



Orientation	Post-Arrival
Session Overview	This is a quick activity that can serve as a tool for problem solving and open communication between the host family and the student.
Participants	<input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Host Parents <input type="checkbox"/> Natural Parents <input checked="" type="checkbox"/> Host Siblings
Format	<input type="checkbox"/> Highly Active / Interactive <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Some Activity / Interactivity <input type="checkbox"/> Independent
Duration	20 minutes
Group Size	Any size
Minimum Staffing	1 lead facilitator with all other orientation volunteers present
Materials Needed	Flipchart or whiteboard (<i>if using a whiteboard check that markers are dry erase!</i>); pens, markers, paper
Preparation	<p>Prepare a flip chart that says:</p> <p style="text-align: center;"><u>3-2-1</u></p> <p>3- Three things that we agree on</p> <p>2- Host Parents/siblings- one thing I appreciate/like about our student</p> <p style="padding-left: 40px;">Student- one thing I appreciate/like about my host family</p> <p>1-One problem or challenge, that we, as a family, will try to work on</p>

INTRODUCTION ACTIVITY AND INSTRUCTIONS (2 MINUTES)

1. Explain that students and host families will have some time to talk openly with one another by doing a "3-2-1."
2. Tell them that this activity can be used as a tool to help them solve problems at home.
3. Show them the 3-2-1 flip-chart. They will have 10-12 minutes to talk together and complete all three prompts.
4. Go through each prompt briefly and provide examples:

- **Three things that the household all agrees on**- this could include family traditions such as having ice cream on Saturday evenings, or Friday night movie night; or it could be household rules/chores such as everyone clears their own plate after dinner; everyone must lock the door when leaving the house (etc.). Tell the groups that they can be creative and list any three things that they all agree on as they live together. Remind the groups that this is a good time to review any important rules or expectations that all members of the family are following.
 - **Two things that people appreciate.** Here is where the parents can share one idea about what the student is bringing to their family, such as a character trait or activity. For example: "We appreciate your kindness and that you like reading with our younger son; we appreciate your sense of humor and how you like to share stories about your country; we like that you are always excited to try new things" etc. The student then needs to share one thing that he/she appreciates about the family. This can also be a characteristic or an action. "I like that you always ask me how I am adjusting or if I need anything." OR "I like that you always get donuts for us on Saturday morning."
 - **One problem or challenge to solve**- This is the most important part of the activity. This is where the student and the family, TOGETHER, need to decide on one challenge or problem that they would like to solve. They do not need to solve the problem right then and there, but this is the opportunity to talk about something that might be causing tension in the house and agree that together the household will work on this. Encourage the family to think about the problem and what cultural values or beliefs might be driving the behavior.
5. Once you have explained the 3-2-1 activity, ask the students to sit with their family members and all together they work on prompts. Encourage them to write their responses on paper. They have 10-12 minutes to talk and complete the 3-2-1.
 6. After 5 minutes, provide a warning that by this time they should be working on "1."
 7. Provide a two minute warning and ask groups to finish up their work.

DISCUSSION (5 MINUTES)

8. Facilitate a quick debrief on the activity. There is no need to ask households to share their problems or challenges with the group, those are private (prompt 1). Spend some time on "2" what people appreciate about one another. This is an opportunity for both students and family members to feel appreciated and valued. Use the following questions or develop your own to help the families think about how to use this tool in the future.
 - What are some of the things that you realized that you all agree on?
 - What are some of the things that you appreciate about one another?
 - What do you think was the purpose of this activity?

- Do you think this could be helpful for problem solving? Why?
9. Close the activity by encouraging the families to use this approach in the future. By communicating openly and thinking about differences in values and beliefs we can better understand one another and solve our problems. Remind them that for those problems that are really difficult to solve, their Area Rep is there for support and mediation.