

Pre-Departure Orientation

Lead Facilitator Guide

Late Afternoon Session:
Students & Parents





Pre-Departure Orientation Leader Guide

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Activity (Methodology)

AFS History, Rules and Guidelines Quiz (Jeopardy game)

When to do the exercise

Final activity (review of all content)

Time Needed: 30-45 Min

Group Size: 4-8 people per team

Materials: Paper/markers (optional), prizes (optional)

Slide #: 1-14

Objectives

- Educate participants and natural parents about AFS rules, general policies, and the structure in place to support students.
- List sources of support during difficult situations.
- Reflect on behavior that could lead to program termination.

Overview

- This activity is designed as a final quiz that tests participants' and parents' knowledge and understanding of AFS rules and safety.
- Depending on the size of the group, it can be split into smaller teams or specific team groupings (ex: parents vs. students, boys vs. girls, etc.).
- Smaller groups can have everyone place individually or in pairs.
- Questions can be read from the Leader Guide on the following pages or shown on the PowerPoint slides (optional).
- Giving out small prizes to the winning teams or people is completely optional.

Options

1. The 13 questions can be read aloud from the Leader Guide and are listed on page 3-5.
2. If using the optional PowerPoint, the questions are on slides #2-14.
3. If using the optional PowerPoint, please review it in advance and practice going through each slide.
4. Please note that questions require mouse clicks to show the answer(s).

Slide 2: 7 clicks

Slide 3: 5 clicks (4 possible choices, 1 click for the answer)

Slide 4: 1 click

Slide 5: 2 clicks

Slide 6: 1 click

Slide 7: 1 click

Slide 8: 2 clicks

Slide 9: 3 clicks

Slide 10: 4 clicks

Slide 11: 1 click

Slide 12: 1 click

Slide 13: 6 clicks

Slide 14: 7 clicks

Instructions

1. Divide everyone into teams or pairs.
2. Pass out paper and markers to each person/team.
3. Read questions individually and/or show each slide and read each question aloud.
4. Allow 30 seconds for teams to write their answer(s).
5. Have each team read their answer aloud.
6. Tell/show the correct answer.
7. Give one point to each team with the correct answer.
8. Keep track of teams' points on flipchart paper.
9. Total each teams' points at the end of the quiz.
10. Announce the winning team/person and congratulate everyone on completing the Pre-Departure Orientation activities successfully.

AFS History, Rules and Guidelines Quiz [Slide #1]

1. **What Does "AFS" stand for? What did the drivers do? [Slide #2]**
 - AFS stands for "American Field Service".
 - The drivers were ambulance drivers serving in World War I and II.
 - Over 2,500 ambulance drivers served; 127 lost their lives.
 - They evacuated the Bergen-Belsen Concentration Camp.
 - They found that by building one-on-one relationships, you could "tear down walls and build bridges" between cultures.
 - The American Field Service celebrated its 100th anniversary in 2014!
 - The AFS Exchange Program celebrated its 70th birthday in 2017!
2. **In what year was the AFS Exchange Program begun – 1957, 1947, 1950, or 1963? [Slide #3]**
 - 1947
3. **What are all the steps of the DIVE Method? [Slide #4]**
 - Describe
 - Interpret
 - Verify
 - Evaluate
4. **What is the difference between an Expectation and a Goal? [Slide #5]**
 - An Expectation is: a strong belief that something will happen in the future, or that someone will or should achieve something.
 - A Goal is: clearly defined, can be measured and requires effort to meet.
5. **What are the four (4) categories of the AFS Learning Goals? [Slide #6]**
 - Personal
 - Interpersonal
 - Cultural
 - Global

6. What are the four (4) components of Culture? [Slide #7]

- Values
- Behaviors
- Beliefs
- Attitudes

7. What is the difference between a Stereotype and a Generalization? [Slide #8]

- Stereotypes:
 - do not allow for any diversity or variation.
 - are often based on just one interaction with a member of a group or second-hand information about a group.
 - pass judgment.
 - do not tend to change even if/when proven wrong.
 - do not help people understand their differences.
- Generalizations:
 - are based on cultural research and multiple interactions with members of other groups.
 - can be helpful information for people outside a given group.

8. What are the 3 NON-NEGOTIABLE AFS Rules? [Slide #9]

- No Driving
- No Hitchhiking
- No Drugs

9. List five (5) actions or issues that can also put your program at risk and may result in your Early Return? [Slide #10]

Actions

- Unapproved Independent Travel
- Unapproved Host Family moves
- Breaking host country laws
- Poor school performance or attendance
- Failure or unwillingness to adapt to host family culture
- Accessing pornography online

Issues

- Serious illness (especially if undisclosed)
- Serious injury
- Eating disorders
- Mental health issues (especially if undisclosed)
- Becoming pregnant or causing pregnancy
- Alcohol abuse

10. Can AFS guarantee academic credit while on program? [Slide #11]

- **No!**
- **Before You Leave**
 - Meet with your high school guidance counselor and ask if they will grant credit for your study abroad.
 - Download and print the form from the AFS website to review with your guidance counselor.
 - Create a study plan that outlines which credits your high school will accept from abroad.
 - Get a signature and keep copies of the Study Plan.
- **While You're Abroad**
 - Take classes for which you might be given credit.
 - Keep detailed records of your school year abroad and complete the Host School Verification form.
 - Ask your host school teachers to write a letter and/or get a copy of your transcript.

11. What is the AFS Chain of Communication? [Slide #12]

- It is the support system for AFS participants as well as their host families.
- The roles and titles vary by host country, but the overall structure is the same globally.
- It helps participants and host families to understand whom and how support is offered.

12. What do the letters S.M.A.R.T. stand for? [Slide #13]

- SMART Goals
 - **Specific:** important to you + clear & well-defined
 - **Measurable:** Can track progress within specified time-frame/plan
 - **Attainable:** Possible to achieve, but not too easy
 - **Relevant:** Important to your life now & in future (academically, personally, professionally, etc.)
 - **Time-Bound:** Has set deadline

13. What's a good gift for host families? [Slide #14]

Something:

- Not overly expensive
- From your local area/region/state (ex: locally-produced food, T-shirts with important area names, etc.)
- Homemade (ex: photo book, illustrated cookbook of your family's recipes, etc.)
- Thoughtfully given with love
- Unwrapped (*Bring wrapping paper or tissue paper to wrap gifts AFTER you arrive!!*)
- Typical local or American food – STORED IN ZIP-LOCK BAGS! (ex: pancake mix, plastic bottle of maple syrup, peanut butter, etc.)

Activity (Methodology)

Feedback & Evaluation (Assessment)

When to do the exercise

Closing activity

Time Needed: 5-10 Min

Group Size: Any size

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

Slide #: None

Objectives

- Evaluate the effectiveness of the Pre-Departure Orientation content and activities.
- Complete the evaluation of the Pre-Departure Orientation.

Variations

The evaluation form can be given out to each student and parent in printed form, with Volunteers collecting them and entering the data into the online survey. Alternately, the URL link can be shared, and students/parents can complete the evaluation online. http://bit.ly/AFS_PDO

Follow-up

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

Outbound Pre-Departure Orientation Evaluation

Date of Pre-Departure Orientation

Date / Time

Your Role

- Participant
 Parent

Program Length

- Summer
 Semester
 Year

Program Type
 (check all that apply)

- Academic
 Language Study
 Team Mission
 Gap Program
 Community Service
 Home Stay
 Homestay Plus
 Global Prep

Host Country

Length of Pre-Departure Orientation: _____(hr/min)

Location of Pre-Departure Orientation: _____

Pre-Departure Orientation (PDO) Set-Up

	1 (Poor)	2 (Fair)	3 (Good)	4 (Excellent)	N/A (Didn't Answer)
Volunteer and AFS Staff at PDO (Preparedness, Enthusiasm, Helpfulness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilities Utilized for the PDO (Rooms, Meetings, Space, Food, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization of PDO (Agenda, Timing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Name of Orientation Leader: _____

Orientation Leader- Facilitator Skills

	1 (Poor)	2 (Fair)	3 (Good)	4 (Excellent)	N/A (Didn't Answer)
Engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Welcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively Made Learning Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

Morning Session: Parents & Participants Combined

Applies to both students and parents

Please rate all activities applicable to you/your role.

7. Non-Dominant Hand

1 (Poor)

2 (Fair)

3 (Good)

4 (Excellent)

N/A (Didn't do activity)

Comments

8. Expectations and Goals

1 (Poor)

2 (Fair)

3 (Good)

4 (Excellent)

N/A (Didn't do activity)

Comments

9. Cultural Adjustment and Critical Thinking: D.I.V.E. Methods, What Would You Do [Now]

1 (Poor)

2 (Fair)

3 (Good)

4 (Excellent)

N/A (Didn't do activity)

Comments

10. Stereotypes & Generalizations

Poor

Fair

Good

Excellent

N/A (Didn't do activity)

How does this activity relate to study abroad?

11. Where Do You Stand?

1 (Poor)

2 (Fair)

3 (Good)

4 (Excellent)

N/A (Didn't do activity)

Comments

12. Panel Discussion: What was most helpful about this session?

1 (Poor)

2 (Fair)

3 (Good)

4 (Excellent)

N/A (Didn't do activity)

Comments

Afternoon Session: Participants only

Only applies to students.

Tricky Scenarios

1 (Poor)

2 (Fair)

3 (Good)

4 (Excellent)

N/A (Didn't do activity)

Comments

Safety Discussion

1 (Poor)

2 (Fair)

3 (Good)

4 (Excellent)

N/A (Didn't do activity)

Comments

Afternoon Session: Parents only

Only applies to parents.

Case Studies

1 (Poor)

2 (Fair)

3 (Good)

4 (Excellent)

N/A (Didn't do activity)

Comments

Safety Discussion

1 (Poor)

2 (Fair)

3 (Good)

4 (Excellent)

N/A (Didn't do activity)

Comments

Final Afternoon Session: Parents & Participants recombined

Applies to both students and parents.

AFS History, Rules and Guidelines Quiz

1 (Poor)

2 (Fair)

3 (Good)

4 (Excellent)

N/A (Didn't do activity)

Comments



AFS-USA Mission

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

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