, man!

Example 4

A: Did you see Charlie and Drew at lunch?? They are so cute!

B: I know! *Relationship goals*.

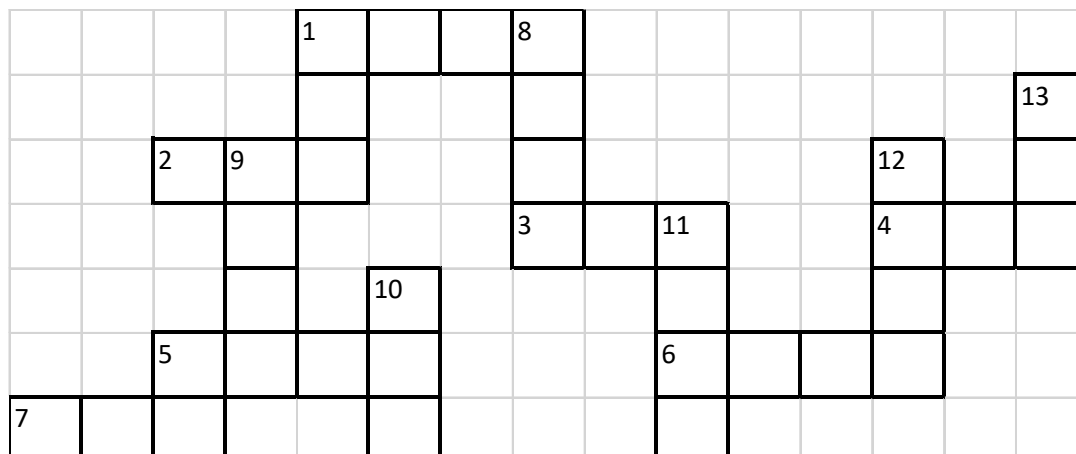
Example 5

Teacher: Alright, class. *Wrap up* what you're writing and bring your test to me?

Student: Can we come back after school to finish?

Teacher: You had the entire period to do the test. I'm going to grade them as they are now and we can discuss extra credit options next week.

## Common US Acronyms Crossword Puzzle



**HINTS** (use the hints (the meaning of the acronym) to help you fill in the correct letters)

### Across

1. I'm so happy it's the end of the week.
2. Just so you know...
3. Wow (\*exclamation\*)
4. Enjoying staying at home
5. Do it fast!
6. I'm not sure.

### Down

1. Excessive sharing
5. Not really. / That was a joke.
8. Don't want to miss the fun.
9. You should do it!
10. That's really funny.
11. The best ever
12. Let me know if you can come or not
13. To tell you the truth

**Word Bank** (these are the long forms of the acronyms that will be used to fill in the crossword)

Laughing Out Loud

Shaking My Head

Just Kidding

Thank God It's Friday

For Your Information

Joy Of Missing Out

As Soon As Possible

You Only Live Once

Greatest Of All Time

I Don't Know

Too Much Information

Oh My God

To Be Honest

Fear Of Missing Out

Repondez S'il Vous Plait

(French for "Please

Respond")

## Common US Acronyms Crossword Puzzle Answer Key

				<sup>1</sup> T	G	I	<sup>8</sup> F							
				M			O							<sup>13</sup> T
		<sup>2</sup> F	<sup>9</sup> Y	I			M				<sup>12</sup> R			B
			O				<sup>3</sup> O	M	<sup>11</sup> G		<sup>4</sup> S	M		H
			L		<sup>10</sup> L				O			V		
		<sup>5</sup> J	O	M	O				<sup>6</sup> A	S	A	P		
<sup>7</sup> I	D	K			L				T					

### Across

7. TGIF (Thank God It's Friday)
8. FYI (For Your Information)
9. OMG (Oh My God)
10. SMH (Shaking My Head)
11. JOMO (Joy Of Missing Out)
12. ASAP (As Soon As Possible)
13. IDK (I Don't Know)

### Down

1. TMI (Too Much Information)
5. JK (Just Kidding)
8. FOMO (Fear Of Missing Out)
9. YOLO (You Only Live Once)
10. LOL (Laughing Out Loud)
11. GOAT (Greatest Of All Time)
12. RSVP (*Repondez S'il Vous Plait*) (French for "Please Respond")
13. TBH (To Be Honest)

## Square Word Search

Created with [TheTeachersCorner.net](http://TheTeachersCorner.net) [Word Search Maker](#)

**Find the words from the list at the bottom.**

V Z V F A X I N T O Z W J D P O E B D J T O F U D K N U L E  
 Q C B C K P V Z Q Q I T Y X D L Z Z I X B J O N G A K W S Y  
 N Y J I X O F F R R A D B W I M S X V D V G Q N D R S U M U  
 C A C J R A B Y R W L C X Z K M Y B U J O J A Y Z Y Z D I O  
 G Y Y D O H O I S K C L V P S D I B S K E T C H Y C C W J N  
 U M K F T G I Y T V P V U E S B S F A C W K L T V Y T I B E  
 C P J F F Y K I H E L S T A X X F C Z D V K P H X L W O O L  
 H U Q S N J I W R E S Y B E D Q Y Y E Y V K E A U R R U N V  
 T B Q U L S K M O A Y Z U O Z Y C U K H S C G Q O R E J D H  
 H E H U S L F S W N K Y H T E X J N N E R Z D M Y Y S N W H  
 P N D N H M Z W S D S Z R F R K O M H A X Y N Q D L M X W F  
 D C L F F L V H H E U L R Y K W U B N U C D I V Q C I Q V R  
 O K V Y M Z B I A B C E N V B U G U K T H X O W I F G C R D  
 B R S W A G P I D K U D S H P F I K P G I T F F N Q B X A T  
 K Z M D Z Q J X E H Y Q N H L X T Q U Q L K L Y L S H G X X  
 A H V B S R J L C I P S S L F Y D P M P L Z L C I Y H A K N  
 P I F H V C E E C U M D O Y J W L B W G S O P O D P L A Z Z  
 S P F V Y U F C P K J R F X Y H K P W M T I W F B T J P U L  
 N X C Q U B U A B W L X S R P E P N Z R N Z F G S R B P Y E  
 R F C E U A R F U C I G B N E I O R M A X J N A G T R G D D  
 Z N D N Y W B E P F U M W V V A E A S T F M E G T E M W E F  
 A N K E I Y G W S G Z L J U C F K C N S V G G D V A M J M N  
 E U S K X Y K X N Q X M K N W N X O E V T H B N P J S I S H  
 R M T D U F Y U V T E X K S Q N Y H U O T Z Y A Y O J X U W  
 Y K E C L O V X C F U C Z L U W H F O T F Q E Z Q G M S Q N  
 T P P H I O H K V F O P D B D E T L D Y L C J U B D Z E Z F  
 O Z S Z U P N E M L X M Q A L X T D C C K B A I V Z J H T E  
 Y U J A H S V W G W M N M M Z I M P F R L X J K A A X D C G  
 T T R C T O H U C E P T U K O H M H L P U R H F E V X G V E  
 U N K T M Z K U V K D I F Y O N E Z U V J W L Z A C G A B P

CHILL  
SWAG

FREAKOUT  
THROWSHADE

MYBAD  
WASSUP

PIECEOFCAKE  
WONKY

SKETCHY  
WRAPUP

## Square Word Search Answer Key

Created with [TheTeachersCorner.net](http://TheTeachersCorner.net) Word Search Maker

Find the words from the list at the bottom.

V Z V F A X I N T O Z W J D P O E B D J T O F U D K N U L E  
 Q C B C K P V Z Q Q I T Y X D L Z Z I X B J O N G A K W S Y  
 N Y J I X O F F R R A D B W I M S X V D V G Q N D R S U M U  
 C A C J R A B Y R W L C X Z K M Y B U J O J A Y Z Y Z D I O  
 G Y Y D O H O I S K C L V P S D I B S K E T C H Y C C W J N  
 U M K F T G I Y T V P V U E S B S F A C W K L T V Y T I B E  
 C P J F F Y K I H E L S T A X X F C Z D V K P H X L W O O L  
 H U Q S N J I W R E S Y B E D Q Y Y E Y V K E A U R R U N V  
 T B Q U L S K M O A Y Z U O Z Y C U K H S C G Q O R E J D H  
 H E H U S L F S W N K Y H T E X J N N E R Z D M Y Y S N W H  
 P N D N H M Z W S D S Z R F R K O M H A X Y N Q D L M X W F  
 D C L F F L V H H E U L R Y K W U B N U C D I V Q C I Q V R  
 O K V Y M Z B I A B C E N V B U G U K T H X O W I F G C R D  
 B R S W A G P I D K U D S H P F I K P G I T F F N Q B X A T  
 K Z M D Z Q J X E H Y Q N H L X T Q U Q L K L Y L S H G X X  
 A H V B S R J L C I P S S L F Y D P M P L Z L C I Y H A K N  
 P I F H V C E E C U M D O Y J W L B W G S O P O D P L A Z Z  
 S P F V Y U F C P K J R F X Y H K P W M T I W F B T J P U L  
 N X C Q U B U A B W L X S R P E P N Z R N Z F G S R B P Y E  
 R F C E U A R F U C I G B N E I O R M A X J N A G T R G D D  
 Z N D N Y W B E P F U M W V V A E A S T F M E G T E M W E F  
 A N K E I Y G W S G Z L J U C F K C N S V G G D V A M J M N  
 E U S K X Y K X N Q X M K N W N X O E V T H B N P J S I S H  
 R M T D U F Y U V T E X K S Q N Y H U O T Z Y A Y O J X U W  
 Y K E C L O V X C F U C Z L U W H F O T F Q E Z Q G M S Q N  
 T P P H I O H K V F O P D B D E T L D Y L C J U B D Z E Z F  
 O Z S Z U P N E M L X M Q A L X T D C C K B A I V Z J H T E  
 Y U J A H S V W G W M N M M Z I M P F R L X J K A A X D C G  
 T T R C T O H U C E P T U K O H M H L P U R H F E V X G V E  
 U N K T M Z K U V K D I F Y O N E Z U V J W L Z A C G A B P

CHILL  
SWAG

FREAKOUT  
THROWSHADE

MYBAD  
WASSUP

PIECEOFCAKE  
WONKY

SKETCHY  
WRAPUP



## Round Word Search

Find the words from the list at the bottom. Words are spelled backwards and forwards, diagonally, up-down, and across.

Created with [TheTeachersComer.net](http://TheTeachersComer.net) [Word Search Maker](#)

```

                O J N
            O O U N Q K O E Y
        Z I G F M Q S V R P K Y X
    U W A D T J N N S W Z W Y O E U A
O P S U B T E G W P R S D V T W R Q H
W V Z D V F I M L T G D E M B W L P L H A
E E Y R F P L D K O S D F P I S Q A J H G
J G M V W E J D C A B W M V V E K O C S X B F
M Y L B L A I K M L U W K G C O E I W T D D F
F K X R N A E A G L R I O D E D P S R K F G W K F
E I V U H H Y H H J S A V J O Y B O W C L E O X D
A B K A H J A E W U T H D S D G H O P F I B V Z X
X J K V S R A J I E L G K C C D C V R E F N N F O D M
C F X J C I U Y U N S A H F H A D O S T G A F O B B A
E Y J V V O W H I C J E C G I R M X U X P H W T N O P
H U F U I J B P H C Y L H L W Q R U T P Q B K M H
Q V V N E R H F L P F S S L U Z Y K V T A K W L C
Z X Y S P M N T D H C Q O U V G E Z P S P B H C X
V O B S N E W A T N D W I T L F Z I K N Z S D
U C D U X Z Z R F V R T Y K Q W C R E H E V Y
H C D R N O T W T S I L L O S Y Z T Q S V
A Q D M P B X Y C O X Q G T S D J C L P D
X G U B A E F Q H L B Y R A I Z H O K
    X T W Q Q E K R P S M S Y W X Y D
        I Y I I S F K I L B M P O
            O D F D D S A N K
                G M K

```

---

BAE	BASIC	CHILL	COKE	CREEPER
EXTRA	LIT	LOWKEY	POP	SALTY
SEEYA	SKETCHY	SODA	WOKE	YASS

# Round Word Search Answer Key

Created with TheTeachersComer.net [Word Search Maker](#)

O J N

O O U N Q K O E Y

Z I G F M Q S V R P K Y X

U W A D T J N N S W Z W Y O E U A

O P S U B T E G W P R S D V T W R Q H

W V Z D V F I M L T G D E M B W L P L H A

E E Y R F P L D K O S D F P I S Q A J H G

J G M V W E J D C A B W M V V E K O C S X B F

M Y L B L A I K M L U W K G C O E I W T D D F

F K X R N A E A G L R I O D E D P S R K F G W K F

E I V U H H Y H H J S A V J O Y B O W C L E O X D

A B K A H J A E W U T H D S D G H O P F I B V Z X

X J K V S R A J I E L G K C C D C V R E F N N F O D M

C F X J C I U Y U N S A H F H A D O S T G A F O B B A

E Y J V V O W H I C J E C G I R M X U X P H W T N O P

H U F U I J B P H C Y L H L W Q R U T P Q B K M H

Q V V N E R H F L P F S S L U Z Y K V T A K W L C

Z X Y S P M N T D H C Q O U V G E Z P S P B H C X

V O B S N E W A T N D W I T L F Z I K N Z S D

U C D U X Z Z R F V R T Y K Q W C R E H E V Y

H C D R N O T W T S I L L O S Y Z T Q S V

A Q D M P B X Y C O X Q G T S D J C L P D

X G U B A E F Q H L B Y R A I Z H O K

X T W Q Q E K R P S M S Y W X Y D

I Y I I S F K I L B M P O

O D F D D S A N K

G M K

- 
- |       |         |        |      |         |
|-------|---------|--------|------|---------|
| BAE   | BASIC   | CHILL  | COKE | CREEPER |
| EXTRA | LIT     | LOWKEY | POP  | SALTY   |
| SEEYA | SKETCHY | SODA   | WOKE | YASS    |

# Activities for Host Parents

## Activities for Host Parents

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## Orientation

Pre-Arrival, Arrival

## Activity (Methodology)

### Days of the Week (Verbal/critical thinking task, group discussion)

**Time Needed:** 5-10 Min

**Group Size:** Any

**Materials:** None

## Objectives

- To develop a deeper concern for and sensitivity to others

## Instructions

4. Ask the participants to name the days of the week in their native language.
5. Listen to the participants saying them out loud.
6. Now ask the participants to say the days of the week in alphabetical order.
7. Optional: As participants are doing the 2<sup>nd</sup> task, snap your fingers, push them to do it faster, and/or ask them why they have having trouble (as they have just named the days in the 1<sup>st</sup> task).

## Discussion

1. Describe how you felt doing the second task compared to the first task.
2. Share your observations on the 1<sup>st</sup> task and the 2<sup>nd</sup> task.
3. What happened when you did the 2<sup>nd</sup> task (i.e. rearranged the days of the week)?
4. Describe how you accomplished the 2<sup>nd</sup> task.
5. How does this exercise relate to student's experience abroad or to host family experiences?

## Debrief

- What usually happens is that the first task to simply name the days of the week is accomplished quite easily.
- Typically, everyone will automatically name them in the order that they occur in (Sunday/Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday).
- However, naming them in alphabetical order is much more difficult because we are not used to putting them in this order.
- The second task, therefore, needs a lot more time and attention.

## Orientation

Pre-Arrival, Arrival, Post-Arrival

## Activity (Methodology)

Naming Colors (Visual stimuli, critical thinking, group discussion)

**Time Needed:** 10 Min

**Group Size:** Any

**Materials:** 2 pieces of flipchart paper, black marker, red marker, blue marker, green marker, orange marker

## Objectives

- To demonstrate the difficulty of trying to “unlearn” previously learned concepts and behaviors
- To become more aware of the influence of cultural backgrounds on perception, behavior, values and attitudes
- To develop a deeper concern for and sensitivity to others

## Preparation

1. Write the letters below on the first piece of flipchart paper – be sure to copy them as shown (i.e. using the same color markers).

<b>GBRU</b>	<b>EKRI</b>	<b>TNEKP</b>	<b>ENKR</b>	<b>MEIH</b>	<b>MEAS</b>
<b>ENKR</b>	<b>MRKE</b>	<b>ENKR</b>	<b>GTRU</b>	<b>EKRI</b>	<b>TNEKP</b>

2. Write the words on flipchart paper – be sure to copy them as shown (i.e. using the same color markers).

<b>GREEN</b>	<b>BLACK</b>	<b>BLUE</b>	<b>RED</b>	<b>BLUE</b>	<b>YELLOW</b>
<b>GREEN</b>	<b>BLUE</b>	<b>YELLOW</b>	<b>GREEN</b>	<b>RED</b>	<b>BLUE</b>

3. Keep both pieces of flipchart paper covered until the task begins.

## Instructions

1. Give directions:
  - **For this activity, we will be doing a task out loud.**
  - **When I uncover the paper and signal to start, please go through and say the names of the colors that are written on the paper.**
2. Uncover the 1<sup>st</sup> paper and signal for everyone to start.
3. Once everyone has finished, cover the 1<sup>st</sup> paper again.

4. Give directions:
  - **Now, we will do the same task again.**
5. Uncover the 2<sup>nd</sup> paper and signal for everyone to start.
6. Once everyone has finished, leave the 2<sup>nd</sup> paper uncovered.

## Discussion

1. Describe how you felt doing the 2<sup>nd</sup> task compared to the 1<sup>st</sup> task.
2. Share your observations of the 1<sup>st</sup> task and the 2<sup>nd</sup> task.
3. Describe how you accomplished the 1<sup>st</sup> task and the 2<sup>nd</sup> task.
4. How does this exercise relate to student's experience abroad or to host family experiences?

## Debrief

- What usually happens is that the first task to simply name the colors is easier to do because the letters do not spell anything.
- Usually, the second task is more difficult because participants need to “unlearn” or detach the color of the text from the meaning of the words (i.e. the names of colors).
- The second task, therefore, needs a lot more time and attention.
- This exercise works best in the native language of the participants.



## Orientation

Pre-Arrival, Arrival, Post-Arrival

## Activity (Methodology)

### Back-to-Back Drawing (Verbal/critical thinking task, group discussion)

**Time Needed:** 15-20 Min

**Group Size:** Any

**Materials:** printed copy of Image #1 (p. 43 - 1 per pair), printed copy of Image #2 (p. 44 - 1 per pair), blank paper, pens/pencils, chairs for each person (optional), enough chairs or floor space for everyone to sit back-to-back

## Objectives

- To learn how to become thoughtful active listeners and respond with respect for the other person
- To listen, be mindful of the needs of other people and consider different perspectives when approaching problems and everyday situations
- To identify challenges and solutions for communicating effectively

## Introduction

1. This exercise can help to understand how host students might feel when they are not yet capable of expressing themselves correctly or adequately.
2. What is needed especially in the beginning of the experience is a lot of patience (on all parts).

## Instructions – Task 1

1. Divide all the participants in pairs (Person A and Person B)
2. Have partners sit back-to-back (facing opposite directions, cannot see each other)
3. Person A is the sender of information.
4. Person B is the receiver of information.
5. Give directions:
  - **Senders:**
    - I am going to give you an image.
    - Do not show this to your partner, the Receiver.
    - Your job is to describe the image to them.
    - Do not answer any questions.
    - Do not show them the drawing or look at them directly.

- **Receivers:**
    - You will be given a pen and paper.
    - Your job is to try to draw the image according to the instructions you receive from your partner, the Sender.
    - You are not allowed to see the drawing or look at the Sender.
    - You are not allowed to ask any questions to the Sender.
    - Do not show your drawing to the Sender.
6. Give the first image (p. 43) to the Sender and tell them to begin.
  7. Allow a 2-3 minute for the task, then have everyone stop.
  8. Have partners turn around and compare the Sender's image to Receiver's drawing.

### Discussion – Task 1

1. All: How different are the image and your drawing?
2. All: What was the most difficult thing in this activity?
3. Senders: How did it feel to give instructions without getting any feedback or follow-up questions?
4. Receivers: How did it feel to get instructions without being able to give feedback or ask follow-up questions?
5. All: How do you feel after doing this activity?
6. All: What would have made this activity easier?

### Instructions – Task 2

1. Conduct a second round of this activity using a new image (p. 44).
2. Have partners switch roles.
3. Give directions:
  - **Senders:**
    - I am going to give you an image.
    - Do not show this to your partner, the Receiver.
    - Your job is to describe the image to them.
    - Do not show them the image or look at them directly.
    - You are allowed to answer any questions.
  - **Receivers:**
    - You will be given a pen and paper.
    - Your job is to try to draw the image according to the instructions you receive from your partner, the Sender.
    - You are not allowed to see the image or look at the Sender.
    - But, you are allowed to ask follow-up questions to the Sender.
    - Do not show your drawing to the Sender.
4. Allow a 2-3 minute for the task, then have everyone stop.

5. Have partners turn around and compare the Sender's image to Receiver's drawing.
6. Then, compare the first image/drawing with the second image/drawing.

### **Discussion – Task 2**

1. All: How different are the image and your drawing?
2. All: What was the most difficult thing in this activity?
3. Senders: How did it feel to give instructions with the ability to get feedback and answer follow-up questions?
4. Receivers: How did it feel to get instructions with the ability to give feedback or ask follow-up questions?
5. All: What was the difference between the first task and the second task?
6. All: How did the first task compare with the second task?
7. All: How does this activity relate to intercultural communication?

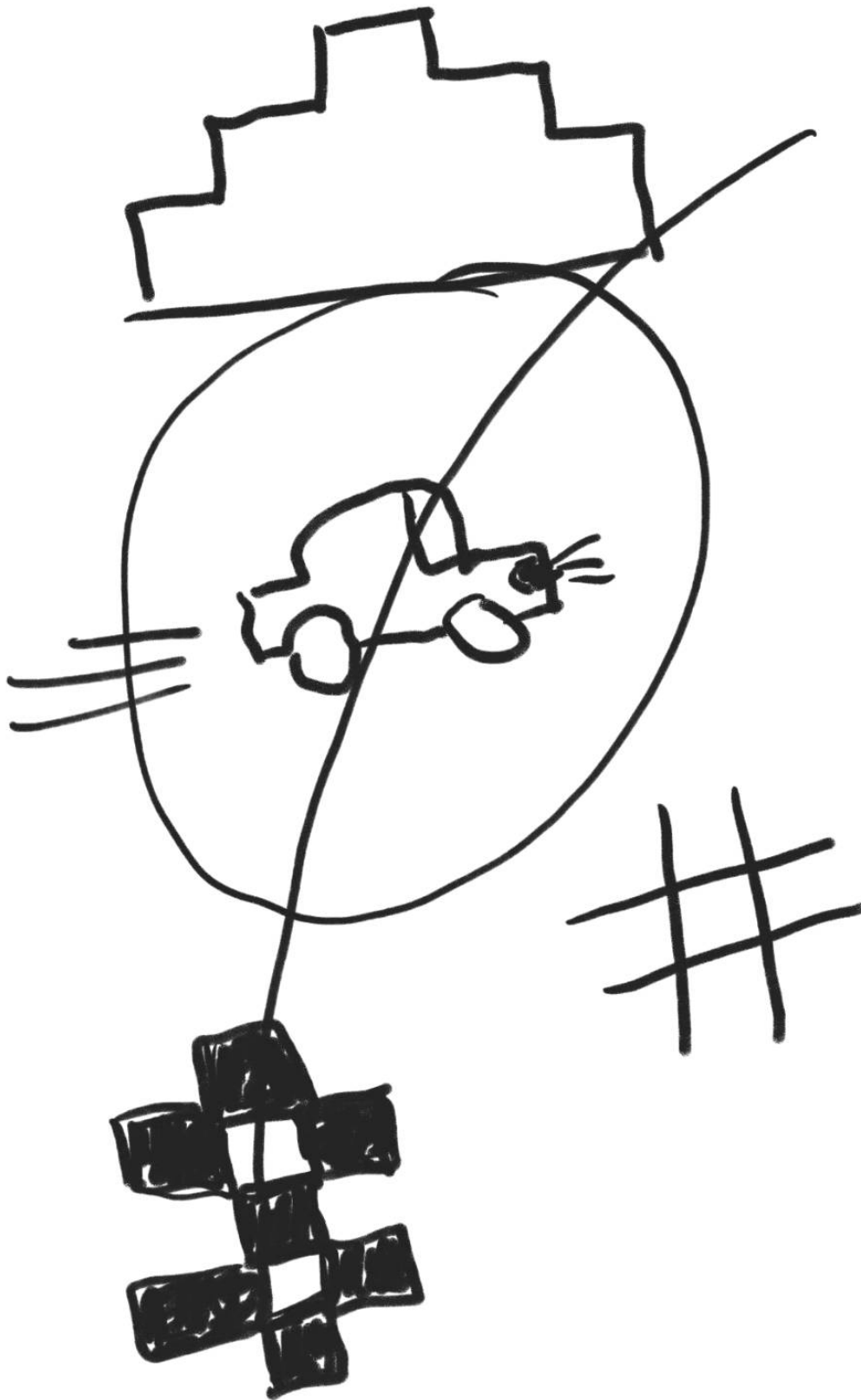
### **Debrief**

1. How does this activity relate to the exchange experience?
2. How does this situation may relate to the relationship between host families and students?
3. If you find yourself in a situation in which you are having difficulty understanding somebody or expressing yourself, what could you do to help communicate more effectively?
4. If you observe your AFS student in a situation in which they seem to be having difficulty understanding somebody or expressing themselves, how you could support them?

Image #1



Image #2



## Orientation

Pre-Arrival, Arrival, Post-Arrival

## Activity (Methodology)

### Math Exercise (Critical thinking task, discussion)

**Time Needed:** 15-20 Min

**Group Size:** Any

**Materials:** flipchart paper, markers, printed Math problems handout – 2 copies per person (p. 47), pens

## Objectives

- To demonstrate the difficulty of trying to “unlearn” previously learned concepts and behaviors
- To become more aware of the influence of cultural backgrounds on perception, behavior, values and attitudes
- To develop a deeper concern for and sensitivity to others

## Preparation

1. Write the rules (i.e. how to convert the mathematical symbols) on a piece of flipchart paper and cover it until the task begins.

$$+ = \div$$

$$\div = \times$$

$$\times = -$$

$$- = +$$

2. Write the correct answers below (according to the rules above) on a piece of flipchart paper and cover it until the task ends.

$$8 - 2 = 10$$

$$9 + 1 = 9$$

$$12 + 4 = 3$$

$$5 - 6 = 11$$

$$4 \times 3 = 1$$

$$2 \times 1 = 1$$

$$6 \div 2 = 12$$

$$10 + 5 = 2$$

$$9 + 3 = 3$$

$$12 - 2 = 14$$

$$7 \times 4 = 3$$

$$6 - 6 = 12$$

$$4 - 2 = 6$$

$$8 - 5 = 13$$

$$8 + 4 = 2$$

$$6 \div 6 = 36$$

$$12 \times 2 = 10$$

$$17 \times 2 = 15$$

$$20 + 10 = 2$$

$$14 - 7 = 21$$

## Instructions

1. Distribute pen and papers to the participants.

2. Give directions: **You will be doing a simple, timed task that is commonly done by elementary school students.**
3. Give each person their 1<sup>st</sup> copy of the Math Problems handout and a pen/pencil.
4. Instruct everyone to begin to solve the math problems and set a timer/alarm for 2 minutes.
5. Once everyone completes the task or after the two minutes is up, tell everyone to put their pens/pencils down.
6. Give directions: **Now, we will be doing another simple, timed task.**
7. Give everyone their 2<sup>nd</sup> copy of the Math Problems handout and tell them that now the rules (i.e. the mathematical symbols) have been changed.
8. Uncover the 1<sup>st</sup> flipchart paper and show them the new “rules”.
9. Tell them to start the task and set a timer/alarm for 2 minutes.
10. Once everyone completes the task or after the two minutes is up, tell everyone to put their pens/pencils down.
11. Uncover the 2<sup>nd</sup> flipchart paper and show correct answers.
12. Give everyone a short time to check their answers and calculate how many problems they completed and how many correct answers they had.
13. Optional: Ask everyone to share their score (i.e. X out of 20).

## Discussion

1. Describe how you felt doing the 2<sup>nd</sup> task compared to the 1<sup>st</sup> task.
2. Share your observations of the 1<sup>st</sup> task and the 2<sup>nd</sup> task.
3. Describe how you accomplished the 2<sup>nd</sup> task vs. the 1<sup>st</sup> task.
4. How does this exercise relate to student’s experience abroad or to host family experiences?

## Math Problems

Print and cut into 6 pieces

8 - 2 = <input type="text"/>	9 + 1 = <input type="text"/>	8 - 2 = <input type="text"/>	9 + 1 = <input type="text"/>
12 + 4 = <input type="text"/>	5 - 6 = <input type="text"/>	12 + 4 = <input type="text"/>	5 - 6 = <input type="text"/>
4 x 3 = <input type="text"/>	2 x 1 = <input type="text"/>	4 x 3 = <input type="text"/>	2 x 1 = <input type="text"/>
6 ÷ 2 = <input type="text"/>	10 + 5 = <input type="text"/>	6 ÷ 2 = <input type="text"/>	10 + 5 = <input type="text"/>
9 + 3 = <input type="text"/>	12 - 2 = <input type="text"/>	9 + 3 = <input type="text"/>	12 - 2 = <input type="text"/>
7 x 4 = <input type="text"/>	6 - 6 = <input type="text"/>	7 x 4 = <input type="text"/>	6 - 6 = <input type="text"/>
4 - 2 = <input type="text"/>	8 - 5 = <input type="text"/>	4 - 2 = <input type="text"/>	8 - 5 = <input type="text"/>
8 + 4 = <input type="text"/>	6 ÷ 6 = <input type="text"/>	8 + 4 = <input type="text"/>	6 ÷ 6 = <input type="text"/>
12 x 2 = <input type="text"/>	17 x 2 = <input type="text"/>	12 x 2 = <input type="text"/>	17 x 2 = <input type="text"/>
20 + 10 = <input type="text"/>	14 - 7 = <input type="text"/>	20 + 10 = <input type="text"/>	14 - 7 = <input type="text"/>

8 - 2 = <input type="text"/>	9 + 1 = <input type="text"/>	8 - 2 = <input type="text"/>	9 + 1 = <input type="text"/>
12 + 4 = <input type="text"/>	5 - 6 = <input type="text"/>	12 + 4 = <input type="text"/>	5 - 6 = <input type="text"/>
4 x 3 = <input type="text"/>	2 x 1 = <input type="text"/>	4 x 3 = <input type="text"/>	2 x 1 = <input type="text"/>
6 ÷ 2 = <input type="text"/>	10 + 5 = <input type="text"/>	6 ÷ 2 = <input type="text"/>	10 + 5 = <input type="text"/>
9 + 3 = <input type="text"/>	12 - 2 = <input type="text"/>	9 + 3 = <input type="text"/>	12 - 2 = <input type="text"/>
7 x 4 = <input type="text"/>	6 - 6 = <input type="text"/>	7 x 4 = <input type="text"/>	6 - 6 = <input type="text"/>
4 - 2 = <input type="text"/>	8 - 5 = <input type="text"/>	4 - 2 = <input type="text"/>	8 - 5 = <input type="text"/>
8 + 4 = <input type="text"/>	6 ÷ 6 = <input type="text"/>	8 + 4 = <input type="text"/>	6 ÷ 6 = <input type="text"/>
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8 - 2 = <input type="text"/>	9 + 1 = <input type="text"/>	8 - 2 = <input type="text"/>	9 + 1 = <input type="text"/>
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4 x 3 = <input type="text"/>	2 x 1 = <input type="text"/>	4 x 3 = <input type="text"/>	2 x 1 = <input type="text"/>
6 ÷ 2 = <input type="text"/>	10 + 5 = <input type="text"/>	6 ÷ 2 = <input type="text"/>	10 + 5 = <input type="text"/>
9 + 3 = <input type="text"/>	12 - 2 = <input type="text"/>	9 + 3 = <input type="text"/>	12 - 2 = <input type="text"/>
7 x 4 = <input type="text"/>	6 - 6 = <input type="text"/>	7 x 4 = <input type="text"/>	6 - 6 = <input type="text"/>
4 - 2 = <input type="text"/>	8 - 5 = <input type="text"/>	4 - 2 = <input type="text"/>	8 - 5 = <input type="text"/>
8 + 4 = <input type="text"/>	6 ÷ 6 = <input type="text"/>	8 + 4 = <input type="text"/>	6 ÷ 6 = <input type="text"/>
12 x 2 = <input type="text"/>	17 x 2 = <input type="text"/>	12 x 2 = <input type="text"/>	17 x 2 = <input type="text"/>
20 + 10 = <input type="text"/>	14 - 7 = <input type="text"/>	20 + 10 = <input type="text"/>	14 - 7 = <input type="text"/>



## Orientation

Pre-Arrival, Arrival, Post-Arrival

## Activity (Methodology)

### Paper Tear (Critical thinking, discussion)

**Time Needed:** 15-20 Min

**Group Size:** Any

**Materials:** paper (1 piece per person)

## Objectives

- To show the difficulty of communicating using one-way communication
- To learn how to become thoughtful active listeners and respond with respect for the other person
- To develop a deeper concern for and sensitivity to others

## Instructions

1. Tell the group that the goal is for everyone to produce identical pieces of paper by following the instructions.
2. Ask them to take a piece of paper and to close their eyes.
3. Instruct participants to keep their eyes closed and remain silent during the task.
4. Give directions:
  - a. **Fold your paper in half and tear off the bottom right corner of the paper**
  - b. **Fold the paper in half again and tear off the upper right-hand corner**
  - c. **Fold the paper again and tear off the lower left-hand corner**
  - d. **Open your eyes, unfold your paper, and hold it out for the group.**
5. Now ask the group to open their eyes, unfold their papers, and hold out what they've produced.

## Discussion

1. What happened? Did you succeed in making the same pattern?
2. Would asking questions to have clarified confusing instructions?
3. If you were to try this exercise again, what would you do to improve the results?
4. If you tried the exercise with your eyes open, would the results have been different? Why?
5. What are the similarities of this exercise compared to what happens when you are in a foreign country?

## Debrief

- To even something as simple as folding paper can be interpreted in a hundred different ways.
- What typically happens is that the people create many different shapes out of their papers, even though they all followed the same instructions.

- We generally focus attention on what we want to say much more rather than on what our listeners want to or are able to hear.
- We assume that if we do an expressive job of describing our mental models, the listeners will end up with the same images in their mind.
- To do this activity well, there must be a shared and clear comprehension and vision of the goal or final product/result.
- In order for listeners to understand your message, it is important to use clear, effective communication.
- This includes using specific directions, checking in for comprehension, and if possible, even demonstration what you mean and what your expectations are.
- For example, asking your AFS student “to clean their room” is too unspecific (i.e. clean what, how should it be cleaned, what is your standard of “clean” etc.)
- Instead, it is more helpful tell them that you will show them “how to make the bed”, demonstrate and explain the process, then undo it and have them try to do it themselves.
- It is also helpful to create a “Chore Chart” and place it in a prominent, central location as a reminder to all family members.

## Orientation

Pre-Arrival, Arrival, Post-Arrival

## Activity (Methodology)

### Behaviors and Values (Small group work, brainstorming, presentations)

**Time Needed:** 45-60 Min

**Group Size:** 2-6 people

**Materials:** index cards (5 per team), pens, 5 large envelopes, flipchart paper (1 per team), markers, printed handout "Notes about Values" (p. 52-53; 1 per host family)

## Objectives

- To explore the behavioral applications of five important values
- To practice turning invisible values into observable behaviors
- To show that the same value might be related to different behaviors in different cultures
- To become more aware of the influence of cultural backgrounds on perception, behavior, values and attitudes
- To develop strategies for coping with cultural differences

## Preparation

1. On the 1<sup>st</sup> envelope, write "Honesty".
2. On the 2<sup>nd</sup> envelope, write "Gender Equality".
3. On the 3<sup>rd</sup> envelope, write "Respect for Parents".
4. On the 4<sup>th</sup> envelope, write "Punctuality".
5. On the 5<sup>th</sup> envelope, write "Friendship".

## Introduction

1. Split up the group into teams of 2-6 people.
2. Briefly present the five values the teams will be discussing:
  - Honesty
  - Gender Equality
  - Respect for parents
  - Punctuality
  - Friendship
3. Give each team an envelope with one of the five values written on the outside.
4. Each group also gets 5 blank index cards.

### Activity – Round 1

5. Allow 3-5 minutes for each team to discuss the value written on their envelope.
6. Have teams brainstorm and discuss **specific behaviors** that they can observe when this specific value is displayed.
7. Ask them to generate as many behaviors as possible
8. Have teams write all behaviors on one of their index card and title the index card with the specific value.
9. At the end of the 1<sup>st</sup> round, each team will place their index card into the envelope and pass the envelope to the next group.

### Activity – Round 2

1. Ask the next team to do the same collection of specific behaviors and list them on the next empty index card without looking at the index cards of the other teams.
2. Repeat until every group has discussed every value.

### Activity – Round 3

1. Give each team the envelope they started with.
2. Ask them to combine all of the ideas on the cards and prepare a presentation to the entire group (either as a short oral presentation or on flipchart paper)
3. Allow appr. 5 min for this process.
4. Have each team present their assigned value and the identifying behaviors.

### Discussion

1. What happened as you identified behaviors that demonstrated each value?
2. Which values were easiest to identify behaviors for? Why?
3. Which values were hardest to identify behaviors for? Why?
4. What kind of differences emerged in the group as you described behaviors that demonstrate certain values?
5. What are new ideas that you took from the exercise?
6. Can you think of a cultural difference when it comes to displaying behavior that is related to values?
7. How can you apply this exercise to the interaction with your AFS student?

### Debrief

- After all teams have presented, give each host family a printed handout “Notes about Values” (p. 52-53).
- Review the notes for each value and answer any follow-up questions.

## Notes about Values

### 1. Honesty

- For many US Americans, honesty is highly valued and is expressed through clear, direct communication.
- In the US American context, “lying by omission” (i.e. withholding information and/or leaving out specific information or details) is often viewed as dishonest.
- In many other cultures, it is important to avoid hurting someone else’s feelings and to “save face”. Maintaining peace/group harmony and keeping good relationships is often be more important than telling the truth 100%.
- “White lies” might be acceptable in certain situations.
- In these cultures, “honest” answers are often communicated indirectly, using body language and non-verbal methods, implied, hinted at, or talked about using stories or metaphors.
- In many cultures, the word “maybe” or “probably” is often understood to be a polite “no”.

### 2. Gender Equality

- In some cultures, the roles between men and women are more distinct than in the U.S.
- That might mean that boys/men might not be expected to take an active role in the household - and have difficulties accepting the new role in the U.S.
- This might also apply to the selection of a profession.
- This might also include that sexual liberty might be interpreted differently for both sexes.
- It might be morally acceptable for men to interact with other men only.
- It might be morally acceptable for men to interact with female relatives.

### 3. Respect for parents

- Avoiding eye contact is a common of showing respect in many cultures and should not be interpreted as dishonesty.
- In many cultures (i.e. Asia, Africa, Southern Europe, Latin America) respect for parents (and other persons of a higher status, like teachers) is usually shown by not questioning what is said. Rules can be accepted without questioning them.
- While US American teenagers are encouraged to ask question and share their thoughts/opinions. Teenagers from other cultures might not ask “why/why not”. This should not be interpreted as disinterest but as a sign of respect.
- When asked their opinion, teenagers from other cultures may answer “I don’t know” as a sign of respect (i.e. they don’t want to displease, disagree with or contradict parents/teachers).
- Teenagers from these cultures may also be accustomed to parents having and exhibiting more authority/control over teen’s decisions/actions, such as which after-school activities they may participate in, who they may befriend, when they should study, where they may/may not go etc.

- Teens from these cultures are often hesitant to act independently as they expect to be told what to do/not do. This behavior may be viewed as overly-dependent, nervous/anxious or needy.

#### 4. Punctuality

- What is considered punctual in one cultural context (in business or private settings) is extremely different in many cultures.
- Therefore, it is very important to communicate what is acceptable and expected in a host family.
- Agreeing on being punctual is not enough.
- It is important to specify what “being punctual” means and when it is appropriate to apologize for being late.

#### 5. Friendship

- In US American culture, many people may act “friendly” towards new acquaintances or even strangers.
- However, that is not the same thing as “being their friend”.
- “Friendship” has different meanings to different people and many types of friendships are situational or contextual (ex: work friend, best friend, frenemy, boyfriend/girlfriend, friend who is a boy/girl, friend of a friend etc.).
- Compared to other cultures, friendships in the US tend to be formed (and ended) more quickly.
- Someone might be called a “friend” after only a few hours of knowing each other.
- Phrases such as “We should hang out sometime” can be confusing or frustrating for AFS students, as it is difficult to know if it is a genuine invitation or standard social pleasantries.

## Orientation

Pre-Arrival, Arrival, Post-Arrival

## Activity (Methodology)

### Direct vs. Indirect (Small group work, brainstorming, presentations)

**Time Needed:** 45-60 Min

**Group Size:** 2-6 people

**Materials:** 4 pieces of flipchart paper, markers, enlarged copy of Photo A and Photo B (p. 60; color recommended), printed activity handout (p. 59; 1 per team)

## Objectives

- To be sensitive towards differences between direct and indirect communication
- To be aware of misunderstandings that can arise from the different use of direct and indirect communication
- To be aware that one's own way of communicating is not the only way – and that one's own way is not always the same in every situation

## Introduction

1. Opening discussion:
  - **Look at the two pictures.** (*Show printout with 2 photos to the whole group – p. 60*)
  - **One picture is depicting indirect communication and one is depicting direct communication.**
  - **Which is which?** (*Photo A = Direct; Photo B = Indirect*)
  - **What about their body language do you observe that makes you think that?**
2. Cultures teach their members to communicate in a more direct or indirect way.
3. Generally speaking, many people in the US tend to communicate in a direct, explicit manner – particularly when expressing agreement or positive statements. (*Ex: What do you think? → OMG, I love it!*)
4. The meaning is carried on the surface, and a listener does not have to know much about the context or the speaker to understand the message.
5. However, many people in the US prefer to communicate more indirectly (i.e. “politely”) when expressing disagreement or negative statements. (*ex: What do you think of the dinner? → “Hmm, it’s interesting.” instead of “No, I don’t like it.”*)
6. Note that there are individual differences in every culture.
7. It is important to listen to how others talk in order to determine if/when they are using a direct or indirect communication style.
8. For example, Argentinians often communicate in a more indirect manner.

9. Messages are transmitted through stories, analogies, questions, third parties, or nonverbal behaviors.
10. An indirect communicator is usually able to understand a direct message, although the direct communicator may be perceived as abrupt and rude.
11. On the other hand, the direct communicator tends to have more difficulty understanding an indirect message and may perceive the indirect communicator as vague and indecisive.
12. In a context with host families and exchange students, problems can occur in both directions.
13. While host parents may perceive their message/statement as clear, it might not be for the exchange student.
14. Language comprehension can be an additional barrier, especially for English language learners.

## Preparation

1. On flipchart paper, write 6 statements.
  - **The dishwasher is done.**
  - **Don't forget to do your chores today.**
  - **You're wearing that?**
  - **My friend is celebrating his birthday tonight, but nobody is going.**
  - **You need to let me know what type of food you want for the party.**
  - **Do you want to go grocery shopping with me/us?**
2. On another flipchart paper, draw the chart shown on the Activity Handout (p. 59)
3. Cover both flipchart papers until the activity begins.
4. As teams are sharing, be sure to take notes in the relevant row/column.

## Instructions

1. Split the group into teams of 2-6 people.
2. Give each team a piece of paper and pen.
3. Uncover the first flipchart paper (with just the 6 statements written).
4. Give directions:
  - **As a team, you will be practicing interpreting direct and indirect messages.**
  - **Each team has a handout that has the statements and tasks written.**
  - **Please be sure to brainstorm as a team and make notes on your team's handout.**
  - **The 1<sup>st</sup> task is to go through and categorize which are direct statements and which are indirect statements. There are 3 direct statements and 3 indirect statements.**
  - **The 2<sup>nd</sup> task is to imagine what the intention of the speaker is as well as how it might be perceived by the listener.**
  - **The 3<sup>rd</sup> task is to "translate" the direct statement to be indirect and the indirect statement to be direct.**
5. Allow 8-12 minutes for all teams to complete the tasks.



6. Give directions:
  - **Now, we will go through first column titled “1<sup>st</sup> Task” and reading each statement individually.**
  - **I would like each team to share what they wrote.**
  - **Then, we will go through the second column, and then the third column.**
7. Read the first statement aloud and have each team share their ideas from the 1<sup>st</sup> task (direct vs. indirect).
8. Once all statements have been read aloud and voted on by all teams, write the letters “D” or “I” next to each statement:

**Direct:**

- Don't forget to do your chores today.
- You need to let me know what type of food you want for the party.
- Do you want to go grocery shopping with me/us? (*Can also be intended/perceived as Indirect*)

**Indirect:**

- You're wearing that?
  - The dishwasher is done.
  - My friend is celebrating his birthday tonight, but nobody is going.
9. Read the first statement aloud and have each team share their ideas from the 2<sup>nd</sup> task (intentions vs. perceptions).
  10. Review the answers using the “Explanation of Statements” listed below (p. 56-58).
  11. Repeat with the remaining 5 statements.
  12. Read the first statement aloud and have each team share their ideas from the 3<sup>rd</sup> task. (direct/indirect translations).
  13. Review the answers using the “Explanation of Statements” listed below (p. 56-58).
  14. Repeat with the remaining 5 statements.

## Explanations of Statements

### “The dishwasher is done.” – Indirect

Possible translation to Direct: “Please unload the dishes from the dishwasher and put them away in the cabinets.”

- **Host parent's intention:**
  - This might be a hint for the AFS student to unload the dishwasher or help with that task.
  - It might be intended as a prompt for the student to ask/offer to help put the clean dishes away.
- **AFS student's perception:**
  - They might think the host parent is stating a fact for some reason.
  - They might not understand that it is a hint for them to help/take initiative to offer to help.

**“Don’t forget to do your chores today.” – Direct**

Possible translation to Indirect: “It’s important that everyone helps out around the house.”

- **Host parent’s intention:**
  - This is a reminder for the AFS student to do their assigned chores within a certain timeframe.
- **AFS student’s perception:**
  - They might think the host parent(s) don’t have faith in the student’s ability to complete their chores successfully.
  - They might think that they must complete their chores at that exact moment.

**“You’re wearing that?” – Indirect**

Possible translation to Direct: “Please change your outfit. It is too (adjective) for the (situation, event, weather etc.)”

- **Host parent’s intention:**
  - The AFS student might be wearing clothing that is inappropriate for the situation, the weather/season etc. (*i.e. overdressed, too casual, too formal, too immodest, too hot, not warm enough etc.*)
- **AFS student’s perception:**
  - They might be unaware of social norms/dress codes.
  - They might feel hurt or uncomfortable if they had put a lot of effort into “dressing up”, according to their own cultural context.

**“My friend is celebrating his birthday tonight, but nobody is going.” – Indirect (*though often perceived as Direct*)**

Possible translation to Direct: “May I please attend my friend’s birthday party tonight?”

- **AFS student’s intention:**
  - They might want to go to the party but are uncomfortable asking permission.
  - They might want to go but don’t know how to get there (*i.e. directions*).
  - They might be asking the host parent(s) to take them there and hoping that the host parent(s) will offer to drive them.
- **Host parent(s) perception:**
  - They might think that the AFS student is showing sympathy/empathy for their friend’s situation.
  - They might think the AFS student is voicing concerns about their friend’s emotional/psychological well-being.
  - They might perceive that the AFS student is eliciting approval/permission to attend.

**“You need to let me know what type of food you want for the party.” – Direct**

- **Host parent(s) intention:**
  - This is a request for the AFS student to clarify their food preferences for a specific event (to avoid buying food the student won't eat, which would be a waste of money and food).
  - This might be a way to signal that meals (and food costs) must be planned in advance, so a clear answer is needed asap or sooner rather than later.
- **AFS student's perception:**
  - They might feel pressured to answer the question immediately.
  - They may think that it is a hint for them to answer in a specific way.
  - They might think the host parent(s) is upset about having to buy and prepare food for the party/event.
  - They might feel guilty about answering honestly and/or worry that the host parent(s) will disapprove of/disagree with their food preference(s).

**“Do you want to go grocery shopping with me/us?” – Direct (*though could be Indirect*)**

- **Host parent's intention:** This statement could mean a few things.
  - It is intended as a friendly offer that can be accepted or rejected. (Direct)
  - It's a hint to the AFS student to get more involved in family life. (Indirect)
  - The host family might be trying to find out what foods the students like/dislike. (Indirect)
- **AFS student's perception:**
  - AFS students often don't know that they have the option to say yes or no.
  - They might think the invitation is a “polite” invitation/expectation that cannot be refused.
  - They might simply agree to such suggestions, even if they had different plans or are not interested in the proposed activity.
  - They might not understand if it is intended as a hint to interact more with the host family.

## Discussion

1. Describe a situation or miscommunication caused by direct or indirect communication.
2. How can this information and experience help you as you communicate with your AFS student?
3. What are some strategies to better understand and adapt to indirect communication?

## Debrief

- Direct and indirect communicators can misunderstand or misperceive one another.
- Often little statements which have a clear meaning for us will be perceived differently by others (due to differences in cultural background, language barriers...).
- This means we need to be more aware of our own way of communicating.
- Learning to hear, and use, both styles will increase one's cross-cultural communication competence.

## Direct and Indirect Communication: Activity Handout

Statements	1 <sup>st</sup> Task: Direct or Indirect? Why?	2 <sup>nd</sup> Task: Intention vs. Perception	3 <sup>rd</sup> Task: Translation
The dishwasher is done.			
Don't forget to do your chores today.			
You're wearing that?			
My friend is celebrating his birthday tonight, but nobody is going			
You need to let me know what type of food you want for the party.			
Do you want to go grocery shopping with me/us?			

Photo A - Look at what they are doing now (don't imagine what happened before the photo was taken)



Photo B - Look at what they are doing now (don't imagine what happened before the photo was taken)



## Orientation

Post-Arrival, Mid-Stay

## Activity (Methodology)

### Cultural Topics (Case studies, discussion)

**Time Needed:** 30-45 Min

**Group Size:** Any

**Materials:** flipchart paper, markers, printed case studies handout (p. 62-63: 1 per person),

## Objectives

- To become more aware of the influence of cultural backgrounds on perception, behavior, values and attitudes
- To accept and appreciate the changes the family experience when hosting a student, and to view such changes as learning opportunities
- To overcome ethnocentric worldviews when interacting with new people, social situations and cultural norms
- To develop strategies for coping with cultural differences
- To understand that strong and lasting relationships, friendships and family bonds are strengthened when all individuals embrace cultural differences, as well as similarities

## Preparation

- Orientation facilitators will need to decide on one or more topics to discuss during the activity (i.e. sharing, privacy, or family orientation).
- For each of these topic, two case studies are provided for reading and group discussion.
- All case studies as listed in the “Set of Case Studies” (p. 62-63).
- The duration of the activity will be defined by the number of chosen case studies.
- As a reference timeframe, 15 minutes should be allowed for discussion of each case.
- Depending on the space available and number of participants, discussion of case studies can be done in pairs, small teams or as one large group.
- During the discussion, ne sure to take notes on flipchart paper.
- By the end of the discussion, the facilitator will create a summary of the different opinions and arguments and create a list of possible solutions to conflicts on the specific topic.

## Introduction

1. This activity will focus on (chosen topic) by utilizing case studies.
2. Individually, take a few minutes to read the 2 case studies and make any notes to discuss on your handout.

3. Then, we will discuss each case study and brainstorm possible strategies and solutions.

## Discussion – Case Studies

1. How would you proceed in this situation?
2. Which cultural values might be underlying the student’s behavior?
3. Which cultural values could be behind your expectations?
4. Have you ever thought about this situation happening during your hosting experience?
5. Do you experience similar problems with your own children? If so, how do you cope with them?
6. How do you expect different family members to be affected by this problem?
7. Who do you think would be the first one to make a step towards a solution?
8. Why do you think that your host student may or may not display a similar behavior?
9. Can you think of alternative solutions to this issue?

## Set of Case Studies

### Topic: Sharing

#### Case 1: The case of the missing shampoo

Your family has been hosting a Chinese student for 3 months. They are very fond of you and are already treating you like a real parent. You’ve noticed that your favorite shampoo is emptying faster than usual. You suspect that your AFS student might be using it. You feel very upset about it because they did not ask for your permission and it is very expensive.

#### Case 2: Fridge issues

You are a host parent who really enjoys cooking for your family. You usually buy special ingredients for your recipes but can’t seem to find all of them during dinner preparations. You suspect that your Tunisian student has been snacking and ate the special ingredients, which seems very inconsiderate for you and the rest of the family.

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### Topic: Privacy

#### Case 3: Logging onto dad’s PC

You are a host father and have a home office. Your computer is a very important professional tool and contains sensitive data. Your computer is the only computer in the house that has open internet access. Your Ghanaian student does not have a personal computer. You found out that your student downloaded music and used your computer for filesharing. You consider this a privacy violation since your data might be at risk, filesharing music is illegal, and you are concerned that a computer virus could harm your computer as well as any other computers you link with at work.

**Case 4: The visits**

You've been hosting an Argentinean student for 2 months. Their Brazilian classmate, Leandro, is friendly yet keeps showing up at your house several times a day, even during dinner time. Even after you've asked your student to have Leandro call before he visits next time, your student seems to be ignoring your request.

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**Topic: Family Orientation****Case 5: Instructions, please?!?**

Your Brazilian host daughter has been living with you and your family for 5 months. Even though she already speaks good English, she seems very hesitant in making decisions on her own. She is constantly asking you for further advice on ordinary situations.

**Case 6: Rrrring!**

Your Indian host student usually texts or takes calls on their cell phone during family time, especially during dinner. Instead of ignoring any received texts/calls, they are usually distracted and leave the dinner table earlier than everyone else, which makes the family to feel ignored or discouraged.



## Orientation

Pre-Arrival, Arrival, Post-Arrival, Mid-Stay

## Activity (Methodology)

### I am... (Self-reflection, discussion)

**Time Needed:** 30-45 Min

**Group Size:** Any

**Materials:** flipchart paper, markers, printed handout (p. 65 – 1 per person), pens

## Objectives

- To demonstrate that individualistic or collectivistic tendencies in societies are reflected in the ways that people describe themselves.

## Introduction

1. Distribute handouts (p. 65) and pens to each host parent.
2. Give directions:
  - **Please complete these 10 sentences as fast as you can.**
  - **Once you complete all 10 sentences, then decide sentences which are your top 3 (i.e. which are the most important ways that you identify)**
  - **You have 4 minutes to complete both tasks.**
3. After everyone is finished, have everyone share their top 3 sentences.

## Discussion

1. How many sentences did you write that focus on your personal attributes such as age, adjectives, etc.? (ex: *I'm intelligent, I'm 20 years old, I'm hungry, I'm a happy person, etc.*)
2. How many sentences did you write that focus on your role or relationship to others/society? (ex: *I'm an ER nurse, I'm a wife/husband, I am American, I am an AFS volunteer etc.*)
3. Looking at your top 3 sentences, how many are the former and how many are the latter?

## Debrief

- There is a tendency for people from more individualistic cultures to answer the "I am" with personal attributes like adjectives, age, emotions etc.
- There is a tendency for people from more collectivistic cultures to answer the "I am" with interpersonal categories, such as relationships, group affiliations, social/occupational roles etc.
- Many people and cultures appreciate individualistic attributes (ex: respecting stranger's private property) as well as collectivistic attributes (ex: community support and engagement).
- While we are all individual people, we must respect, live and work with others collectively in order for society to function and thrive, with the hope of spreading global peace and understanding.

**Handout: I am....**

1. I am .....
2. I am .....
3. I am .....
4. I am .....
5. I am .....
6. I am .....
7. I am .....
8. I am .....
9. I am .....
10. I am .....

## Orientation

Pre-Return, End-of-Stay, Post-program Appreciation & Debriefing

## Activity (Methodology)

### Draw Your Shield (Self-reflection, drawing)

**Time Needed:** 30-45 Min

**Group Size:** Any size

**Materials:** blank Shield handouts (p. 68 - 1 per host family), pens, markers

## Objectives

- To better understand themselves as individuals, as a family and the influence of their own cultural backgrounds
- To become more aware of the influence of cultural backgrounds on perception, behavior, values and attitudes
- To accept and appreciate the changes the family experiences when hosting a student, and to view such changes as learning opportunities.
- To appreciate diversity and to engage, display respect for and accept people with diverse backgrounds, attitudes, opinions, lifestyles and values

## Variations

This activity can be done with host parents only, host siblings only or with host parents and host siblings together.

## Introduction

1. Hosting an AFS student is a different experience for each family as well as each family member.
2. Host families are also participants and volunteers themselves.
3. As “participants”, host families have the opportunity to share their local and family culture, learn about other cultures and experience personal growth and development - as individuals and as a family.
4. As “volunteers”, host families play an important role as promoters of peace and understanding by supporting their AFS student throughout their intercultural experience.
5. This activity helps to illustrate how you and your family have grown and changed as a result of your hosting experience.
6. The shield in this activity will represent your family’s development and the elements that have become a part of you because of this hosting experience.

## Directions

1. Give each host parent(s) a printed Shield (p. 68).
2. Read prompts for each number on the Shield
3. Allow a few minutes for host parents to complete each section based on the prompt.
4. Once all have been completed, display all Shields (on a wall, door etc.) and allow a few minutes for everyone to walk around and look at all.
5. Then, have each host parent(s) share about their Shield with the whole group.

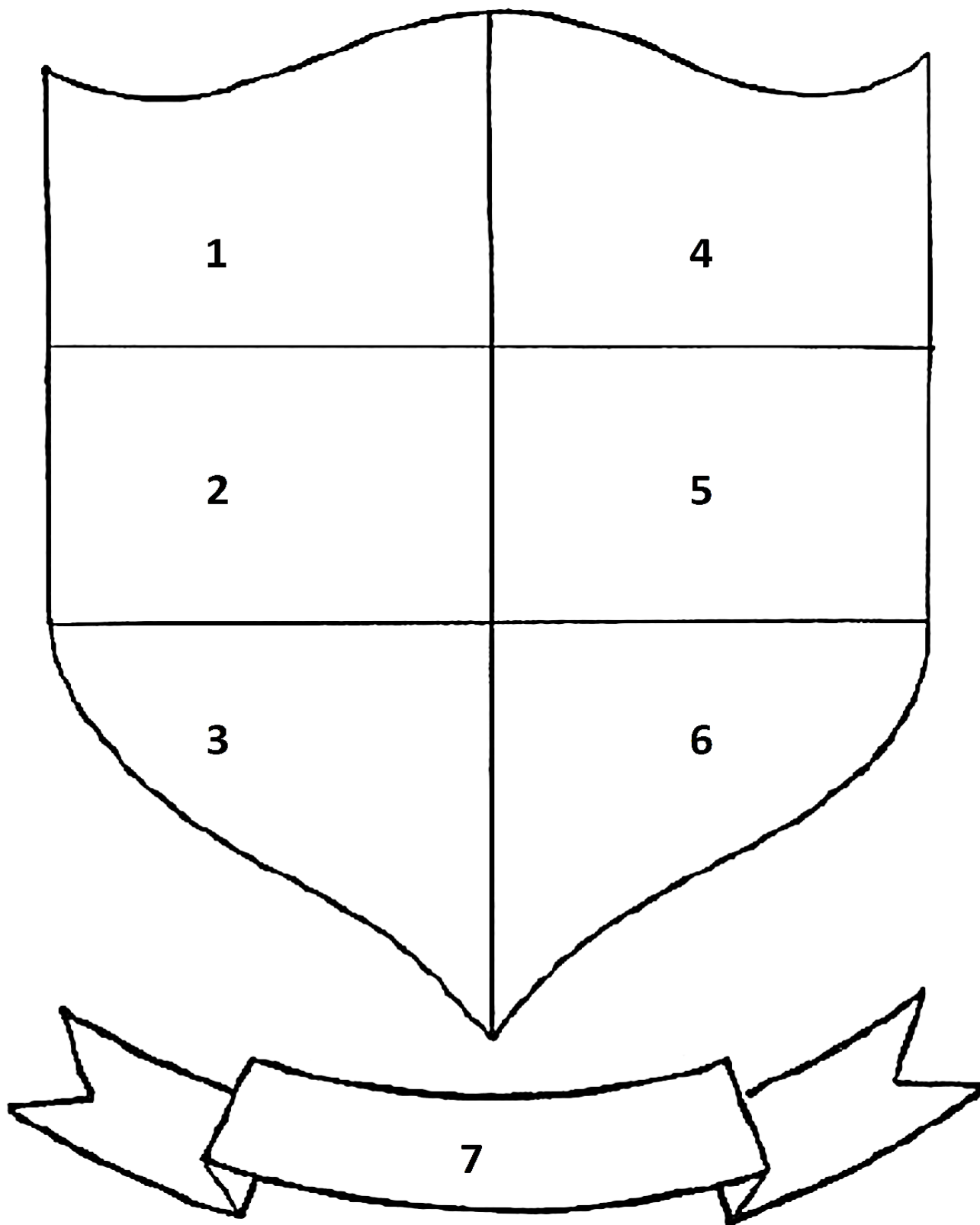
## Shield Prompts

1. A family activity/tradition you shared with your host student
2. Your most enjoyable experience as a host parent
3. Your most challenging adjustment as a host parent
4. How you/your family has grown/changed as a result of hosting
5. The most important thing that you learned about your own family/local/national culture
6. The most important thing you learned about yourself and your family – as individuals
7. Your family motto/slogan/catchphrase

## Discussion

1. Describe the similarities and/or differences in values between your family and the host student.
2. Describe how the similar and/or different values affected members of your family, including your host student.
3. What do you think might change in your family in the future as a result of your hosting experience?
4. How might the “little” and “big” things about your family be impacted by the departure of the student?
5. How did/can you help yourself, as well as your host student, prepare for their departure?
6. What advice could you give to future host families to help them with adaptation and being prepared to host?

The \_\_\_\_\_ Family Shield



## Orientation

End-of-Stay, Post-Program & Appreciation & Debriefing

## Activity (Methodology)

### Summarizing the Hosting Experience (Self-reflection, discussion)

**Time Needed:** 30-45 Min

**Group Size:** Any size

**Materials:** printed Self-Reflection Prompts (p. 70), a portable container (ex: basket, hat etc.)

## Objectives

- To accept and appreciate the changes the family experience when hosting a student, and to view such changes as learning opportunities
- To appreciate diversity and to engage, display respect for and accept people with diverse backgrounds, attitudes, opinions, lifestyles and values
- To become interested and concerned about global affairs and aware of the impact our choices have on other people

## Preparation

1. Print the Self-Reflection Prompts (p. 70) and cut it into 16 strips (i.e. 1 sentence per strip).
2. Put all slips into a portable container such as a hat, basket etc.

## Introduction

1. During this year, you have all changed in some ways.
2. Some changes you may be aware of, others you may not be aware of.
3. Living in another culture provides you with the opportunity to gain new skills, ways of thinking and attitudes.
4. The activity helps you understand how you have changed during the last year.
5. Give directions:
  - **When it is your turn, randomly choose a slip of paper, read it aloud, and answer it aloud.**
  - **Then, everyone else will answer one-by-one, before moving on to the next person/self-reflection prompt.**

## Discussion questions

1. What were some common hosting experiences you all shared?
2. What seemed to be most difficult to adjust to and why?
3. Describe the ways you that you and your family have changed?
4. How will you feel if people back home do not notice the ways in which you feel you have changed?

## Self-Reflection prompts

1. Through this experience, one important thing I learned about myself/my family was....
2. One important thing I learned about people from different cultures/backgrounds was....
3. One important thing I learned about how to get along with people from different cultures/backgrounds was....
4. One way that people in my local community are similar to my/our AFS student's home culture is....
5. One way that people in my host community are different from my/our AFS student's home culture is....
6. To fully understand my/our AFS student's culture, it is necessary to realize that....
7. Something about myself that I found difficult to accept before the hosting experience, but now accept is....
8. Something about other people that I found difficult to accept before the hosting experience, but now accept is....
9. An attitude or value that I disagreed with or didn't understand before the hosting experience, but now accept and/or understand is....
10. An attitude or value that I had before the hosting experience, but now feel differently about, is....
11. An attitude or value that I had before the hosting experience, and I still have is....
12. One thing about my/our AFS student's culture that I came to accept only with much difficulty was....
13. One thing about my/our AFS student's culture that I still do not understand is....
14. For me, the most difficult aspect of hosting has been...
15. For me, the greatest benefit of hosting has been....
16. The most important lesson that hosting taught me/my family is...

## Orientation

End-of-Stay, Post-Program Appreciation & Debriefing

## Activity (Methodology)

Pair and Share (Paired discussions, self-reflection, group discussion)

**Time Needed:** 15-30 Min

**Group Size:** Any size

**Materials:** complete set of playing cards (use or new), flipchart paper, markers

## Objectives

- To develop a deeper concern for and sensitivity to others
- To appreciate diversity and to engage, display respect for and accept people with diverse backgrounds, attitudes, opinions, lifestyles and values
- To accept and appreciate the changes the family experience when hosting a student, and to view such changes as learning experiences
- To understand that strong and lasting relationships, friendships and family bonds are strengthened when all individuals embrace cultural differences, as well as similarities

## Preparation

1. On flipchart paper, draw the four Suit and write their corresponding prompt.
2. Cover the flipchart paper until the activity begins.

## Suits & Prompts

Hearts: A positive memory of hosting



Clubs: A challenging situation of hosting



Diamonds: An impactful experience of hosting



Spades: Something I wish we did differently while hosting



## Introduction

1. In this game, the symbols on the card are important.
2. During the game, you'll answers prompts related to the symbols.
3. Please remember that this is a reflection and sharing session, but you do not have to share anything with rest of the group if you don't want to.



4. Uncover the flipchart paper with the suits/prompts and review them with the group.
5. Please find a new partner to talk with for each card.

### Activity

1. Open the set of cards and shuffle them
2. Set them in a pile face-down.
3. Flip over the top card and announce the suit (hearts, clubs, diamonds, spades).
4. Give everyone about 3-4 minutes to share with their partner.
5. Give everyone a 30-second warning not finish up.
6. Instruct everyone find a new partner.
7. Repeat the process 5-8 more times.

### Discussion

1. How did it feel to share with others about your hosting experience?
2. How did it feel to listen to others share about their hosting experiences?
3. Describe any similar/common themes or stories that were shared/heard?
4. What did you learn about your partners by listening to them share?
5. What did you learn about yourself by sharing with your partners?
6. Would anyone like to share one of their positive memories with the whole group?
7. Would anyone like to share the challenging situation with the whole group?
8. Would anyone like to share their important learning with the whole group?
9. Would anyone like to share the impactful experience with the whole group?
10. What is your biggest takeaway from sharing and listening to your fellow host parents?

### Debrief

- As host parents, you are all connected through your transformative experiences and the positive key role by hosting and supporting your AFS student during their exchange experience.
- As a community of host parents, you can support each other as well as local volunteers and future AFS students.
- It is important to understand that the hosting experience is a learning experience and is different for every person and every family.
- While hosting, experiencing a range of ups and downs (i.e. emotions, interactions) is common and normal for host families.
- It is common for host families to experience a range of emotions when the hosting experience ends.
- As you re-adjust to family life after hosting, it is important to practice self-care and talk with other host parents or AFS volunteers if you feel that you want or need additional support.
- By decided to host with AFS, you joined an organization and a community dedicated to creating a more just a peaceful world – and you helped to make this mission a reality. Thank you!!!!!!!!!! 🌍

# Activities for Host Siblings

## Activities for Host Siblings

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## Orientation

Pre-Arrival, Arrival

## Activity (Methodology)

Days of the Week (Critical thinking, group discussion)

**Time Needed:** 5-10 Min

**Group Size:** Any

**Materials:** None

## Objectives

- To develop a deeper concern for and sensitivity to others

## Instructions

8. Ask the participants to name the days of the week in their native language.
9. Listen to the participants saying them out loud.
10. Now ask the participants to say the days of the week in alphabetical order.
11. Optional: As participants are doing the 2<sup>nd</sup> task, snap your fingers, push them to do it faster, and/or ask them why they have having trouble (as they have just named the days in the 1<sup>st</sup> task).

## Discussion

6. Describe how you felt doing the second task compared to the first task.
7. Share your observations on the 1<sup>st</sup> task and the 2<sup>nd</sup> task.
8. What happened when you did the 2<sup>nd</sup> task (i.e. rearranged the days of the week)?
9. Describe how you accomplished the 2<sup>nd</sup> task.
10. How does this exercise relate to student's experience abroad or to host family experiences?

## Debrief

- What usually happens is that the first task to simply name the days of the week is accomplished quite easily.
- Typically, everyone will automatically name them in the order that they occur in (Sunday/Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday).
- However, naming them in alphabetical order is much more difficult because we are not used to putting them in this order.
- The second task, therefore, needs a lot more time and attention.

## Orientation

Post-Arrival, Mid-Stay, Pre-Return

## Activity (Methodology)

### Communication Styles (Self-reflection, discussion)

**Time Needed:** 30-45 Min

**Group Size:** Any size

**Materials:** printed Communication Prompts (p. 77)

## Objectives

- To appreciate diversity and display tolerance and respect for people with diverse backgrounds, attitudes, opinions, lifestyles and values
- To listen, be mindful of the needs of other people and consider different perspectives when approaching problems and everyday situations
- To learn how to become thoughtful active listeners and respond with respect for the other person
- To be aware, able to recognize and interpret non-verbal communication signals
- To develop strategies for coping with cultural differences
- To understand that strong and lasting relationships, friendships and family bonds are strengthened when individuals embrace cultural differences, as well as similarities

## Variations

- Orientation Facilitators can choose one prompt, read it to the whole group and elicit answers from everyone, before moving on to the next question.
- Another option is to print out the Communication Prompts (p. 77), cut into individual slips (1 prompt per slip of paper), mix them up in a container (i.e. a hat, basket, bowl etc.), then allow host siblings to randomly choose one, read it aloud and answer.
- If host siblings are more comfortable, host siblings can talk in pairs and take turns answering the prompt.
- Pairs can stay the same throughout the activity or be changed after each prompt.

## Communication Prompts

1. How do people commonly communicate in your culture/community? (direct, indirect, linear, circular, task-oriented, relationship-oriented etc.)
2. How does your family tend to communicate?
3. What is your preferred communication style?
4. Describe your body language when you communicate.
5. What are the similarities and/or differences between the communication styles of you, your parents and your AFS sibling?
6. Have you seen or observed any misunderstandings due to different communication styles?
7. What are some different ways to handle those types of situations?
8. What are two ways that you can work at communicating with your AFS sibling more effectively?
9. How do you feel about “small talk”?
10. What are some of the topics that you like to discuss with your family?
11. What are some of the topics that you like to discuss with your friends?
12. Describe the differences or similarities to the discussion topics of your AFS sibling
13. Describe your challenges and successes in having meaningful conversations with your AFS sibling.
14. What more would you like to learn about your AFS sibling?
15. What more would you like your AFS sibling to know about you or your family?
16. What more would you like your AFS sibling to know about your community or local culture?
17. Describe the topics that you would like to talk more about with your AFS sibling.
18. Besides small talk and discussions, what might be some more ways to “communicate” with your AFS sibling? (ex: *studying together, playing video/PC/board games together, watching TV/movies together, telling jokes, taking photos together, doing chores together, playing sports, going shopping together, preparing or eating meals together etc.*)

## Orientation

Post-Arrival, Mid-Stay, Pre-Return

## Activity (Methodology)

### Reflecting on Relationships (Self-reflection, brainstorming, discussion)

**Time Needed:** 30-45 Min

**Group Size:** Any size

**Materials:** printed AFS Sibling Prompts (p. 79)

## Objectives

- To better understand themselves as individuals, as a family and the influence of their own cultural background(s)
- To appreciate diversity and display tolerance and respect for people with diverse backgrounds, attitudes, opinions, lifestyles and values
- To develop a deeper concern for and sensitivity to others
- To develop strategies for coping with cultural differences
- To understand that strong and lasting relationships, friendships and family bonds are strengthened when individuals embrace cultural differences, as well as similarities

## Variations

- Leaders can read one AFS Sibling Prompt (p. 79) to the whole group and elicit answers from everyone, before moving on to the next prompt.
- Another option is to print out the AFS Sibling Prompts and cut it into strips (1 prompt per slips), mix them up in a container.
- During the activity, have host siblings randomly choose one, read it aloud and answer.
- If host siblings are more comfortable, host siblings can talk in pairs and take turns answering the prompt.
- Pairs can stay the same throughout the activity or be changed after each prompt.
- Alternately, host siblings can reflect on the prompts and respond by creating a drawing, poster, collage, word-cloud, etc.
- Creative works can be posted and shared in a Gallery Walk (i.e. displayed and viewed by all) or presented to the group individually.

## AFS Sibling Prompts

1. Tell three things about your AFS sibling(s):
  - What they like
  - What they dislike
  - What you appreciate most about them
  - What has been their biggest challenge
  - What has been their biggest achievement
2. Describe how your AFS sibling(s) makes you feel?
3. Describe the personality of your AFS sibling(s).
4. Describe the first interaction/experience you had with your AFS sibling(s).
5. Describe a memorable interaction/experience you have had with your AFS sibling(s).
6. Describe a challenging interaction/experience you have had with your AFS sibling(s).
7. Describe a funny interaction/experience you have had with your AFS sibling(s).
8. Describe a positive interaction/experience you have had with your AFS sibling(s).
9. How is the relationship with your AFS sibling(s) different than others in your life?
10. Describe the idea of your “perfect” day with your AFS sibling(s). *(ex: Who would you like to be there? What would you like to be doing? When would the best time/date/season for it to be? Where would you like to be/go? How would you like to go there? etc.)*
11. What might be some strategies to help make your “perfect day” a reality? *(ex: talk with parents, ask your AFS sibling, make plans as a family, invite your friends to participate etc.)*



## Orientation

Mid-Stay, Pre-Return, End-of-Stay, Post-Program Appreciation & Debriefing

## Activity (Methodology)

### What Have I Gained from My Experience? (Self-reflection, discussion)

**Time Needed:** 30-45 Min

**Group Size:** Any size

**Materials:** printed Statements About Me handout (p. 81 – 1 per person), pens

## Objectives

- To accept and appreciate the changes the family experience when hosting a student, and to view changes as learning opportunities
- To understand that strong and lasting relationships, friendships and family bonds are strengthened when all individuals embrace cultural differences, as well as similarities

## Introduction

6. Listed below are statements describing many of the changes that have been felt by host siblings.
7. This list may help you think about how you may have changed during your hosting experience.
8. Read through the list and place a check mark under the column that is most appropriate.

## Instructions

1. Give each student a copy of the “Statements About Me” handout (p. 81).
2. Read each statement aloud and ask students to reflect on each statement about their personal growth as a host sibling.
3. After all are finished, review the statements as a group and continue with the discussion questions listed on the bottom of the page (p. 81).
4. Remind host siblings that sharing is important, but they are not obligated to show or share their answers if they are uncomfortable.

Area of Growth	Statements About Me	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Empathy	I have greater ability to understand others, that is, to put myself in their place when making judgments					
Empathy	I can accept failures and shortcomings in myself and others more easily.					
Self-awareness	I understand more fully my own strengths and weaknesses.					
Flexibility and social skills	I am more confident and positive when meeting new people.					
Communication skills	I am more able to share my thoughts and feelings with others and am more open when others wish to share theirs with me.					
Critical thinking	I have more curiosity about and respect for new ideas.					
Defining self in terms of ideals and values	I know better what I want to do with my life.					
Flexibility and social skills	I am more flexible and able to adjust to changes in others.					
Communication skills	I communicate better with others.					
Commitment to others and contributing to the group	I have a greater sense of responsibility for other people.					
Motivation and self-confidence	I am more able to ask for and receive help from others.					

## Discussion

1. In which "Areas of Growth" do you feel you have changed the most?
2. How do you think the ways you have changed will affect you when you return home?
3. How will you feel if people back home do not notice the ways in which you feel you have changed?
4. In your own words, what is the difference between "intercultural anxiety" and "intercultural competence"?
5. Which "Areas of Growth" do you feel you had before you began the program?
6. Which "Areas of Growth" do you feel you can develop more?
7. How can you develop more after your program ends?

## Orientation

End-of-Stay, Post-Program & Appreciation & Debriefing

## Activity (Methodology)

### Summarizing the Hosting Experience (Self-reflection, discussion)

**Time Needed:** 30-45 Min

**Group Size:** Any size

**Materials:** printed Self-Reflection Prompts (p. 83), a portable container (ex: basket, hat etc.)

## Objectives

- To accept and appreciate the changes the family experience when hosting a student, and to view such changes as learning opportunities
- To appreciate diversity and to engage, display respect for and accept people with diverse backgrounds, attitudes, opinions, lifestyles and values
- To become interested and concerned about global affairs and aware of the impact our choices have on other people

## Preparation

3. Print the Self-Reflection Prompts (p. 83) and cut it into 16 strips (i.e. 1 sentence per strip).
4. Put all slips into a portable container such as a hat, basket etc.

## Introduction

9. During this year, you have all changed in some ways.
10. Some changes you may be aware of, others you may not be aware of.
11. Living in another culture provides you with the opportunity to gain new skills, ways of thinking and attitudes.
12. The activity helps you understand how you have changed during the last year.
13. Give directions:
  - **When it is your turn, randomly choose a slip of paper, read it aloud, and answer it aloud.**
  - **Then, everyone else will answer one-by-one, before moving on to the next person/self-reflection prompt.**

## Discussion questions

5. What were some common hosting experiences you all shared?
6. What seemed to be most difficult to adjust to and why?
7. Describe the ways you that you and your family have changed?
8. How will you feel if people back home do not notice the ways in which you feel you have changed?

## Self-Reflection prompts

17. Through this experience, one important thing I learned about myself/my family was....
18. One important thing I learned about people from different cultures/backgrounds was....
19. One important thing I learned about how to get along with people from different cultures/backgrounds was....
20. One way that people in my local community are similar to my/our AFS student's home culture is....
21. One way that people in my host community are different from my/our AFS student's home culture is....
22. To fully understand my/our AFS student's culture, it is necessary to realize that....
23. Something about myself that I found difficult to accept before the hosting experience, but now accept is....
24. Something about other people that I found difficult to accept before the hosting experience, but now accept is....
25. An attitude or value that I disagreed with or didn't understand before the hosting experience, but now accept and/or understand is....
26. An attitude or value that I had before the hosting experience, but now feel differently about, is....
27. An attitude or value that I had before the hosting experience, and I still have is....
28. One thing about my/our AFS student's culture that I came to accept only with much difficulty was....
29. One thing about my/our AFS student's culture that I still do not understand is....
30. For me, the most difficult aspect of hosting has been...
31. For me, the greatest benefit of hosting has been....
32. The most important lesson that hosting taught me/my family is...

## Orientation

End-of-Stay, Post-Program Appreciation & Debriefing

## Activity (Methodology)

Pair and Share (Paired discussions, self-reflection, group discussion)

**Time Needed:** 15-30 Min

**Group Size:** Any size

**Materials:** complete set of playing cards (use or new), flipchart paper, markers

## Objectives

- To develop a deeper concern for and sensitivity to others
- To appreciate diversity and to engage, display respect for and accept people with diverse backgrounds, attitudes, opinions, lifestyles and values
- To accept and appreciate the changes the family experience when hosting a student, and to view such changes as learning experiences
- To understand that strong and lasting relationships, friendships and family bonds are strengthened when all individuals embrace cultural differences, as well as similarities

## Preparation

1. On flipchart paper, draw the four Suit and write their corresponding prompt.
2. Cover the flipchart paper until the activity begins.

## Suits & Prompts

Hearts: A positive memory of hosting



Clubs: A challenging situation of hosting



Diamonds: An impactful experience of hosting



Spades: Something I wish we did differently while hosting



## Introduction

6. In this game, the symbols on the card are important.
7. During the game, you'll answers prompts related to the symbols.
8. Please remember that this is a reflection and sharing session, but you do not have to share anything with rest of the group if you don't want to.

9. Uncover the flipchart paper with the suits/prompts and review them with the group.
10. Please find a new partner to talk with for each card.

### Activity

1. Open the set of cards and shuffle them
2. Set them in a pile face-down.
3. Flip over the top card and announce the suit (hearts, clubs, diamonds, spades).
4. Give everyone about 3-4 minutes to share with their partner.
5. Give everyone a 30-second warning not finish up.
6. Instruct everyone find a new partner.
7. Repeat the process 5-8 more times.

### Discussion

11. How did it feel to share with others about your hosting experience?
12. How did it feel to listen to others share about their hosting experiences?
13. Describe any similar/common themes or stories that were shared/heard?
14. What did you learn about your partners by listening to them share?
15. What did you learn about yourself by sharing with your partners?
16. Would anyone like to share one of their positive memories with the whole group?
17. Would anyone like to share the challenging situation with the whole group?
18. Would anyone like to share their important learning with the whole group?
19. Would anyone like to share the impactful experience with the whole group?
20. What is your biggest takeaway from sharing and listening to your fellow host siblings?

### Debrief

- As host siblings, you are all connected through your transformative experiences and the positive key role by hosting and supporting your AFS student during their exchange experience.
- As a community of host siblings, you can support each other as well as future host siblings and future AFS students.
- It is important to understand that the hosting experience is a learning experience and is different for every person and every family.
- While hosting, experiencing a range of ups and downs (i.e. emotions, interactions) is common and normal for host families.
- It is common for host siblings to experience a range of emotions when the hosting experience ends.
- As you re-adjust to family life after hosting, it is important to practice self-care and talk with your parent(s) or AFS volunteers if you feel that you want or need additional support.
- By decided to host with AFS, you joined an organization and a community dedicated to creating a more just a peaceful world – and you helped to make this mission a reality. Thank you!!!!!!!!!! 🌍



#### **AFS-USA MISSION**

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

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