



Orientation	Midyear
Session Overview	Have students discuss what the difference is between a hotel versus a home. Then have them discuss how they can change their own experience to make it feel more like a home.
Session Objectives	<ul style="list-style-type: none"> <li>• Recognize that their exchange experience is unique.</li> <li>• This is not a vacation but an exchange experience where they will learn from their host family and should teach their host family a little bit about their home country.</li> </ul>
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	Flip chart
Preparation	Prepare a flip chart single sheet with two vertical columns labeled “Hotel” and “Home.”

## **INTRODUCTION** (5 minutes)

- Talk about how the F – Family in the Visiting to Belonging journey is very important.
- Each student will be at different stages in their relationship with their host family, but the ultimate goal is to become a full-fledged family member.

## **ACTIVITY HOTEL VS HOME** (15 minutes)

1. Ask students to think about their expectations and feelings regarding living in a **Hotel** versus living in a **Home**.
2. Generate a list in each column on the flip chart “Hotel” and “Home”.

The lists may look something like this:

HOTEL	HOME
Service	Everyone pitches in
Maids	Clean up after yourself
Paid	Love
Impersonal	Warmth
Paid workers	Sacrifice for each other
Guest	Something messy
Clean	Personal security
Locks and doorman	Comfortable
Freedom to come and go	Rules
Call for room service	Do for yourself
Isolation	Caring

3. Tell students they should honestly examine their behaviors for each category and indicate the grade they think their host families will give them in the first set and the grade they would give their host families in the second set.
  - Ensure that students know that this activity is meant to improve things – or to maintain what is good – and not to offend.
4. Make the lists one at a time so that students focus on the hotel first and then a home; (descriptors will not necessarily match up as they do above.)
5. Remind students that since they are in a host family program, we want them to feel as though they are in a home.
6. Distribute a sheet of blank paper to each student.
7. Ask them to visually depict their mental image when they think of the word “home.” It can be concrete or abstract, a sketch, drawing, whatever they feel comfortable creating. *Note this is an “ideal” image, not necessarily what they are currently experiencing.*
8. Give them 5 minutes, then select a few students to present their image with a few words. Ask if anyone else would like to share.

## WRAP-UP (10 minutes)

To wrap up this session, have students think about what they can do to ensure they feel like they are living in a home. Ask them this question below and give them about 10 minutes of discussion time: **What can you as the student do to help make your house a home if it now feels like a hotel?**

## YFU Report Card for Students – Mid-Year Orientation

Students choose the grade they believe their host families would give them for each behavior. Then they assess their host family. If there is a host family session at the orientation, this discussion can be part of the session. Otherwise, students take the “report card” home to discuss differences and similarities in the grades, the reason for each grade, AND then make a plan to either continue good work OR improve.

STUDENT NAME \_\_\_\_\_

Assess your actions honestly for the behaviors listed below. *Indicate the grade you believe YOUR HOST FAMILY will give YOU.* You and your host family will later discuss the assessments. If your grade is below A or B, answer *Why?*

Possible grades: **A** = Excellent; **B** = Very Good; **C** = Good enough; **D** = Not Very Good; **F** = Poor

Action/Behavior	Grade	Why
I always try hard to be a real member of family.		
I help with house chores without being asked.		
I spend lots of time with host family.		
I give attention to my host siblings. (if any)		
I participate willingly in activities with extended family (grandparents, aunts, uncles, cousins, etc.)		
I respect all house rules and directions.		
I regularly show appreciation to all.		
I spend little time on the internet except for school work.		
I show an interest in American culture and values.		
I respect American culture and values.		
I share my home culture with my host family.		
I make a real effort to make American friends at school.		
I always ask before making plans, well in advance.		
I limit contact with home friends and family to once a week.		
I speak English whenever possible.		
I make a real effort to improve my English.		

HOST FAMILY: Now, assess your host family. Which grade would you give *them* in each category?

They understand and respect my culture and values.		
They are patient with me.		
They have shared American culture with me.		
They have included me in most family activities.		
They have shown interest in MY culture.		

## YFU Report Card for Host Families – Mid-Year Orientation

During Mid-Year Orientation, international students are asked to assess their behaviors and actions honestly and to indicate what grade they believe YOU will give THEM in each category below. In order to compare perceptions, please grade your student. In the second table, please indicate what grade you believe your student will give YOU.

The objective of this exercise is to ensure that both your needs as a host family and your student’s needs are being met. We hope that a discussion of these behaviors and actions will lead to positive re-enforcement of all that is good and a plan for improvement for other behaviors.

Indicate the grade you would give to your student in each category below. You and your student will later discuss the assessments.

Possible grades: **A** = Excellent; **B** = Very Good; **C** = Good enough; **D** = Not Very Good; **F** = Poor

Action/Behavior	Grade	Why
Always tries hard to be a real member of family		
Helps with house chores without being asked		
Spends lots of time with host family		
Gives attention to host siblings		
Participates willingly in activities with extended family (grandparents, aunts, uncles, cousins, etc.)		
Respects all house rules and directions		
Regularly shows appreciation to all		
Spends little time on the internet except for school work		
Shows an interest in American culture and values		
Respects American culture and values		
Shares home culture with us		
Makes a real effort to make American friends at school		
Always asks before making plans, well in advance, or as we have requested		
Limits contact with home friends and family to once a week		
Speaks English whenever possible		
Makes a real effort to improve English skills		

HOST FAMILY: Now, assess yourselves. Which grade will your student give YOU in each category?

We understand and respect his/her culture and values.		
We are patient with him/her.		
We have shared American culture with him/her.		
We have included him/her in most family activities.		
We have shown interest in HIS/HER culture.		