



Orientation	Midyear
Session Overview	This session is designed to energize and motivate the students for the orientation, make sure everyone knows each other’s names, and set an upbeat tone for the day.
Participants	<input checked="" type="checkbox"/> Students <input type="checkbox"/> Host Parents <input type="checkbox"/> Natural Parents <input type="checkbox"/> Host Siblings
Format	<input type="checkbox"/> Highly Active / Interactive <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Some Activity / Interactivity <input type="checkbox"/> Independent
Duration	30 minutes
Group Size	Any size
Minimum Staffing	All volunteers present
Materials Needed	Flipchart and/or projector – Post agenda for the day Sign in sheet with students names pre-populated Ball for optional <i>Name Game</i>
Preparation	Post Agenda for the day on slide or flipchart Prepare sign-in sheet with students names prepopulated Attitude quote on a flipchart or slide For Icebreaker Option 2 – Print or write the questions for this activity on a piece of paper, cut into strips to put in hat.

**INTRODUCTION** (5 MINUTES)

1. Ensure that all attendees signed the attendance sheet and have nametags.
2. Welcome students and thank them for being at the orientation.
3. Share posted agenda, provide housekeeping information (location of bathrooms, plans for lunch, etc).
4. Do brief volunteer introductions.

Play optional Name Game if desired. (below)

Optional Name Game – Toss the Ball

- Facilitator starts by saying his/her name then, throws the ball to another student.
  - Student who catches the ball has to say the name of the facilitator, then his/her name.
  - That student then throws the ball to a third student, who has to say the previous two names.
  - Continue tossing the ball and have students repeat names until every student has received the ball.
  - End with the first student who received the ball from the facilitator and have them repeat everyone’s name.
- ★ Additional Option: Make it physical! As each person says their name, they do an action associated with their name. For example, a peace sign, a jumping-jack, or a “Rocket-style” kick. Encourage creativity!

5. Ask the students if they remember the 3-5-8: Choice concept (see the box below). Ask for any examples of how they have used this tool. This concept will be used in Activity # 1.

Choice: 3-5-8

YFU uses 3-5-8: *Choice* to demonstrate that each participant can take responsibility for their exchange experience by being aware of how they feel and the importance of making good choices. In that context, 3-5-8: *Choice* serves as a measurement tool for a student's level of involvement and transition from visiting to belonging, with each choice hopefully improving the experience. Zero to three represents feeling a little low, or down; four-six represents feeling ok. This tool helps students think about what they can do to make good choices and feel good to great (7-8).

## **ACTIVITY: ICEBREAKERS CHOOSE OPTION 1 OR 2** (15 minutes)

### **OPTION 1 – Attitude Selfies**

*Facilitator Note:* If desired, approach the situation as if you are asking students to turn off their cell phones but in actuality you are asking them to use their phones.

#### Instructions for students

1. Tell the students they will now demonstrate the 3-5-8 concept that they just reviewed. Ask the students to: "Take out your cell phone"
2. Ask students to make a face and take a 'selfie' of how they felt about coming to the orientation today. If students don't have a camera on their phone they can:
  - share cell phone cameras
  - draw on a 3x5 card, or
  - just make a face
3. Have students mentally assign a number (from 1-10) to their attitude about coming to the orientation today.
4. Then ask the students to line themselves up based on the selfie faces they just made in numerical order from lowest to highest number. **without words or talking**
5. Continue to use this process of lining up silently using 3-5-8 for each question below. Make sure a second facilitator is noting some of the responses, especially any concerns that need to be addressed later during the orientation.
  - How were the holidays?
  - How do you feel about American food?
  - How do you feel about school?
  - How do you feel about making friends?
  - How do you feel about your language ability?
  - How did you feel when you arrived today?
  - How do you feel now?

## YES/NO MUSICAL CHAIRS

On a handout at the end of this session is a list of 20 possible questions to use for this activity.

- Feel free to alter the questions or add your own. If you decide to add your own questions, try to create a mix of fun and more serious questions.
- Allow students to make up their own questions as well.
- Questions that will help you identify problem areas to cover later in the day might be especially helpful.

Have an orientation staff member or two observe how the students respond to each question and take notes about possible topics/questions to cover later in the day.

- If, for example, you see that no one thanked the person who drove them to the orientation, later on you may want to remind students about the importance of saying “thank you” to their host parents.
- Students will enjoy this activity without realizing that you are watching their responses in order to identify their problems and issues.

### OPTION 2 – YES/No Musical Chairs

1. **Explain the rules:** The student standing in the middle of the circle of chairs will pull a question from the hat to ask the group.
2. Anyone who answers “yes” to this question must stand up and find a new seat.
3. The student who asked the question will also attempt to find a seat. The student who is left without a seat will draw the next question from the hat to ask of the group.
4. Ask students to form a circle with their chairs to begin the activity. *If you aren't able to put chairs in a circle, you can place a piece of paper on the floor to mark each participant's spot.*
5. Once all of the students are seated in a circle, ask one student to volunteer to stand in the center of the circle and read the first question.
6. Once this student is standing in the middle of the circle, remove the student's chair so that there is one fewer chair than there are students.

**Debrief:** Depending on the questions that are chosen, students may benefit from debriefing this activity.

- Ask students if they noticed anything or were surprised by anyone else's answers.
- Point out to students everyone goes through periods that are a lot of fun and enjoyable, and periods that are difficult and challenging.

### WRAP-UP (10 minutes)

1. Thank the students for their input and validate their comments and concerns by telling them we will try to address these in our sessions but if not, we will address any

remaining questions or concerns before the orientation is over. Read through the objectives below:

By the end of the orientation today, I will be able to:

- *Reflect on what's happened so far:* understand where I am in the adjustment process at this point in time and the role I have taken as a member of my host family and community.
- *Problem Solve:* Be aware of challenges I have faced and the tools needed to overcome current and future challenges. Be aware of how my behavior and actions affect my relationship with my host family and friends (both in a positive and negative way).
- *Have a Sense of Cultural Understanding:* Reflect on what I have learned and shared about my own culture and how it has affected my behavior and expectations. Reflect on what I have learned about American culture and how my individual cultural perceptions affect my relationships.
- *Use My Communication Skills:* Understand how to communicate and solve problems with my host family and friends in person and on social media.
- *Look forward:* Identify the goals I have achieved so far and my goals for the remaining time and how to overcome obstacles to achieve my goals.
- Be ready for a great remainder of the year and a fun Re-Entry in May!

2. Set the tone for the day by sharing all points below with the students:

- ✓ In order to get the most out of today's orientation we ask for your open and honest participation.
- ✓ Being an exchange student is not always easy.
- ✓ You are all exceptional and above average.
- ✓ Just the fact that you chose to do something different from your friends back home is a brave act.
- ✓ We want you to continue to personally challenge yourself to live up to your potential, set your goals high and strive to be the best you can be.
- ✓ Remember to approach difficult situations with a flexible and positive attitude.

3. Finish by reading this quote to the students:

***"Attitude is a little thing that makes a big difference." Winston Churchill***

# YES/NO MUSICAL CHAIRS

(Cut questions into individual strips and put in a hat or basket)

1. Do you speak English? (everyone should move to a different seat)
2. Did you make your bed this morning?
3. Did you thank the person who drove you here today?
4. Do you spend more than two hours on the computer a day?
5. Do you like root beer?
6. Have you have felt homesick since arriving?
7. Do you have an older host brother or sister?
8. Do you live in a city that is smaller than the one in which you grew up
9. Have you felt bored since you have arrived?
10. Have you joined a club or a sports team at school?
11. Do you watch movies in English?
12. Have you made an American friend?
13. Have you had a disagreement with your host family?
14. Do you speak with your other exchange students in English?
15. Have you had problems adjusting to your new school?
16. Have you ridden on a roller coaster in the United States?
17. Is your host family bigger than your family?
18. Is your host family smaller than your family?
19. Does your host family have a pet?
20. Create your own yes/no question...

## **Session 1 - Attitude quote**

**“Attitude is a little thing that makes a big difference.”**

**Winston Churchill**