

Orientation	Pre-Departure
Session Overview	<p>This session is designed to give students the chance to role play scenarios that could happen to them while on exchange. Students will have the chance to participate in their own role play scenarios; as well as the chance to watch other students act out other scenarios. The scenarios are designed in such a way that there is currently no solution/outcome, and students will get to decide what the best solution would be for their assigned scenario.</p> <p>*Note to facilitator: If you are short on time, and do not have enough time to conduct this session, these role play scenarios can be discussed when you have extra time with your class.</p>
Participants	<input checked="" type="checkbox"/> Students <input type="checkbox"/> Host Parents <input type="checkbox"/> Natural Parents <input type="checkbox"/> Host Siblings
Format	<input checked="" type="checkbox"/> Highly Active / Interactive <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Some Activity / Interactivity <input type="checkbox"/> Independent
Duration	60 minutes
Group Size	12
Minimum Staffing	1 facilitator
Materials Needed	Copies of the role play scenarios for each student; flip charts as indicated below in prep
Preparation	<p>Read through all of the material and make sure you are comfortable discussing it; make notecards or highlight suggested questions to ask students in group discussions.</p> <p>Read each role play scenario and prepare flip charts:</p> <ul style="list-style-type: none"> <li>- Prepare flip chart: List of student concerns from 1<sup>st</sup> session</li> <li>- Prepare flip chart: Role Play Requirements             <ul style="list-style-type: none"> <li>A setting: Where they are, what is happening</li> <li>Characters: Who the people are, what they are saying/thinking/doing</li> <li>A situation: People must do or say something</li> </ul> </li> <li>- Prepare flip chart: Questions for Discussion:             <ul style="list-style-type: none"> <li>What happened here?</li> </ul> </li> </ul>

	<p>Did anything get resolved?          Who resolved it?          What could the student have done differently?          - Prepare flip chart: Blank; to use for discussion points</p>
<p>LOOP standards achieved</p>	<p>Culture:          Students will:</p> <ol style="list-style-type: none"> <li>1. Understand the concept of culture in terms of objects, behaviors &amp; values</li> <li>2. Be aware of the influence of culture on people</li> <li>3. Be aware that they are part of different cultural circles ranging from larger (e.g. national) to smaller (personal) level</li> </ol> <p>My Culture:</p> <ol style="list-style-type: none"> <li>1. Be aware that they have expectations and those are culturally influenced.</li> <li>2. Understand their motivation(s) for going on exchange.</li> </ol> <p>The Other Culture:</p> <ol style="list-style-type: none"> <li>1. Be curious in term of the other culture and be able to ask questions about it.</li> <li>2. Be aware that they will have to take on challenges (be comfortable about the exchange experience not always being comfortable).</li> </ol> <p>Adaptation:</p> <ol style="list-style-type: none"> <li>1. Be able to uncover one's own expectations and fears. (The first step to adaptation is realizing the need to adapt.)</li> <li>2. Understand that differences cannot be judged in terms of right or wrong. It's just different.</li> <li>3. Understand the challenges of intercultural communication in terms of language, different communication styles, and different cultural perspectives.</li> </ol> <p>YFU General:</p> <ol style="list-style-type: none"> <li>1. Be aware of the history and structure of YFU as an educational organization and its educational aims</li> <li>2. Understand the expectations YFU has for them as exchange students</li> </ol> <p>YFU Support:</p> <ol style="list-style-type: none"> <li>1. Understand that there is a structure to support them in every YFU country</li> <li>2. Understand who and how they should contact when needed</li> </ol> <p>Student Safety and Wellbeing:</p>

	<ol style="list-style-type: none"> <li>1. Understand the nature of harassment, abuse or bullying</li> <li>2. Be aware of procedures to be followed to ensure the safe use of social media, internet chat rooms and use of text messages on mobile phones</li> <li>3. Be able to identify challenges that could affect their safety and well being</li> </ol> <p>YFU Rules:</p> <ol style="list-style-type: none"> <li>1. Know the YFU student policies, particularly related to communication with home country and the need to obey local laws in the host country</li> </ol> <p>YFU Admin:</p> <ol style="list-style-type: none"> <li>1. Know how to make a claim on their insurance if needed</li> <li>2. Be aware of how to manage money while on exchange</li> </ol> <p>Be aware of arrangements for travel to and from their host country</p>
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**INTRODUCTION: (5 minutes)**

This is a learning activity, and while it may get funny, in which case we should all feel free to laugh, it is not meant simply as entertainment.

- A role play can be heavy and serious, yet fun.
- Tell students that there is no right or wrong way to do these.

**ACTIVITY 1: Role Play (40 minutes)**

1. Form groups of 3-5 people by numbering 1, 2, 3 etc., putting all the 1's together...
2. Assign one situation to each group to be planned and acted out in front of the other groups.
3. Review the Role Play Requirements that you have on your prepared flipchart.
4. Give 10-15 minutes to plan and practice. It must be acted out, not narrated.

Info for Facilitator

- Bullets represent talking points or instructions.
- ✓ Checkmarks represent key points or take aways.

All students **MUST** participate.

Stop action if role play is rambling or if it does not reach a conclusion.

Stop action if you would like to substitute a person with a different point of view.

Re-stage the role play asking them to try a different approach to resolve the same situation.

If you choose not to use pre-written scenarios, pre-plan other possible situations. Don't have the students make up the scenarios.

5. At the end of each role play, using the Questions for Discussion flipchart, have the group discuss (but don't judge) how the situation was handled. Write ideas/reactions on a blank flip chart.

### WRAP UP: (10 minutes)

- ✓ Allow students time to ask questions
- ✓ Give them encouragement to ask their Area Representative questions about any scenarios they are experiencing

## WHAT DO I DO IF... SCENARIOS

1. Chris has been living with her host family for a few weeks now. She is feeling more and more comfortable with her surroundings but feels the family has yet to accept her as one of their own. Today she asked her host mom if she could help with dinner and was told, "don't worry about it." Her host sister was in the kitchen peeling potatoes at the time and Chris noticed a flash of annoyance cross her host sister's face. Chris realizes she needs to do something to cross the barrier from guest to family member—and soon before her host sister gets really mad. What should Chris do?

2. Matt never would have believed how hard a language was to learn. He was so sure he would be fluent after just a few weeks considering how much he had already studied the language. At first people were really helpful, but now that he's been here for a while, people seem less helpful and speak too quickly. He is very frustrated that he doesn't understand the language or that people want to practice English with him. What should Matt do?

3. Erika has been living in (host country). Her class at school is small and many of the students stay in the same room together all day, so they have gotten to be really good friends. Often, after classes, the students head to a local cafe to discuss the day's events over something to drink. As the group chatted one day, Erika overheard one of her friends offer to sell some drugs to another student for a party they all were going to attend that weekend. Another friend overheard the discussion also and told her mom, who was upset and called the school. Pretty soon all the parents knew about, including Erika's host parents. Erika's host parents, who really like her and have trusted her with a number of responsibilities, are now talking about taking away a number of privileges and freedoms they have given her. Erika is angry because she didn't do anything wrong. She and her host father get in to an argument and her host mom begins to cry and say perhaps this isn't the best host family for her. Erika's host sister walks into the room at this time and suggests everyone take a few minutes alone to settle down and return to the family room in 1/2 an hour. *The role play should begin when each family member returns to the room. What should Erika do?*

4. When Mark first arrived and started school he had many people approach him and ask him all sorts of questions about where he was from, what he liked to do, how long was he here for and other questions about himself. Mark enjoyed all the attention and was sure his exchange was going to be full of friends and great adventure. After being in (host country) for a month things settled down and very few people were talking to him or inviting him places. He was depressed and lonely. He never imagined he would have a hard time making friends. He thought just being from the United States he would have instant friends, but this was not the case. What should Mark do?

5. After Elizabeth had been living with her host family for a few weeks and she had adjusted to the newness of exchange, she was enjoying a meal with her family. Her family usually had political/social/current event discussions over dinner. That night they were discussing politics in the world, and for the first time they asked Elizabeth's opinion. They asked, "Why does the United States think they have to solve all the world's problems? Why don't you take care of your own problems: racism, homelessness, poor education, violence, etc.?" How should Elizabeth respond?

6. Jinni comes from a very quiet family where differences between family members are discussed quietly and in private. Raising one's voice is a sign of rudeness and loss of control. Jinni's host family is quite the opposite. Shouting is common and her host parents and siblings do a lot of shouting and yelling to settle their differences. What should Jinni do?

Other Ideas for Situations the Students May Face While Overseas:

- Finding your place in the family/not being treated as a guest
- Making friends-How to be accepted by your peers
- Language difficulties- How to overcome them
- Homesickness and/or culture shock