



YOUTH FOR UNDERSTANDING

LOOP

Learning Outcomes for YFU Orientation Programs

Implementation Manual

The LOOP Implementation Manual is the result of long-term co-operation and contributions of many YFU volunteers and staff across the YFU global network. It has been created by a number of individuals with expertise in the field of intercultural learning and practical experience in facilitating orientation seminars.

The LOOP Implementation Manual was developed as part of the **Global Waves for Local Impact multi-phase project**. EEE-YFU is grateful to the many people who were involved in the process namely:

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LOOP - Learning Outcomes for YFU Orientation Programs - Implementation Manual

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The electronic version of the manual can be found at www.eee-yfu.org

EEE-YFU is an international non-profit organisation under Belgian law (AISBL) and is the umbrella organisation of Youth for Understanding in Europe. YFU advances intercultural understanding, mutual respect, and social responsibility through educational exchanges for youth, families, and communities. EEE-YFU works to support its member organisations to grow as quality and sustainable organisations. Through educational activities, advocacy and networking, EEE-YFU supports member organisations to develop stronger volunteer networks and leadership, have a greater influence on policy, increase the recognition of YFU, and be relevant and innovative in response to an evolving European society.

Version 2.0



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YOUTH FOR UNDERSTANDING
Intercultural Exchange Programs

Introduction

Dear YFU staff and volunteers,

Since its beginning, the YFU network strives to fulfil its goals through maintaining high quality of its educational programs. One of the steps to achieving this goal was also the establishment of LOOP - LOs for orientation programs. LOOP was developed over several years by many enthusiastic YFUers from all around the world with the aim to align learnings that participants take from each orientation. Throughout this time, LOs were reviewed and refined with close attention and contributions from many YFU organizations.

With every round of review and improvement, a new layer of knowledge and experience was added to LOOP. In order to capture the whole development and the idea behind LOOP, the LOOP revision team would like to introduce the Implementation Manual. The main aim of this manual is to help you to understand how LOOP works and how it can be implemented in your respective organization. If you are already working with LOOP, this manual will guide you through its updates.

This manual is dedicated to YFUers around the world who are in charge of developing, preparing and facilitating orientations. The LOOP revision team identified three main groups which will benefit the most from the manual.

Volunteers, specifically orientation facilitators, will be able to gain better understanding of LOs as well as YFU's educational goals. It is important that the facilitation teams study and discuss the outcomes so the team develops a shared vision of the orientation.

Contact persons such as Area Representatives will be better equipped to support students and host families by understanding the orientation LOs. Many LOs focus on adjustment,

communication, and conflict resolution. These topics intersect with student and both host and natural family dynamics. Furthermore, when contact persons are mediating and providing support they can link orientation activities and the LOs to the family's daily interactions.

Last but not least, **YFU staff** can use LOs as additional resources when working with students, host families, natural families, and volunteers. The LOs translate the Educational Goals from the International Basic Standards into specific, measurable ideas. YFU staff are contributing to the achievement of the outcomes by using these as guidelines when interacting with program participants.

So what will you find in this manual? In Chapter 1, you will find information about the history of LOOP and reasons for its development. When reading chapter 2 you will explore how the LOOP grid works and what LOs are. Chapter 3 reveals the new and updated LOOP grid. Then, chapter 4 provides insights into concepts that appear in the grid. Chapter 5 indicates some helpful tips for LOOP implementation. Last but not least, Chapter 6 shows some session examples.

The LOOP revision team hopes that the manual will help you from step one to the successful implementation of LOOP. At the same time, we realise that this is a long journey with some ups and downs. Therefore, if need any support or have some suggestions for what is missing in the manual, do not hesitate to reach out to EEE-YFU or the LOOP revision team.

We wish you all happy LOOPing.

The LOOP Revision team

TABLE OF CONTENTS

1 WHY LOOP?

History and Development - **p.8**

Purpose of the LOOP - **p.10**

Purpose of Orientations - **p.10**

2 WHAT IS LOOP?

Understanding LOs - **p.12**

Educational Goals - **p.13**

Stakeholder Groups - **p.14**

LOOP Structure - **p.14**

LOOP Categories - **p.16**

– *Core Concepts and Values*

– *Exchange Experience*

– *Adaptation*

– *Global Competence*

– *YFU Support*

– *Student Safety and Well-being*

– *YFU Rules and Expectations*

– *YFU Admin*

– *YFU Community*

Transversal Skills - **p.17**

3 LOOP GRID

Students - **p.22**

Host Families - **p.26**

Natural Families - **p.30**

4 THEORETICAL CONCEPTS BEHIND LOOP

Culture - p.34

- _ *Definitions of "Culture"*
- _ *Culture and Stereotyping*
- _ *Culture and Identity*
- _ *Cultural Models and Dimensions*

Stereotypes, prejudice and discrimination - p.38

- _ *Stereotypes*
- _ *Prejudices*
- _ *Discrimination*

Ethnocentrism

(vs. cultural relativity) - p.40

Empathy - p.40

Adaptation process

and culture shock - p.41

- _ *Adaptation is part of a continuous process*
- _ *Culture shock*

Conflict resolution - p.44

- _ *Problem solving vs. conflict resolution*

Self-Reflection - p.45

- _ *Critical thinking*

Global citizenship - p.47

- _ *Interconnectedness*
- _ *Active citizenship*

Learning for life - p.48

5 WORKING WITH LOOP

Working with the Grid - p.50

- _ *One Session: Many LOs*
- _ *Cross Checking and Adjusting*
- _ *Creating New Sessions*
- _ *Covering LOs with Non-Traditional Methods*

Implementing LOOP - p.51

- _ *Get your National Organization on Board*
- _ *Read Related Documents*
- _ *It's Okay to Ask for Help*

6 SESSION EXAMPLES

Session Examples - p.54

ANNEX Creating Orientation Sessions

How to get started? - p.98

Introducing NAOMMIE - p.99

- _ *Needs*
- _ *Aim*
- _ *Objectives*
- _ *Methodology and methods*
- _ *Implementation*
- _ *Evaluation*

Additional Resources - p.103

Why

LOOP?

History and Development

YFU MISSION STATEMENT:
YFU advances intercultural understanding, mutual respect and social responsibility through educational exchanges for youth, families and communities.

YFU's mission statement clearly positions YFU as an **educational organization**. In order to make the exchange experience educational for all involved, orientations with aligned content are a crucial part of the program. Orientations advance learning and give those participating the knowledge, tools and abilities to create a successful exchange experience.

In 2010, during the *Host Family, Natural Parent and Student Training* in Cambridge, Canada the *Cambridge Orientation Cycle Framework* was developed. The basis for this framework was the *International Basic Standards (IBS)*. The difference between the documents was quickly established: the IBS outlines the major areas, goals, and topics for YFU orientations while the Cambridge Cycles addresses students, host families and natural parents and the goals for their orientation programs.

Using the work from the Cambridge Cycles, **LOs for YFU Orientation Programs (LOOP)** was built. LOOP turned broadly defined goals into specific LOs for the three key stakeholders groups identified in the Cambridge Cycles. This change further advanced YFU's role as an educational



organization. It was initially developed over the course of two YFU Academy trainings: Bratislava in 2013 and Bangkok in 2014.

The *Orientation Design and Harmonizing Content* training in Bratislava aimed at developing aligned orientation content and materials for Pre-Departure and Post-Arrival Orientations. This is also where LOOP's name was officially designated and agreed upon. The work done in Bratislava helps to prevent overlapping content being delivered at orientations between the sending and receiving YFU organizations.

The main goal of the Bangkok training *Completing LOOP: Towards High Quality, Harmonized and Integrated Orientations for All Stakeholders, Step II* was to complete LOOP for the three remaining orientations. The LOOP framework was then complete with LOs and a continuum in educational goals for all stakeholders throughout the entire orientation cycle.

With YFU adopting a new set of educational goals in 2016 it became necessary to review

LOOP to ensure alignment with these goals. An international revision team representing many different YFU organizations was created to execute this task. The revision team also took into consideration the revised definitions of culture and included components of global citizenship. As a result the LOOP structure was updated and a clear direction away from the national centric understanding of culture was taken.

In order to strengthen our global community and to help improve consistency, it is strongly advised that YFU National Organizations implement LOOP to the best of their abilities. In doing so, YFU will be promoting and creating a high quality educational exchange which benefits everyone involved.

Purpose of LOOP

The goal of LOOP is not to dictate to organizations how they should conduct their orientations. Instead, it should help organizations coordinate and consolidate with the global network. LOOP was designed and created originally to help avoid situations such as having the same sessions delivered in both the PDO and PAO. However with time it developed to something more. So what can it do now?

WORKING WITH LOOP WILL HELP YOU TO:

- Be in line with International Basic Standards' educational objectives
- Divide attention more evenly among all program stakeholders
- Ensure quality and consistency of the educational aspects of YFU programs
- Align the messages across orientations and stakeholders
- Harmonize content across orientations, stakeholders and organizations

Purpose of the Orientations

According to International Basic Standards *“YFU conducts orientation programs for all participants so that they can reach an optimal level of educational benefits from their program participation, both for their own growth and as a contribution to international and intercultural understanding, cooperation, and respect for diversity and peace.”*

Orientations are also much more, they can be one of the most exciting and fun parts of the YFU Program for volunteers, students, host families and natural families.

There are many reasons why orientations are valuable part of YFU programs. One of the most important reasons is naturally their educational aspect. This allows the person participating in the orientation to not only get new knowledge but also process the learning that is happening during the exchange. While everyone may have different experiences involving the exchange, it is our job as those entrusted with delivering orientations to help them convert it to a LO based on YFU values.

Create safe space for sharing experience

Personal growth

Reflect on learning from exchange



Convey YFU values



Benefits a LOOP enhanced orientation can deliver

Have fun



Help participants understand what is happening to them

Prepare participants for the changes they may experience



What is

LOOP?

Understanding LOs

The term “LOs” (LO) is used in a variety of educational settings throughout the world: public and private schools, universities, technical learning institutions, as well as non-formal educational organizations, such as YFU. They are key statements that guide the development of curriculum and learning materials that teachers, trainers, and facilitators use with learners of all types. According to MIT’s Learning and Teaching Lab: *“Each individual intended LO should support the overarching goal of the course, that is, the thread that unites all the topics that will be covered and all the skills students should have mastered.”* In a YFU context that means that every LO helps to achieve the Educational Goals of YFU, which were refreshed and agreed upon by the whole network in 2016.

LOs have three main characteristics. They must be:

1. **Observable**
2. **Measurable**
3. **“Done” by the learner(s)**

in orientation programs throughout the global YFU community. **These LOs describe the knowledge, skills, and attitudes that stakeholders should gain when participating in a YFU orientation.** They are learner-centered, which means that their formulation reflects what the learner should be able to do as a result of each orientation. When reviewing LOOP one will note that the outcomes most often begin with the phrase: *will be able to...* For example, Host Families *will be able to* understand the YFU policies and procedures. Outcomes are worded this way to ensure the specificity and clarity, thus the facilitators leading the orientations understand the key goal of the activities that they are leading. Thanks to the agreed LOs, YFU can be confident that all participants (students, host families, natural families, volunteers, and staff) are engaging in orientation sessions that are aligned with the YFU International Basic Standards and its Educational Goals.

Educational Goals

As mentioned previously, in 2016 YFU adopted new Educational Goals which became part of its International Basic Standards. These Educational Goals are quite abstract and broad and yet they provide a framework for participant learning throughout their exchange experience and beyond. All YFU activities and programs (student exchange, host family preparations, training for volunteers, orientations, etc.) should be aiming to achieve these goals in order to achieve the best level of intercultural exchange. YFU Educational Goals are divided into two categories:

YFU'S LONG-TERM, SOCIETY-ORIENTED EDUCATIONAL GOALS

- >> Understanding of culture, belonging, identity
- >> Understanding of history
- >> Advancing intercultural communication and cooperation, dialogue and problem-solving
- >> Advancing diversity, integration, inclusion, and equal opportunities
- >> Advancing individual responsibility and participation in the decision-making process

YFU'S ATTITUDE- AND COMPETENCE-ORIENTED EDUCATIONAL GOALS

- >> An understanding of the fundamental need to adjust and to accept responsibility
- >> An ability to communicate with others and to build contact and relationships
- >> A level of stability and resilience
- >> A capacity for reflection and learning
- >> A strengthening of personal engagement for one's surroundings

In order to understand these Educational Goals even better the LOOP Revision team strongly recommends to read the IBS where they are elaborated in more detail.

LOOP translates the Educational Goals into specific, measurable actions. When becoming familiar with LOOP, it can be noted that the LOs expand on the themes above. By participating in orientations that are thoughtfully developed and aligned to the LOs, Students, HF's, and NF's gain global skills that can be applied throughout life.

It is important to keep in mind, that orientations are not the only opportunity to achieve the Education Goals. The Educational Goals are the overarching goals of the entire exchange and experience that YFU programs provide is the main basis for their achievement. All YFU interactions with families, schools, communities, volunteers, staff, other exchange students are opportunities to explore and achieve the Educational Goals.

Stakeholder Groups

LOOP is designed for several YFU stakeholder groups: **program participants (students, host families, and natural families)**; as well as **volunteers and YFU staff**. LOOP articulates the LOs for students, host families, and natural families at each orientation. Volunteers and staff who lead and facilitate the orientations should have a good working knowledge of the LOOP as orientation activities should be supporting the LO.

Participants (students, NF and HF) attending YFU

LOOP Structure

The LOOP Grid is designed as a framework to organize all the LOs that each participant should achieve across orientations. It is intended to act as a guideline for orientation facilitators to design and apply orientation activities with focus on guiding participants to achieve the LOs assigned for each orientation.

The LOOP Grid is structured to classify each LO according to its corresponding Participant, Orientation, and Topic Category.

There are three grids, one for each participant: Students, Host Families, Natural Families.

Each participant grid can be read both vertically and horizontally. The columns represent each of the five orientations (Pre-Arrival, Post-Arrival, Mid-Term, Re-Entry, Post Exchange Orientation). These columns are placed in chronological order starting on the left-hand side with the Pre-Departure Orientation and ending with the Post Exchange Orientation.

The grid is also organized horizontally with rows. These rows represent content “Categories”. The

orientations do not necessarily need to know about the LOs; but rather, these stakeholders are actively engaged at the orientations, and by participating in the activities they should be achieving the designated outcomes. In other words, pointing out each outcome to orientation participants is not necessary; instead, the orientation activity needs to be well-prepared and aligned to the LOs so facilitators can guide participants to the outcome.

Categories help organize the information into related (and sometimes overlapping) topics, or themes. Each category has its own definition within the grid which describes its content and you will be able to read more about it on the following pages. The categories are placed in the same order across all grids. This is done in order to make it easier for facilitators and orientation organizers to see the linkages. However, this order does not have any significance in terms of importance of LOs.

PARTICIPANTS **ORIENTATIONS**



	PRE-DEPARTURE (PDO)	POST ARRIVAL (PAO)	MID-TERM (MTO)	RE-ENTRY (REO)	POST-EXCHANGE (PEO)
Core Concepts and Values Exploring the foundational concepts and values within YFU					
Exchange Experience Considering the effects exchange can have on an individual					
Adaptation Developing the necessary abilities and tools to integrate, reflect, adjust and problem solve the differences exchanges bring					
Global Competence					
YFU Support Communication and Support Structure in YFU					
Student Safety and Well Being					
YFU Rules and Expectations					
YFU Admin					
YFU Community					

LEARNING OUTCOMES



CATEGORIES

LOOP Categories

The description for each category is standard and it is used across all five orientations for all three participant groups. This ensures consistency and that all participants are exploring common ideas. The result is that all three grids include related and similar content, yet each LO is individualized for the specific participants (students, or host families, or natural families). The full description of the category is below.

Core Concepts and Values:

This category contains the essential concepts and values of YFU that all participants will learn and internalize during the different stages of their exchange experience. In this section, participants are guided into the adoption of these concepts and values, as well as in the implementation of these in their daily lives, beyond the time of their exchange experience.

Exchange Experience:

The LOs included in this section are related to the different ways in which the exchange experience will affect each participant, as well as the developing of skills and tools that each individual will acquire during this period and later on.

Adaptation:

The Adaptation category intends to help the participants realize their need for adaptation in order to have a successful exchange experience. The main LOs included in this section focus on developing skills, enhancing abilities and the usage of key tools to adjust and deal constructively with the challenges presented by the exchange experience.

Global Competence:

This category contains a set of values and ideas related to the concept of Global Citizenship -as described in Chapter 4 (see page 47)- that participants are expected to progressively understand and acknowledge,

as part of their ongoing learning process throughout their exchange experience.

YFU Support:

YFU Support covers the general YFU support structure and where applicable will also discuss National Organization specific support structures as well. In this section, participants will learn how to communicate with their primary support contact and what to do in the case of an emergency. Also emphasized is the importance of following the proper protocol for communication with YFU during the exchange experience.

Student Safety and Well-being:

This category is fairly self-explanatory, focusing on the student's safety and well-being while they are on exchange. Topics include technology guidelines (especially social media and messaging tools), natural disasters and each participant's role on identifying and reporting forms of harassment and other potential issues.

YFU Rules and Expectations:

YFU Rules and Expectations talks about the YFU Student Policies, specific country laws that will need special attention and relevant national organization rules for all participants. This section specifically covers travel policies, visits to and from home country and school attendance. YFU's expectations of all participants is also paid attention to in this category.

YFU Admin:

YFU Admin covers the administrative aspect of the exchange experience for all participants, including how to claim medical insurance, visa processes (if applicable), how to fill out any applicable forms (ie. travel permission), scheduled YFU events and transportation between home and exchange country.

Transversal Skills

YFU Educational Goals are not achieved all at once but rather through a complex learning process based on exchange experience. This is reflected also in the LOOP grid which outlines learning pathways not only for individual orientations, but also throughout the whole exchange. Students and families first learn basic skills and concepts, and as the exchange occurs, participants increase their knowledge and understanding by exploring ideas in new and complex ways. Throughout the exchange they will reflect on these concepts, learn how to apply them in the context of their exchange and towards the end of the program also how to apply them in the context of everyday life. This allows participants to explore the topic on several occasions during the exchange and through that gain deeper understanding of it.

Looking at the LOOP you can observe that, during the first orientations in the exchange cycle, there is higher number of LOs in the Core Concepts category. The reason is simple - many of the core theoretical concepts are covered thoroughly during the first orientations. During the exchange, this ratio is shifting towards Exchange Experience and Adaptation putting an emphasis on what

YFU Community:

This section is an opportunity and a reminder for those delivering orientations to reinforce awareness, educate and engage the participants in opportunities to volunteer with YFU beyond the exchange experience. It is also used to help bring participants together with other stakeholders to share in a common bond.

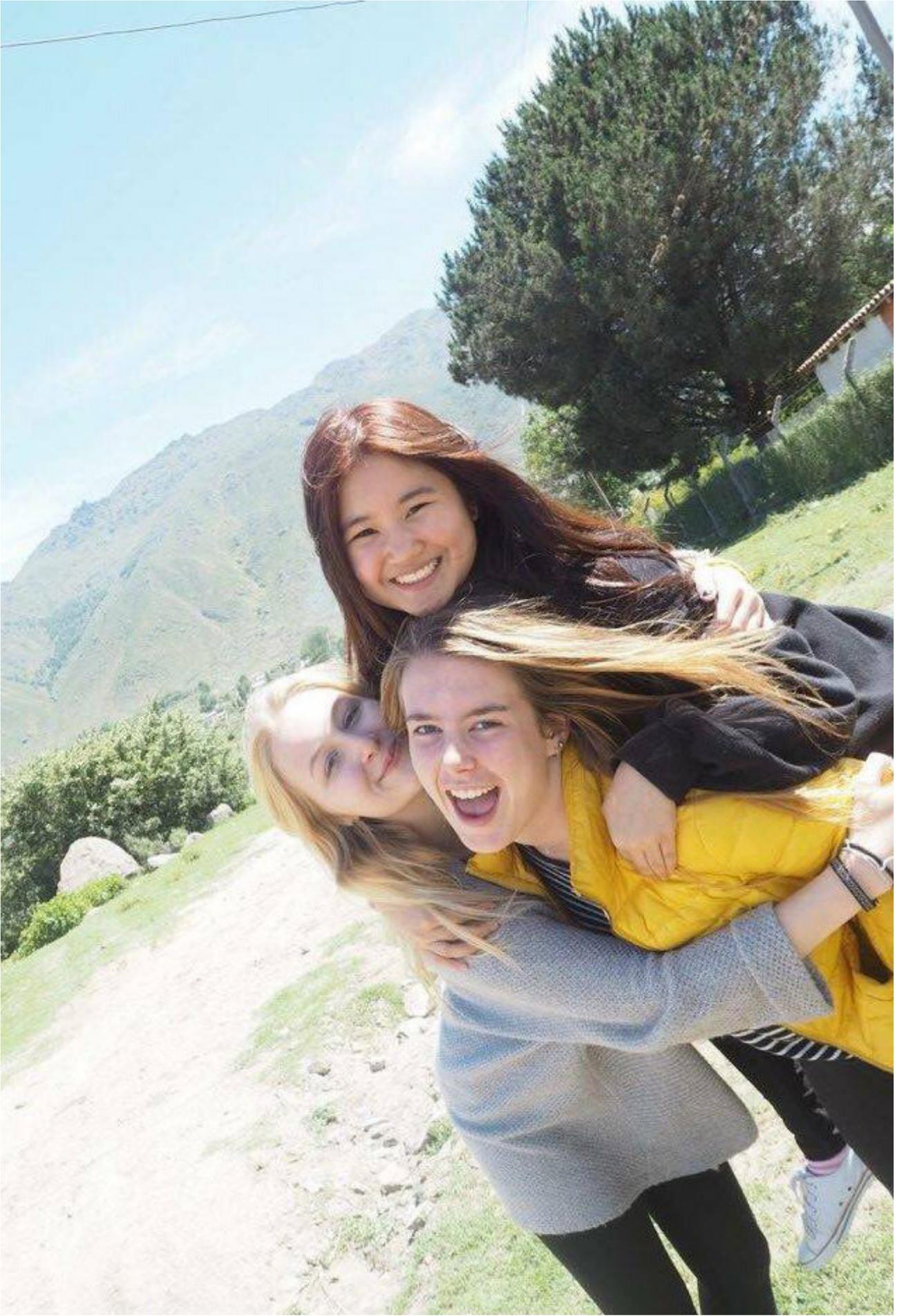
participants are going through at the moment. Towards the end the program most of the LOs are in Global Competence category which brings into play the broader context of the topic.

The LOOP revision team prepared three examples from the LOOP to showcase these transversal skills occurrence throughout the grid. LOs numbering relates to Natural Families part of the LOOP grid. Each topic/transversal skill has its own color so their development can be easily followed.

See graph on next page -->

	PRE-DEPARTURE (PDO)	POST ARRIVAL (PAO)
<p>Core Concepts and Values Exploring the foundational concepts and values within YFU</p>	<p>3. Be able to understand the concept of identity and its relation to culture. 5. Embrace YFU's value in learning for life and that all participants can succeed. 9. Demonstrate understanding of the concepts of conflict resolution.</p>	
<p>Exchange Experience Considering the effects exchange can have on an individual</p>	<p>1. Be aware of their own cultural background and identity.</p>	<p>4. Be aware that they are also learning from the exchange experience.</p>
<p>Adaptation Developing the necessary abilities and tools to integrate, reflect, adjust and problem solve the differences exchanges bring</p>		
<p>Global Competence</p>		

MID-TERM (MTO)	RE-ENTRY (REO)	POST-EXCHANGE (PEO)
	<p>2. Be able to reflect on their individual change they encountered as a result of the exchange experience.</p>	
<p>2. Be able to analyze situations from multiple perspectives (student, HF's, hosting YFU perspective, etc). 3. Be able demonstrate problem solving tools that they have used to overcome challenges so far and how they can continue to use/develop tools throughout the exchange experience.</p>		
<p>1. Be able to demonstrate problem solving skills that they have used to overcome challenges so far. 2. Be able to use and futher develop problem sloving skills throughout the rest of the exchange experience. 3. Be able to understand that change is a part of the human experience (ie. changes experienced in their son/daughter's behavior during the exchange experience so far).</p>	<p>1. Be able to face conflicts and deal with them in a constructive way. 2. Be able to analyse everyday/complex situations from multiple perspectives.</p>	<p>2. Appreciate how the exchange experience contributes to lifelong learning and a more intelligent, cooperative, and peaceful world.</p>



LOOP GRID

Students

Host Families

Natural Families

Students

STUDENTS WILL...	PRE-DEPARTURE (PDO)	POST ARRIVAL (PAO)
Core Concepts and Values Exploring the foundational concepts and values within YFU	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the current YFU definition of culture. 2. Be aware that culture is dynamic and complex, and that there are multiple definitions of culture. 3. Be able to understand the concept of identity and its relation to culture. 4. Be able to demonstrate knowledge of the history, mission, values, and structure of YFU and its educational goals. 5. Embrace YFU's value in learning for life and that all participants can succeed. 6. Acknowledge that every experience is a learning opportunity for all participants. 7. Be aware of the concepts of stereotypes, prejudice and discrimination. 8. Be aware of the adjustment process, concepts of culture shock, and the need for all participants to adjust. 9. Demonstrate understanding of the concepts of conflict resolution 	<ol style="list-style-type: none"> 1. Recall the Core Concepts and Values acquired in PDO. 2. Be able to demonstrate knowledge of the history, nature and structure of the host YFU. 3. Be aware of the difference between ethnocentrism and cultural relativity. 4. Be aware that change is the only constant in life and that adjustment is necessary.
Exchange Experience Considering the effects exchange can have on an individual	<ol style="list-style-type: none"> 1. Be aware of methods to learn about the host culture. 2. Be aware of their own cultural background and identity. 3. Be aware of the existence of a personal learning process during the exchange experience. 4. Demonstrate understanding of their goal(s), motivation(s), expectation(s), and fears (which may be culturally influenced) of going on exchange. 5. Demonstrate readiness and willingness to acquire new skills and knowledge. 6. Develop their ability to reflect on experiences past, present, and future. 7. Acknowledge all stakeholders and their role in the exchange experience. 	<ol style="list-style-type: none"> 1. Be aware of the possible effects the exchange can have on their identity. 2. Embrace the necessary adjustments of the exchange experience. (ie. social life, freedom) 3. Be aware of their personal approach to communication. 4. Be aware of their personal approach to conflict. 5. Be aware of the benefits of self-reflection. 6. Acquire knowledge of societal structures (ie. school and political systems), relevant cultural events (ie. holidays), and everyday behaviours in their host community 7. Recall their goal(s), motivation(s), expectations(s), and fears of going on exchange (and update them if appropriate). 8. Be aware of the impact exchange has on other stakeholders.
Adaptation Developing the necessary abilities and tools to integrate, reflect, adjust and problem solve the differences exchanges bring	<ol style="list-style-type: none"> 1. Be able to use tools to deal constructively with stereotypes and prejudices. 2. Be aware of the necessity to step out of the comfort zone. 3. Be able to recognize the signs of culture shock. 4. Be aware of tools to deal with culture shock. 5. Be able to use new technologies in a way that will enhance an exchange experience. (ie. Skype, Facebook, Instagram, Cell Phones etc) 6. Be able to use tools to effectively deal with intercultural communication and its challenges. 7. Be able to use conflict resolution tools and skills. 	<ol style="list-style-type: none"> 1. Be able to use tools constructively to better understand their host community. 2. Be able to recognize their exchange responsibilities (ie. national laws, school, host family) 3. Recall and apply their knowledge of the topics covered in the PDO (ie. culture shock, technology, adjustment tools) 4. Improve their conflict resolution tools and skills. 5. Be able to understand the need to proactively acquire new skills and knowledge. 6. Be able to develop alternatives when making decisions and consider the consequences of those decisions. 7. Be able to use tools to constructively handle critiques.

MID-TERM (MTO)	RE-ENTRY (REO)	POST-EXCHANGE (PEO)
<ol style="list-style-type: none"> 1. Be able to appreciate that every situation is a learning opportunity. 2. Be able to appreciate that both positive and negative experiences are equally valuable learning opportunities. 3. Be able to demonstrate an understanding of Global Citizenship as a concept. 4. Be able to promote the YFU values (ie Learning for Life, Volunteering, Global Citizenship) 	<ol style="list-style-type: none"> 1. Be able to appreciate that every situation is a learning opportunity. 2. Be able to appreciate that both positive and negative experiences are equally valuable learning opportunities. 3. Be able to demonstrate an understanding of Global Citizenship as a concept. 4. Be able to promote the YFU values (ie Learning for Life, Volunteering, Global Citizenship) 	<ol style="list-style-type: none"> 1. Be able to explain the YFU values to others. 2. Be able to understand that learning continues after their exchange experience (Learning for Life) 3. Be able to promote how change is an important aspect of Learning for Life. 4. Recognize opportunities to promote the YFU values
<ol style="list-style-type: none"> 1. Be able to identify how they have shared their own culture. 2. Be able to identify what they may have learned about themselves and how their identity has been affected. 3. Assess how their behavior(s), communication and attitude(s) has affected their exchange experience. 4. Be able to reflect on their learning of their host community. 5. Be able to assess where they may be in their adjustment process. (including HF, social integration, school, friends). 6. Be able to assess their development of intercultural communication (ie. verbal/ non-verbal communication, cultural perspectives). 7. Be able to assess their usage of technology and its effects (ie. social media and communication tools). 8. Assess their goal(s), motivation(s), expectation(s), and fears of going on exchange and make any necessary adjustments. 	<ol style="list-style-type: none"> 1. Be aware of how their identity changed during the exchange. 2. Be able to identify their achievements during the exchange. 3. Be able to let go of the goals that were not achieved 4. Be aware of the value of their exchange experience. 5. Be aware of the importance of recognizing that friends and family have also changed and had experiences while student was on exchange. 6. Be able to identify their fears, expectations and challenges for the end of the exchange and returning home. 7. Be able to appreciate and respect that each exchange experience is unique and equally valuable (no need for comparing). 	<ol style="list-style-type: none"> 1. Be able to identify the benefits of the exchange experience. 2. Acknowledge and appreciate how the frequency and methods of sharing their experience impacts others (both positive and negative) 3. Be aware of the impact that their exchange has had on other participants, friends and community. 4. Be able to adjust their expectations and goals for their readaptation phase. 5. Be able to identify the skills and knowledge acquired during the exchange experience.
<ol style="list-style-type: none"> 1. Demonstrate application and/or knowledge of adjustment tools and skills. 2. Be able demonstrate problem solving tools that they have used to overcome challenges so far and how they can continue to use/develop tools throughout the exchange experience. 3. Be able to identify the attitudes and skills needed to continue their adaption. 4. Be able to analyze situations from multiple perspectives (ie. HF, NP, host YFU). 	<ol style="list-style-type: none"> 1. Be able to identify constructive ways to share their experience. 2. Be able to identify the importance and methods of saying goodbye and having closure. 3. Be able to identify ways of sharing their perspective of the host community with friends and family back home (ie. gifts, ways to remember host country). 4. Be aware that other stakeholders also have expectations and/or concerns related to the end of the exchange. 	<ol style="list-style-type: none"> 1. Be able to identify and critically evaluate their methods of sharing their exchange experience, and further develop/adjust those methods. 2. Be aware of tools and skills to deal with unresolved issues related to the exchange experience. 3. Be able to communicate changes to their identity. 4. Be able to promote that each exchange experience is different and equally valuable. 5. Be able to adapt to the impact that their exchange has had on other participants, friends and community.

Global Competence	<ol style="list-style-type: none"> 1. Demonstrate awareness of the commonalities between different lifestyles, cultures, religions and generations. 2. Be aware that they are part of many different communities. (Not just geographical or cultural based). 	<ol style="list-style-type: none"> 1. Be able to demonstrate willingness to participate in the communities they affiliate with. 2. Be able to identify the situations which are influenced by ethnocentrism. 3. Develop skills to recognize how their own perception influences understanding of the world around them (cultural relativity).
YFU Support Communication and Support Structure in YFU	<ol style="list-style-type: none"> 1. Be able to demonstrate understanding of accepted and practiced YFU support structures. 2. Be aware of the importance of contact and communication with host YFU support personnel. 3. Be aware that their active participation is an important part of the support process. 	<ol style="list-style-type: none"> 1. Recall the YFU support structure from the PDO. 2. Develop an understanding of country specific support structures. 3. Be able to demonstrate an understanding of emergency procedures (ie. natural disasters, injuries, country specific phenomena). 4. Be able to demonstrate knowledge of who is their primary support point of contact.
Student Safety and Well Being	<ol style="list-style-type: none"> 1. Be able to demonstrate understanding, able to identify, and be aware of signs of harassment, abuse and/or bullying. 2. Be aware of procedures to ensure the safe use of technology (ie. social media and messaging tools). 3. Be aware of possible challenges that could affect their safety and well being. 	<ol style="list-style-type: none"> 1. Develop an understanding of the appropriate norms for relations between different people in their host country. (ie. gender, age, social). 2. Be able to demonstrate knowledge of how to report abuse, bullying or harassment (to YFU and/or authorities) in their host country. 3. Be able to identify and develop skills and tools to help them resist peer and/or adult pressures to engage in situations that endanger their safety and well being.
YFU Rules and Expectations	<ol style="list-style-type: none"> 1. Be able to demonstrate knowledge of the YFU Student Policies and the consequences of breaking them. 2. Be able to demonstrate understanding of the expectations YFU has for them as exchange students. 	<ol style="list-style-type: none"> 1. Be able to demonstrate an understanding of the laws, requirements, and visa conditions of the host country as they relate to school attendance, alcohol and/or drug consumption, smoking and other legal issues. 2. Be able to demonstrate an understanding of the laws/procedures of their host country, host schools and YFU in relation to use of social media, internet and mobile phones. 3. Be able to demonstrate knowledge of national organization specific YFU rules and guidelines (ie travel, visits from home country). 4. Recall the YFU Student Policies and the consequences of breaking them.
YFU Admin	<ol style="list-style-type: none"> 1. Be aware of the details of their insurance policy and how to make a claim. 2. Be aware of methods to help manage money while on exchange. 3. Be aware of travel arrangements to and from their host country. 	<ol style="list-style-type: none"> 1. Be aware of how YFU in their host country can assist them to make a claim on their medical insurance if needed. 2. Be able to demonstrate understanding of how to complete the visa approval process (if required). 3. Be able to demonstrate knowledge of required procedures for approved travel while on YFU program. 4. Be aware of the YFU program schedule (ie orientation dates, social events).
YFU Community	<ol style="list-style-type: none"> 1. Be aware of the global YFU Community and begin to identify themselves as a member of it. 	

<ol style="list-style-type: none"> 1. Be aware that individual experiences do not wholly define the culture student is experiencing. 2. Be able to demonstrate advancement towards embracing change. 3. Be able to reflect on how they have been an active member of the host community and how they can make a lasting impact. 4. Be able to understand the need to appreciate those who have supported them. 	<ol style="list-style-type: none"> 1. Acknowledge that they belong to multiple communities and the interconnectedness of those communities. 2. Be able to face conflicts and deal with them in a constructive way. 3. Be able to analyze everyday/complex situations from multiple perspectives. 4. Be able to appreciate the necessity and importance of open and effective interactions in their daily life. 5. Be able to appreciate and respect the diversity of life. 6. Be able to become multipliers for their own exchange experience, hence promoting the YFU values and educational goals. 7. Be able to transfer their knowledge of the concept of cultural relativity to the situation of returning home. 8. Show appreciation for all who helped them through the exchange. 	<ol style="list-style-type: none"> 1. Be able to apply their ability to live and feel at home in different environments. 2. Identify possibilities which enable them to actively participate in local communities (active citizenship). 3. Develop strategies to promote inclusion. 4. Be able to demonstrate understanding of interconnectedness and responsibility for one's own actions (your actions have larger effects than you think). 5. Be able to recognise and challenge bias. 6. Be able to analyze ways they have dealt with conflicts and continue to develop constructive ways to handle them. 7. Be able to analyse situations from multiple perspectives. 8. Be able to appreciate the necessity and importance of open and effective interactions in their daily life. 9. Be able to appreciate and respect diverse opinions and points of view.
<ol style="list-style-type: none"> 1. Assess how well they have communicated within the YFU support structure. 		<ol style="list-style-type: none"> 1. Be aware that YFU is able and willing to give them post exchange support if needed.
<ol style="list-style-type: none"> 1. Recall national organization specific YFU rules and guidelines (ie travel, visits from home country) 2. Recall the YFU Student Policies and the consequences of breaking them. 		
	<ol style="list-style-type: none"> 1. Be aware of their travel arrangements for departure. 2. Be made aware of the PEO. 	
	<ol style="list-style-type: none"> 1. Be aware of potential volunteer opportunities with YFU. 	<ol style="list-style-type: none"> 1. Discuss opportunities to continue contact with YFU (ie. volunteering, becoming a host family).

Host Families

HOST FAMILIES WILL...	PRE-DEPARTURE (PDO)	POST ARRIVAL (PAO)
<p>Core Concepts and Values</p> <p>Exploring the foundational concepts and values within YFU</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the current YFU definition of culture. 2. Be aware that culture is dynamic and complex, and that there are multiple definitions of culture. 3. Be able to understand the concept of identity and its relation to culture. 4. Be able to demonstrate knowledge of the history, mission, values, and structure of YFU and its educational goals. 5. Embrace YFU's value in learning for life and that all participants can succeed. 6. Acknowledge that every experience is a learning opportunity for all participants. 7. Be aware of the concepts of stereotypes, prejudice and discrimination. 8. Be aware of the adjustment process, concepts of culture shock, and the need for all participants to adjust. 9. Demonstrate understanding of the concepts of conflict resolution. 	<ol style="list-style-type: none"> 1. Be able to understand the concepts of stereotypes, prejudice and discrimination. 2. Be able to demonstrate understanding that conflict is part of adaptation. 3. Be aware that each exchange experience is distinct and valid in its own right.
<p>Exchange Experience</p> <p>Considering the effects exchange can have on an individual</p>	<ol style="list-style-type: none"> 1. Be aware of their own cultural background and identity. 2. Be able to identify aspects of their own family culture (esp. unwritten rules, values). 3. Be aware of their expectations and that they are culturally influenced and may conflict with YFU expectations. 4. Acknowledge how hosting may impact their family relations, routines and daily life. 5. Be able to appreciate the student's perspective of the exchange experience. 6. Be able to demonstrate an understanding of their own prospective learning process during the exchange experience. 7. Be aware of how communication between the student and sending community can affect the student's adaptation into the host family and community. 8. Acknowledge how communication between the student and HF can affect the student's adaptation in host family and community. 9. Acknowledge that no two exchange experiences are the same (including previous exchange experiences they have had). 	<ol style="list-style-type: none"> 1. Be able to reflect on their first impressions of their exchange experience. 2. Be able to reflect on the impact on family members of the exchange experience including changes in the HF dynamics. 3. Be able to identify cultural differences and be aware of the prejudices they have. 4. Be able to appreciate the importance of self-reflection as a habit in their daily life.
<p>Adaptation</p> <p>Developing the necessary abilities and tools to integrate, reflect, adjust and problem solve the differences exchanges bring</p>	<ol style="list-style-type: none"> 1. Be aware of tools to effectively deal with intercultural communication and its challenges. 2. Be aware of conflict resolution tools and skills. 3. Be aware of their role and tools in helping make the student feel welcome and how to explain host family "unwritten" rules. 4. Be able to recognize the signs of culture shock and be aware of tools to deal with culture shock. 	<ol style="list-style-type: none"> 1. Be able to use tools constructively to better understand their host community. 2. Be able to recognize their exchange responsibilities (ie. national laws, school, host family). 3. Recall and apply their knowledge of the topics covered in the PDO (ie. culture shock, technology, adjustment tools). 4. Improve their conflict resolution tools and skills. 5. Be able to understand the need to proactively acquire new skills and knowledge. 6. Be able to develop alternatives when making decisions and consider the consequences of those decisions. 7. Be able to use tools to constructively handle critiques.

MID-TERM (MTO)	RE-ENTRY (REO)	POST-EXCHANGE (PEO)
<ol style="list-style-type: none"> 1. Be able to appreciate that every situation is a learning opportunity. 2. Be able to appreciate that both positive and negative experiences are equally valuable learning opportunities. 	<ol style="list-style-type: none"> 1. Be aware of volunteerism and its contribution to society. 2. Be aware that learning process continues after the end of exchange experience. 3. Be able to appreciate different aspects of Global Citizenship. 4. Be motivated to promote the YFU values (ie Learning for Life, Volunteering, Global Citizenship). 	<ol style="list-style-type: none"> 1. Be able to explain the YFU values to others. 2. Be able to understand that learning continues after their exchange experience (Learning for Life). 3. Be able to promote how change is an important aspect of Learning for Life. 4. Recognize opportunities to promote the YFU values.
<ol style="list-style-type: none"> 1. Be able to identify what they may have learned about themselves and how their identity has been affected. 2. Be able to assess how their behavior and attitude has affected their exchange experience so far. 3. Be able to recall their motivational factors for hosting and consider other motivational factors to maintain their desire for hosting. 4. Be able to assess roles, relationships, and communication within the family (including potential changes). 5. Be aware that stakeholder behavior changes throughout and as a result of, the exchange experience. 6. Be able to assess their goals, expectations and fears in relation to the exchange program. 7. Analyze how hosting has impacted their family relations, routines and daily life. 8. Be able to assess where they may be in their adjustment process and also where their student may be (including social integration). 	<ol style="list-style-type: none"> 1. Be able to reflect on how family culture and individual culture has changed over the exchange period. 2. Be able to reflect on and appreciate new abilities in intercultural communication and cooperation. 3. Be able to recognize and appreciate their ability to be flexible and adjust. 4. Appreciate that preparing for student's departure can be challenging, and these challenges offer opportunities for reflection and lifelong learning. 5. Be aware that students and families have different ways of showing emotion and appreciation as the exchange comes to an end. 6. Recognize differences between student and family expectations related to the departure process in order to plan a successful goodbye. 	<ol style="list-style-type: none"> 1. Recognize that the student's departure can have a long lasting effect, and that adjusting to life without the student can be difficult. 2. Be able to reflect on their exchange experience as a whole. 3. Develop realistic expectations regarding keeping in touch with the student and continuing to be part of the student's life.
<ol style="list-style-type: none"> 1. Demonstrate application and/or knowledge of adjustment tools and skills. 2. Be able demonstrate problem solving tools that they have used to overcome challenges so far and how they can continue to use/develop tools throughout the exchange experience. 	<ol style="list-style-type: none"> 1. Be able to identify constructive ways to share their experience. 2. Be able to identify the importance and methods of saying goodbye and having closure. 3. Be aware that other stakeholders also have expectations and/or concerns related to the end of the exchange. 4. Be able to apply empathy as stakeholders handle complex emotions related to student departure. 	

Global Competence	<ol style="list-style-type: none"> 1. Be aware that they are part of many different communities. (Not just geographical or cultural based). 	<ol style="list-style-type: none"> 1. Be able to demonstrate awareness about communalities of different lifestyles, cultures, religions and generations. 2. Be able to acknowledge otherness and interconnectedness of socio-cultural groups ie. HF's and NF's.
YFU Support Communication and Support Structure in YFU	<ol style="list-style-type: none"> 1. Be able to demonstrate understanding of accepted and practiced YFU support structures. 2. Be able to demonstrate knowledge of support personnel and national office staff roles and how to contact them. 3. Be able to demonstrate an understanding of the proper YFU processes and precedures if support is required or in emergency situations. 4. Be able to demonstrate an understanding of the basis for YFU decisions to move a student. 	<ol style="list-style-type: none"> 1. Recall the YFU support structure from the PDO. 2. Develop an understanding of country specific support structures. 3. Be able to demonstrate an understanding of emergency procedures (ie. natural disasters, injuries, country specific phenomena). 4. Be able to demonstrate knowledge of who is their primary support point of contact.
Student Safety and Well Being	<ol style="list-style-type: none"> 1. Be able to demonstrate understanding and identification of signs of harassment, abuse or bullying. 2. Be aware of procedures to support the safe use of technology (ie. Social Media, Messaging Tools, Internet). 3. Be able to demonstrate understanding of the YFU procedures and the host families responsibilities when students disclose incidents of sexual harassment, abuse or bullying. 	<ol style="list-style-type: none"> 1. Be able to identify actions to help their student feel safe and secure in their community.
YFU Rules and Expectations	<ol style="list-style-type: none"> 1. Be able to demonstrate knowledge of the YFU Student Policies and the consequences of breaking them. 2. Be able to demonstrate knowledge of country specific YFU rules and guidelines (ie travel, natural parent visits). 3. Be able to demonstrate understanding of the expectations YFU has of all stakeholders. 	<ol style="list-style-type: none"> 1. Be able to demonstrate knowledge of required procedures for approved travel while on YFU program. 2. Be able to recall the YFU Student Policies and the consequences of breaking them.
YFU Admin	<ol style="list-style-type: none"> 1. Be aware of school enrolment procedures and their role in assisting with student enrolment if required. 2. Be able to demonstrate understanding of how to complete the visa approval process if required. 3. Be aware of student's insurance policy. 	<ol style="list-style-type: none"> 1. Be aware of the YFU program schedule (ie orientation dates, social events).
YFU Community	<ol style="list-style-type: none"> 1. Be aware of volunteers/staff (ie. other host families, alumni) in their area. 2. Be aware of the global YFU Community and begin to identify themselves as a member within it. 	

<ol style="list-style-type: none"> 1. Recognize the value in intercultural learning and be motivated by the hosting experience to seek out more intercultural experiences. 2. Recognize new attitudes of care and empathy for others and respect for diversity. 3. Be aware that an individual cultural experience is not basis for generalizations. 4. Appreciate how expanding one's understanding of culture based on personal experiences promotes lifelong learning. 	<ol style="list-style-type: none"> 1. Be able to recognize the value in intercultural learning and be motivated to seek out more intercultural experiences. 2. Be able to recognize new attitudes of care and empathy for others and respect for diversity. 3. Acknowledge that they belong to multiple communities and the interconnectedness of those communities. 4. Be able to become multipliers for their own exchange experience, hence promoting the YFU values and educational goals. 5. Be able to face conflicts and deal with them in a constructive way. 6. Be able to analyse everyday/complex situations from multiple perspectives. 	<ol style="list-style-type: none"> 1. Be able to recognize that during the exchange experience they have acquired global competence skills that they can apply in their everyday life. 2. Be able to appreciate and respect diverse opinions and points of view. 3. Develop strategies to promote inclusion (be included and include others in your life). 4. Appreciate how hosting an exchange student contributes to lifelong learning and a more intelligent, cooperative, and peaceful world.
<ol style="list-style-type: none"> 1. Be able to demonstrate understanding of the YFU rules, especially traveling rules, visits from families, etc. 2. Be able to demonstrate understanding of their role in supporting the student in following the rules. 3. Be able to recall the YFU Student Policies and the consequences of breaking them. 	<ol style="list-style-type: none"> 1. Be aware that YFU is able to provide support as stakeholders prepare for departure. 	<ol style="list-style-type: none"> 1. Be aware that YFU is able and willing to give them post exchange support if needed.
	<ol style="list-style-type: none"> 1. Be aware that the end of the exchange program includes practical and administrative tasks for both the student and the family and this can cause stress. 	
<ol style="list-style-type: none"> 1. Be able to recall and demonstrate knowledge of proper procedures for approved travel while on program. 2. Be able to recall the YFU Student Policies and the consequences of breaking them. 	<ol style="list-style-type: none"> 1. Recognize that YFU has policies regarding visits from Natural Parents and families, and Host Families are not required to accommodate Natural Parent visits. 2. Recognize and appreciate that YFU has policies and procedures regarding travel and students extending their stay in the host country. 	
<ol style="list-style-type: none"> 1. Be aware of the YFU program schedule (ie orientation dates, social events). 	<ol style="list-style-type: none"> 1. Be aware of the student departure details, such as travel arrangements, and help the student prepare for a safe and pleasant travel experience. 	<ol style="list-style-type: none"> 1. Be aware of the administrative steps to host again in the future if they wish to do so.
<ol style="list-style-type: none"> 1. Be able to identify themselves as a part of the YFU Community and begin to consider a transition towards volunteering. 	<ol style="list-style-type: none"> 1. Be aware of other potential volunteer opportunities within YFU. 	<ol style="list-style-type: none"> 1. Recognize YFU's appreciation of their role and contribution to the program. 2. Be able to recall opportunities to volunteer with YFU.

Natural Families

NATURAL FAMILIES WILL...	PRE-DEPARTURE (PDO)	POST ARRIVAL (PAO)
Core Concepts and Values Exploring the foundational concepts and values within YFU	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the current YFU definition of culture. 2. Be aware that culture is dynamic and complex, and that there are multiple definitions of culture. 3. Be able to understand the concept of identity and its relation to culture. 4. Be able to demonstrate knowledge of the history, mission, values, and structure of YFU and its educational goals. 5. Embrace YFU's value in learning for life and that all participants can succeed. 6. Acknowledge that every experience is a learning opportunity for all participants. 7. Be aware of the concepts of stereotypes, prejudice and discrimination. 8. Be aware of the adjustment process, concepts of culture shock, and the need for all participants to adjust. 9. Demonstrate understanding of the concepts of conflict resolution. 	<ol style="list-style-type: none"> 1. Be able to understand the concepts of stereotypes, prejudice and discrimination. 2. Be able to demonstrate understanding that conflict is part of adaptation. 3. Be aware that each exchange experience is distinct and valid in its own right.
Exchange Experience Considering the effects exchange can have on an individual	<ol style="list-style-type: none"> 1. Be aware of their own cultural background and identity. 2. Be able to identify aspects of their own family culture (esp. unwritten rules, values). 3. Be aware that there will be differences in the daily life and societal systems/structures of the hosting community. 4. Be able to demonstrate an understanding that their family dynamic will change with the absence of their child. 5. Be able to demonstrate an understanding of their own potential experiences during the exchange (ie. emotional curve of letting go, empty nest syndrome). 6. Be aware of how communication between their family and their child can affect the student's adaptation in the host family and/or community. 7. Demonstrate understanding of their goal(s), motivation(s), expectation(s), and fears (which may be culturally influenced) of their child going on exchange. 8. Acknowledge all stakeholders and their role in the exchange experience. 	<ol style="list-style-type: none"> 1. Be able to reflect on their first impressions of their son/daughter's exchange experience, including the host family and the hosting community. 2. Be able to reflect on the impact on family members of the exchange experience including changes in the NF dynamics. 3. Be able to reflect on how NF's own behavior may affect their son's/daughter's exchange experience. 4. Be aware that they are also learning from the exchange experience. 5. Be able to appreciate the importance of self-reflection as a habit in their daily life.
Adaptation Developing the necessary abilities and tools to integrate, reflect, adjust and problem solve the differences exchanges bring	<ol style="list-style-type: none"> 1. Be able to develop skills to let go of day-to-day parental responsibilities, and rely on YFU and the host family to act in the best interest of the student. 2. Be aware of the tools to help support the student's exchange experience. 3. Be able to acknowledge the potential positive and negative experiences their child will have with the host family. 4. Be able to recognize the signs of culture shock and be aware of tools to support their child dealing with culture shock. 	<ol style="list-style-type: none"> 1. Be able to develop skills to handle changes in the NP family dynamics. 2. Be able to reflect on their initial expectations of the exchange experience and readjust them if necessary. 3. Be aware of the implications of communication with their child (amount, tone, etc).

MID-TERM (MTO)	RE-ENTRY (REO)	POST-EXCHANGE (PEO)
<ol style="list-style-type: none"> 1. Be able to appreciate that every situation is a learning opportunity. 2. Be able to appreciate that both positive and negative experiences are equally valuable learning opportunities. 	<ol style="list-style-type: none"> 1. Be able to demonstrate understanding of reversed adaptation process and reversed culture shock. 2. Be aware of volunteerism and its contribution to society. 3. Be aware that learning process continues after the end of exchange experience. 4. Be able to appreciate different aspects of Global Citizenship. 	<ol style="list-style-type: none"> 1. Be able to explain the YFU values to others. 2. Be able to understand that learning continues after their exchange experience (Learning for Life). 3. Be able to promote how change is an important aspect of Learning for Life. 4. Recognize opportunities to promote the YFU values.
<ol style="list-style-type: none"> 1. Be able to reflect on how their impression of the HF and the host culture/environment is developing. 2. Be able to assess what they may have learned about themselves through their exchange experience so far. 3. Be able to assess their goals and expectations of the exchange experience and adjust them if necessary. 4. Be able to assess their usage of technology (ie. social media and communication tools) and its effects on the exchange experience. 5. Be able to assess where their child is in their adjustment process and also where their student may be (including social integration). 	<ol style="list-style-type: none"> 1. Be able to reflect on how the family dynamics and culture changed through the exchange experience. 2. Be able to reflect on their individual change they encountered as a result of the exchange experience. 3. Be able to reflect on the value of their and their child's exchange experience. 4. Be able to identify their fears, expectations and challenges for the end of the exchange and returning home of their child. 	<ol style="list-style-type: none"> 1. Be able to reflect on their family's reverse adaptation process. 2. Be able to reflect on their exchange experience as a whole.
<ol style="list-style-type: none"> 1. Further develop a sense of responsibility in regards to communication with other participants. 2. Be able to analyze situations from multiple perspectives (student, HF's, hosting YFU perspective, etc). 3. Be able demonstrate problem solving tools that they have used to overcome challenges so far and how they can continue to use/develop tools throughout the exchange experience. 4. Be able to put themselves in a position of their HF through empathy. 	<ol style="list-style-type: none"> 1. Be able to recognise the signs reverse culture shock. 2. Be aware of tools to deal withand support reverse adaptation process. 3. Develop/use tools to help accept how the student expresses him/herself about the exchange experience. 4. Be able to develop skills to assist with welcoming and supporting the student. 	<ol style="list-style-type: none"> 1. Be able to further develop skills to handle the reverse adaptation process based on self-reflection.

Global Competence	<ol style="list-style-type: none"> 1. Be able to appreciate and respect the role and importance of the host family in the exchange experience. 2. Be able to demonstrate awareness about communalities of different lifestyles, cultures, religions and generations. 3. Be aware that they are part of many different communities. (Not just geographical or cultural based) 4. Be able to acknowledge otherness and interconnectedness of socio-cultural groups ie. HFs and NFs. 	<ol style="list-style-type: none"> 1. Be able to demonstrate understanding of diversity based on their own exchange experience so far.
YFU Support Communication and Support Structure in YFU	<ol style="list-style-type: none"> 1. Be able to demonstrate understanding of accepted and practiced YFU support structures. 2. Be able to demonstrate knowledge of support personnel and national office staff roles and how to contact them. 3. Be able to demonstrate an understanding of the proper YFU processes and procedures if support is required or in emergency situations. 4. Be able to demonstrate an understanding of the basis for YFU decisions to move a student. 	
Student Safety and Well Being	<ol style="list-style-type: none"> 1. Be able to demonstrate understanding and identify signs of harassment, abuse or bullying. 2. Be aware of procedures to ensure the safe use of technology (ie. social media and messaging tools). 3. Be able to demonstrate understanding of YFU procedures and responsibilities when students disclose incidents of sexual harassment, abuse or bullying. 4. Be able to demonstrate an understanding of emergency procedures (ie. natural disasters, injuries). 5. Be able to acknowledge that their son/daughter is likely to have a relationship during exchange that could involve sexual relations. 	
YFU Rules and Expectations	<ol style="list-style-type: none"> 1. Be able to demonstrate knowledge of the YFU Student Policies and the consequences of breaking them (ie. warning letters, early return). 2. Be able to demonstrate understanding of the rules regarding student travel and visits to/from home country. 3. Be able to demonstrate understanding of the expectations YFU has of all stakeholders. 	
YFU Admin	<ol style="list-style-type: none"> 1. Be aware of the medical insurance policies and procedures for making an insurance claim. 2. Be aware of YFU's travel procedures to support and assist students at departure, in transit and upon arrival. 3. Be able to demonstrate an understanding of the visa application process and the documentation required from them and from YFU. 	
YFU Community	<ol style="list-style-type: none"> 1. Be aware of the value of hosting. 2. Be aware of volunteers (ie. other host families, alumni) in their area. 3. Be aware of the global YFU Community and begin to identify themselves as a member within it. 	

<ol style="list-style-type: none"> 1. Be able to demonstrate problem solving skills that they have used to overcome challenges so far. 2. Be able to use and further develop problem solving skills throughout the rest of the exchange experience. 3. Be able to understand that change is a part of the human experience (ie. changes experienced in their son/daughter's behavior during the exchange experience so far). 4. Be aware that an individual cultural experience can not lead to generalizations. 	<ol style="list-style-type: none"> 1. Be able to face conflicts and deal with them in a constructive way. 2. Be able to analyse everyday/complex situations from multiple perspectives. 3. Be able to appreciate the necessity and importance of open and effective interactions in their daily life. 4. Be able to understand the human need for freedom of self-expression. 5. Be able to appreciate and respect diverse opinions and points of view. 6. Be able to become multipliers for their own exchange experience, hence promoting the YFU values and educational goals. 	<ol style="list-style-type: none"> 1. Be able to understand that during the exchange experience they have acquired global competency skills that they can apply in their everyday life. 2. Appreciate how the exchange experience contributes to lifelong learning and a more intelligent, cooperative, and peaceful world.
<ol style="list-style-type: none"> 1. Be able to demonstrate an understanding of how to use the support structure and the importance of it the structure being in place. 2. Be able to demonstrate an understanding of how the YFU Basic Standards set guidelines for dealing with conflicts and negative experiences on exchange. 	<ol style="list-style-type: none"> 1. Be able to demonstrate understanding that the YFU support structure and community will still be there for them for post-exchange support. 	<ol style="list-style-type: none"> 1. Be aware that YFU is able and willing to give them post exchange support if needed.
	<ol style="list-style-type: none"> 1. Be aware that the end of the exchange program includes practical and administrative tasks for the student. 2. Recognize that YFU has policies regarding visits from Natural Parents and families, and Host Families are not required to accommodate Natural Parent visits. 3. Recognize that YFU has policies and procedures regarding students extending their stay in the host country, including for the purposes of additional traveling. 	
<ol style="list-style-type: none"> 1. Be able to demonstrate understanding of the YFU rules, especially traveling rules, visits from families, etc. 2. Be able to demonstrate understanding of their role in supporting the student in following the rules. 3. Be able to recall the YFU Student Policies and the consequences of breaking them. 		
<ol style="list-style-type: none"> 1. Be aware of the general travel arrangements for the student's return. 2. Be aware of the YFU program schedule (ie orientation dates, social events). 	<ol style="list-style-type: none"> 1. Be aware that they should find the information needed regarding the student's return to school (if applicable). 2. Be aware of travel arrangements for student. 3. Be made aware of PEO and its importance for them and their student. 	
<ol style="list-style-type: none"> 1. Be able to identify themselves as a part of the YFU Community and begin to consider a transition towards volunteering or hosting. 	<ol style="list-style-type: none"> 1. Be able to demonstrate understanding of what it is like to be a family of an YFU alumni/returnee (ie. new international friendships and activities, volunteering). 2. Be able to identify opportunities to continue contact with YFU (ie. volunteering, becoming a host family). 	<ol style="list-style-type: none"> 1. Be able to identify opportunities to continue contact with YFU (ie. volunteering, becoming a host family).

Theoretical concepts behind LOOP

One of the main goals of the LOOP Manual is to align orientation delivery throughout the YFU Network. In order to achieve consistency, this chapter intends to clarify terms and establish a common understanding of the concepts that you will find in the LOOP grid.

Some of the following definitions are commonly accepted within the YFU Network as these are part of the IBS and/or the 2016 Edition of the EEE-YFU Coloured Glasses Manual. This further strengthens consistency throughout the organization and its delivery of the Educational Goals. Please ask your National Organisation for access to these documents to learn more about the topics.

Culture

Youth For Understanding understands cultures “as networks connecting individuals and offering them a sense of belonging; they constitute group traditions and collectively shared orientation patterns, and they include countless concrete and immaterial elements as well as the way people habitually think, feel, act, and interact, make decisions and share values; cultures are, at the same time, both consistent and dynamic as well as clearly defined and fuzzy”

(Youth For Understanding Educational Goals 2015).

earlier versions - taking into account not only national cultures, but also communities and their interconnectedness.

On the following pages you will get a deeper understanding of how YFU understands and wants to convey the concept of culture using the updated LOOP.

You can find an example of a session on culture in Chapter 6 (page 54) of this manual.

Definitions of “culture”

Culture is a complex social construct and highly subjective. Groups constantly create and recreate the behavioural patterns that define a culture. At the same time, the term “culture” is used in a variety of very different contexts in our society.

The explicit use of the term “culture” is open to misunderstandings because of unequal definitions that have evolved through time and history. Today, the term is for example used to describe “fine arts”, but also to describe social groupings and their behavioural patterns. With such a broad usage, “culture” can be misused as a label and justification for not understanding each other or not trying to understand each other because “we are from different cultures”. In this sense, the term culture is often used to explain misunderstandings or differences that can also be due to differences in age, socialisation, language, gender, status etc. Sometimes, the term is unfortunately also used instead of the words “race” or “ethnicity” to hide racist tendencies and legitimise racist language.

YFU volunteers should be aware of the various ways in which the term “culture” is used and avoid labeling everything as culture.

Moving towards the concept of global citizenship, it should also be recognised that a person’s national culture is not necessarily the most important aspect of culture. It is without question that the nation has a significant influence on the lives and conceptual world that humans live in. National education systems, religion, language and customs are an important cultural baggage that people bring with them to different intercultural encounters. However, national culture should not be understood as main category with subcategories like family, hobbies or professions thought of

as “subcultures.” This “culture-and-subculture” approach is too simplistic because (1) those smaller cultural groups are not exclusively embedded in one national culture and spread across national borders (e.g. singing culture), and (2) even though some groups might be smaller in size, they contain the same elements and are just as relevant and important as the larger cultures. Adrian Holliday, a lead researcher in culture and intercultural communication, suggests that connecting the term subcultures to hierarchical ranking should be avoided. Following cultural researcher Holliday’s approach, **large and small cultures should be considered to be equally complex and equally important in influencing how one interacts with their surroundings.** The terms large and small can refer to different size; large cultures could for example be ethnic, national or international entities, while small cultures could be any type of social grouping including small entities like family, school, company, etc. The terms also refer to large cultures often being part of the common understanding of culture already, while the small culture approach is more subtle and concerned with all kinds of social processes as they emerge (Holliday, 1999).

Culture and stereotyping

Cultures look homogenous from the outside, but are heterogeneous the more you zoom in.

Even though humans tend to group individuals together into categories as a way of making sense of a complex world, this is of course a simplification of reality. Studies have shown that you look at your own cultures and social groupings in a more “finely differentiated” way than at “foreign” groups. For example talking about “the Americans” as a homogenous group is not accurate. There are significant variations in the way northern, southern, rural and/or urban Americans behave

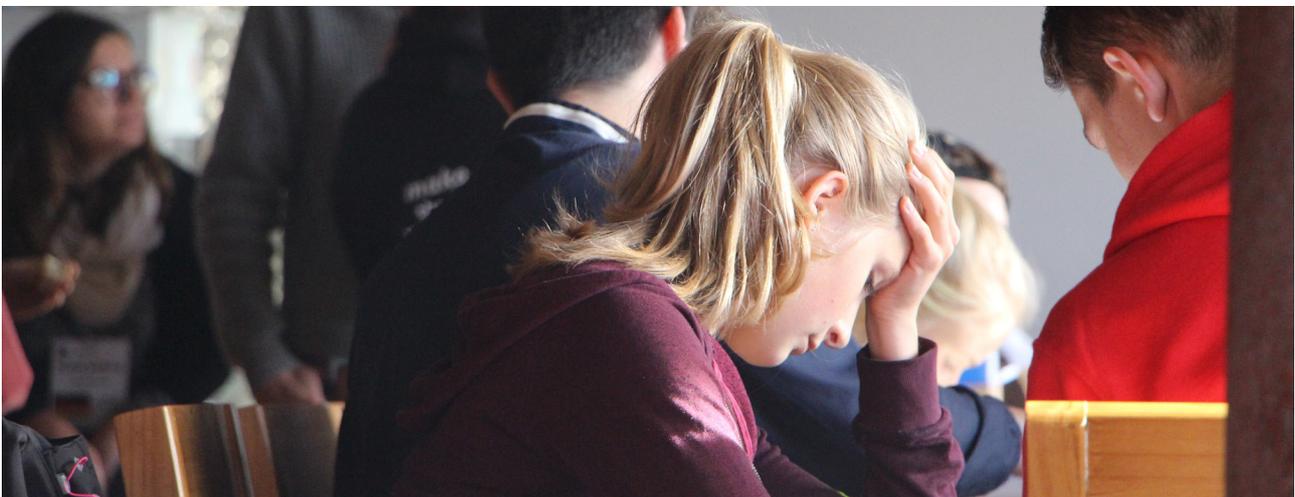
and communicate with each other. This is also the case for small cultures. For example, the competing soccer team that we refer to or label as “the rival”, and will result in not seeing the subtlety of 11 individuals within the team. This process of simplifying the “Other” with generalisations is called **Othering**. It is a dangerous practice as it promotes stereotyping, reification (projecting our beliefs about others onto others) and a fixed understanding of others. This is contrary to the idea that culture is highly fluid, dynamic, and complex.

Culture and Identity

Even though people might categorise you primarily as member of a certain cultural group, this does not mean that you actually have to take this role. For example, being externally identified with a national culture does not mean that you have to identify with this nation and culture yourself. No person’s interaction with the world is so fixed or simple as the understanding of national or large culture. On the contrary, the process

of self-identification and being identified by others should be brought into consciousness.

YFU’s vision of a multicultural society is not a patchwork of several fixed cultural identities, but a network of cross-cutting networks and identifications which are situated, contested, dynamic and fluid and heavily dependent on context (cmp. Byram et al. 2009).



Cultural models and dimensions

There are many models that describe cultures and cultural groupings as homogeneous and consistent on a national level (e.g. the house of culture, the onion model, the culture puzzle etc.). In these models, cultures are often portrayed as being clearly distinguished from each other; each culture with its own institutions, value systems and a singular history. While this might have made more sense in the past, this does not correspond very well to reality and to how sociologists and intercultural theorists describe reality and human interaction today.

It is important to emphasise that models are only a **partial reflection of reality** and not reality itself. A more appropriate model to portray social and cultural belongings would be several overlapping circles or a **network** that show the diverse and overlapping social belongings an individual can have.

Another frequently used tool to distinguish cultures and show cultural differences are so called “cultural

dimensions”. They have been developed by scholars like G. Hofstede, F. Trompenaars and E. Hall in the latter part of the 20th century. Cultural dimensions are models that categorize nation-states as, for example, being especially individualistic or especially collectivistic. Each country is assigned a number on the scale to make it easier to analyse and compare (national) cultural differences. Just like for the cultural models, these dimensions are very nation-based, bipolar (so only going in two directions), undynamic and encourage stereotyping which are things YFU wants to avoid in trainings.

As you can see, there are many attempts to describe and simplify the concept of culture.

The reason many of them are now outdated is that the research about culture has changed a lot over the years. For centuries, culture has been visualised as static and distinguishable, however today YFU understands culture as **fluid with complex social networks** which means that most of the “old” models are too limited.



Stereotypes, prejudice and discrimination

Please find the full theory chapter on Stereotypes, prejudice and discrimination in the 2016 Coloured Glasses Manual (link in the bibliography)

Stereotypes

Stereotypes are usually described as a cognitive concept, referring to an **image in our heads** or how we think about things. These mental images represent our opinion about the members of a societal group and is often **shared within our own group**. Stereotypes are thus cognitive concepts that generalise people and groups. Stereotypes help us to navigate more effectively in a world packed full of information, but are always simplifications and **generalisations** of our surroundings.

Examples of stereotypes could be: “Swiss people are always on time,” “metalheads are mean”, “accountants are boring”, etc.

Stereotypes can touch all areas of life, for example they can relate to profession, religion, ethnic background, nationality, gender, class (etc.). They do not only reflect our own experiences, they are often based on other’s experiences and things we “have heard”.

Stereotypes are learned and shaped by the surroundings: parents, school, the media, etc.

Stereotypes are **relatively stable** which means that they are hard to change. In fact, change can only happen through conscious, intentional and continuous reflection about the stereotype. This is because when something does not fit into our static images, we simply see it as an exception (e.g. My grandmother would never categorize her friend from Iraq as a terrorist or extremist, even though that might be her general picture of Iraqis). Our selective perception recognizes similarities faster and stores them longer than inconsistencies. If something does not fit, it is therefore cognitively easier for us to open up a new subcategory than to change our stereotype.

Even though stereotypes are a normal part of human nature and are limited to what we think, they are not to be underestimated, because they are the first step towards action. **Stereotyping and generalising makes you blind to the individual needs, problems, feelings and circumstances.**

It is therefore important to continuously question and challenge our stereotypes.

Prejudices

Stereotypes are often the basis for prejudices.

When a stereotype gets linked with an emotional component (often negative), it is called a prejudice. However, not all prejudices are based on a stereotype. Prejudices can appear in very different guises. The effect of prejudice can be open hatred and contempt, where the

transition to discrimination is very fluid, but it can also be implicit and difficult to recognize.

It is now known that stereotypes and prejudices have a serious impact on how people act. Here are two examples:

>> Self-fulfilling prophecy

The actor expects certain behaviour from the other person and is thereby creating exactly this behaviour through his/her actions and selective perception: a teacher expects less from Elias, a student with a migration background. The teacher therefore does not support Elias as much as they could. The result: Elias' grades are lower than the ones of the students without a migration background. The teacher feels justified in their prejudice.

>> Stereotype threat

The person that the prejudice is about does not want to fulfill the prejudice, but because of this fear, they perform even worse: Elias knows that his teacher expects that he will not do well in the test, therefore he tries hard not to fail the test. He gets test anxiety and performs poorly.

One of the reasons why prejudices continue to exist is because they let us build and reinforce a positive identity of ourselves. While doing this, the "others"/ outgroup is often discounted and undermined. Stereotyping and prejudice often happens so quickly and subtly that they are hard to recognise and realize. This is why it is important to raise awareness so that these seemingly unconscious actions can become conscious so that they can be constantly questioned.

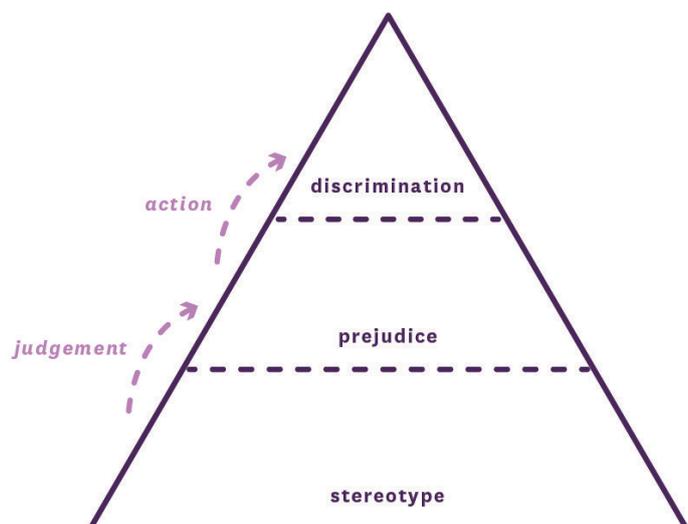
Discrimination

Discrimination means to act upon those prejudices. This **unequal treatment** can lead to social exclusion, but also to a violation of human dignity based on people's social group belonging or certain physical characteristics.

If stereotypes are understood as the basis for prejudice and prejudice as the basis for discrimination, it results in a three-tiered model (see Pyramid Model below) that explains the formation of discrimination.

People, who are heavily oriented towards their own groups and don't often interact with people from other groups, have a tendency of accepting their own group's values easily and without question. This creates a greater tendency of

falling into discriminatory behavioural patterns. This tendency does not occur for people who question their behavioural patterns.



Ethnocentrism (vs. cultural relativity)

Ethnocentrism is an important term to understand when talking about prejudice. Ethnocentrism refers to an opinion based solely on what is “normal” according to your own cultural background.

“Ethno” derives from the Greek and means “people” (in the sense of a large community like a nation). Thus, ethnocentrism means “to put yourself and your own point of view into the center”. **Own values and perceptions are used as a reference point.** People, who live together, often agree about basic values and the sense of what is right and wrong, good and evil.

Ethnocentrism can manifest in rather unconscious and subtle small-scale actions, like automatically assuming that others share the same background knowledge that you have. However, ethnocentric thinking and behaviour can also lead to discrimination on a larger scale, e.g. racism. Believing that your “own culture” is superior to “other cultures” is used to justify exercising power over those considered inferior. Although “race” is no longer accepted as a biological category, there are still some people who believe in superior races or cultures.

Being aware of ethnocentrism can help to identify the roots of discriminatory or imposing behaviour – both on the small and the large scale. Awareness of our own “imprint” that influences our thinking and

behaviour can also make it easier to understand another person’s point of view. If you have for example been raised in one part of the world, a certain law, social norm etc. might make perfect sense to you, while it is difficult for others who have been raised in another part of the world to understand.

The approach to realise that an individual’s beliefs and actions must be understood from his/her point of view and culture, is called “**cultural relativism**”. Cultural relativism does not mean that one’s own views are false, but that it is false to claim that one’s views are self-evident.

With this said, it is very difficult to decide where to draw a line. There have been many discussions about whether states and/or organisations have the right to intervene in actions that are violating human dignity from their point of view, but are not a matter of discussion for others. The Declaration of Human Rights for example, even though claiming to be universal and global, is criticised as imposing a “Western mind set” on the rest of the world.

You can find a session on this topic using Bennett’s Developmental Model of Intercultural Sensitivity (DMIS) in Chapter 6 (page 64) called “Intercultural competent”.

Empathy

In order to be able to change your perspective and understand another person’s perception or behaviour requires empathy.

Empathy is the capacity to share and understand

another’s state of mind or emotion. It is often characterized as the ability to “put oneself into another’s shoes”, or in some way experience the outlook or emotions of another being within oneself.

(cmp. Ioannidou et al. 2008).

Empathy therefore involves the ability to step outside one's own psychological frame of reference (i.e. to decentre from one's own perspective) and the ability to imagine and understand the psychological frame of reference and perspective of another person. This skill is fundamental to imagining the cultural affiliations, world views, beliefs, interests, emotions, wishes and needs of other people.



There are several different forms of empathy that can be distinguished, including:

- >> **cognitive perspective-taking**
ability to understand the way other people perceive and interpret concrete situations.
- >> **affective perspective-taking**
the ability to understand the emotions, feelings and needs of other people.
- >> **sympathy, sometimes called “compassionate empathy”**
the ability to feel concerned about others, because you understand their feelings and circumstances as described by circumstances (CoE 2016).

Adaptation process and culture shock

A differentiation is made between adaptation and change of attitude/values.

Adaptation happens on the behavioural level: This can include observing the surroundings and behaving appropriately to the situation. In many cases, this can mean tagging along, but adaptation cannot be equated with “blindly following the lead”. In principal, adaptation is a conscious and active action.

- Examples for adaptation could be: Going to church with the host family of a different faith, joining the football team even though not being the most athletic, adapting the clothing style to the surrounding people.

Change of attitude/values often happens unconsciously and gradually and these changes have a tendency to be more permanent.

- Examples for a change of attitude/values could be: Changing your political orientation, e.g. gain an understanding of possessing firearms, new taste in music, feeling of belonging to a new social group.

Adaptation is part of a continuous process

Adaptation means to take on others behavioural patterns and is a good tool to experience different cultural frameworks at first hand.

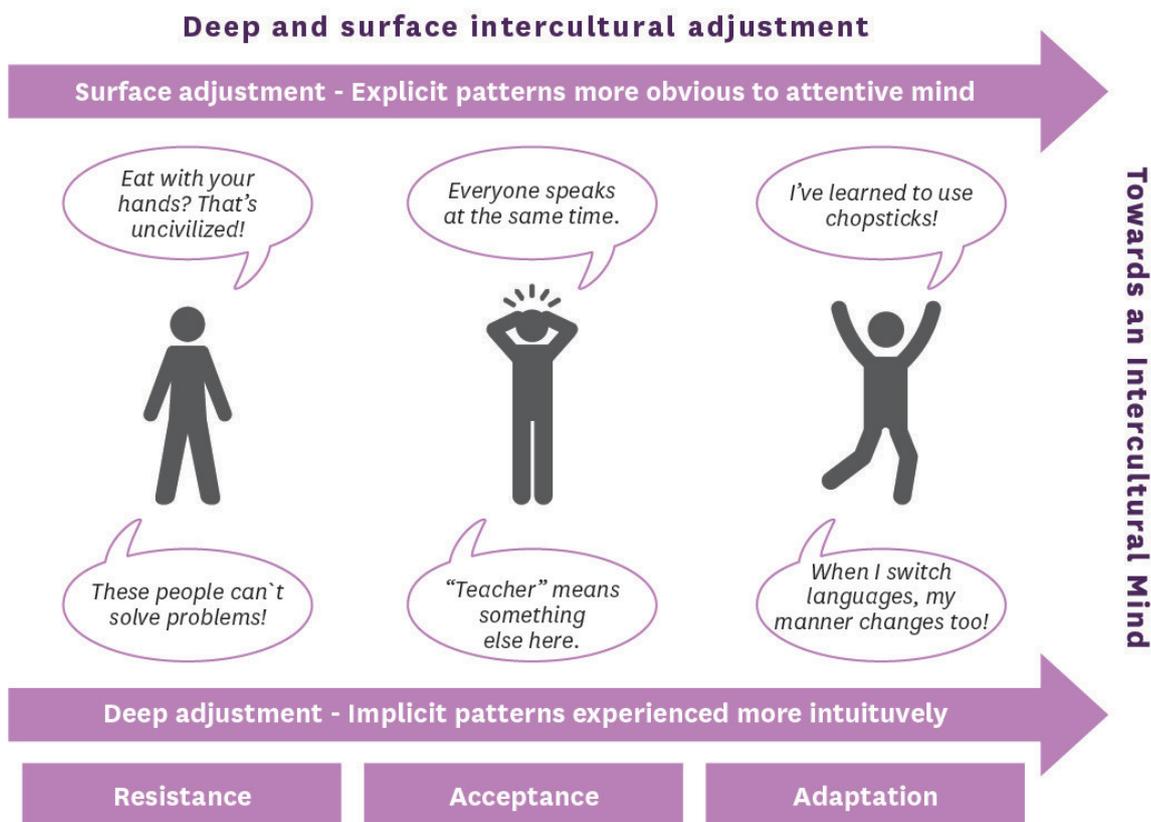
A differentiation is made between surface and deep level adaptation. **Surface adaptation** means to adapt to things that are apparent, while **deep level adaptation** affects unconscious thoughts and attitudes.

The following phases are part of the *Deep and Surface Intercultural Adjustment Model* by Joseph Shaules. Keep in mind that this is just a model and the duration of the phases can vary widely. Being aware of our points of “resistance” can speed up the process of conscious adaptation.

When we get into touch with another person who has a cultural framework very different from our own, we might not understand certain actions or attitudes and might react with **resistance**.

The next step is the **acceptance** of differences without devaluing the action, attitude or the person behind it. “Being different” is okay.

Moving further towards thinking intercultural, we get to the actual **adaptation**. This means to partly take on behavioural patterns, attitudes and values of the people we identified as “others”. Of course, there might be things that we do not want or cannot adapt to.



Culture shock

Culture shock is a sense of anxiety, disorientation and nervousness caused by being exposed to an unfamiliar environment and cultures. It is a feeling of uncertainty and frustration that is common to experience when we are going through the adaptation process.

All people react differently to these feelings and experience them in different degrees and times during the exchange experience, some participants only experience a slight cultural fatigue or no reaction at all.

In YFU we often portray culture shock by using curves and real life examples, but it is important to keep in mind that each culture shock will be unique. An overview of different adaptation and culture shock models can be found in the bibliography under AFS (2013) .

Another tool that can help to identify culture shock and overcome it is called D.I.V.E. (see page 46).

“The only constant in life is change” - Heraclitus

Change is inevitable... especially when participating in an exchange experience !

As stated before, change can be resisted, but YFU encourages participants to embrace it. Some people fear change since there is no certainty that the new situation will be better, or they might be comfortable the way they are. However, since change is a constant in life, YFU prepares their participants to best deal with it and to seize the opportunity to learn from it.

Before the exchange experience, participants should be aware of how changes might manifest in a more subtle or more obvious manners. This will allow to start developing the skills and tools to adjust to it.

Adjusting or embracing does not mean accepting every new situation as an improvement or an evolution, since one can also think the “new direction” is harmful/dangerous. Still embracing means being able to acknowledge it and react “effectively”.

Many of the topics covered in the orientations are closely related to the topic of embracing change, like adaptation or conflict resolution.

Conflict resolution

Conflict is a word that we often associate with negativity. Many people view conflict as something that should be avoided and feel that if a conflict arises it means that something is wrong. This fear of conflict is completely understandable and has a lot to do with how society perceives it. As a result, we often don't develop the tools and skills we need to allow us to handle conflict effectively. With these, conflict can actually be a great learning opportunity.

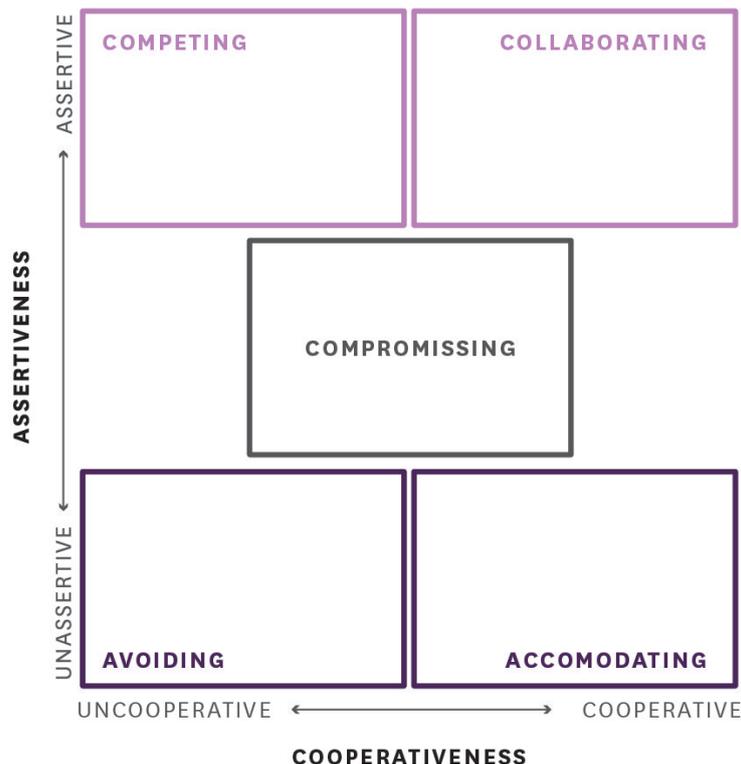
A four-step process for conflict resolution could look like this:

1. The need is expressed
2. All parties check whether needs can be met
3. If not, negotiation starts (conflict management)
4. A solution is found

You are encouraged to accept conflict as a natural result of different thoughts, ideas, feelings, opinions and behaviours coming together. A healthy relationship does not necessarily mean one without conflict. The idea is to move the focus from how to avoid a conflict to how to acknowledge and handle a conflict when it arises (CISV, 2010).

Conflict management strategies could be:

- competing (survival of the fittest)
- compromising (negotiate)
- avoiding (remains unsolved)
- collaborating (win-win)
- accommodating (both give something to create something better)



Problem solving vs. conflict resolution

Problem solving can be regarded as an approach within conflict resolution. The problem solving process involves two main parts: diagnosing the conflict, and developing alternative solutions. Diagnosis emphasizes identifying the parties' underlying interests. The goal of problem solving approaches is to find mutually acceptable solutions to problems.

On the other hand, conflict resolution is a broader term that includes problem-solving as one of the tools. On a global scale, conflicts tend to arise over non-negotiable issues such as fundamental human needs, intolerable moral differences or high-stakes distributional issues regarding essential resources. In the exchange programs, conflicts can arise from differences in habits, values or needs.

To truly resolve a conflict, the solution must go beyond just satisfying the parties' interests. **To resolve a conflict a relatively stable solution that identifies and deals with the underlying sources of the conflict must be found.** This means going beyond negotiating interests to meet all sides' basic needs, while simultaneously finding a way to respect their underlying values and identities. There are many reasons why underlying causes of conflict may not be addressed. Often, the underlying causes of conflict are embedded in the institutional structure of society. Achieving complete resolution of a conflict can require making significant socioeconomic or political changes that restructure society in a more just or inclusive way.

Self-Reflection

Self-reflection can be defined as an act of observing oneself and questioning own systems of categorisation. Even though it is about oneself, **being able to reflect on own attitudes and actions can actually lead people to a deepened understanding of others as well.**

According to Danielewicz (2001), self-reflection involves a person's active analysis of past situations, events, and products to become aware of what you could change next time you encounter a similar situation and to understand, why the other people involved acted like they did.

Self-reflection can be an important skill for facilitating transitions by allowing individuals to

reassess or alter existing life structures (Bee 2000). In the context of student transitions, self-reflection represents a way in which learners step back from their learning experience and engage in deeper and more meaningful learning (Moon 1999).

The orientations during the exchange provide a great opportunity to press pause on the participants' new lives and reflect on the situations encountered. These moments of deep and guided analysis should allow participants to better understand their feelings, reactions and points of view, as well as the others'. **Through guided self-reflection, the participants can learn from past experiences and develop skills and tools for the future.**

Critical thinking

Self-reflection skills are closely connected to critical thinking skills – some might even argue that self-reflection is part of critical thinking skills.

Analytical and critical thinking skills are the skills required to analyse, evaluate and make judgments about materials of any kind (e.g. texts, arguments, interpretations, issues, events, experiences, etc.) **in a systematic and logical manner.** Critical thinking is not about accumulating

information – being able to memorise facts does not necessarily make you a critical thinker. Instead, it is much more important to know how to make use of the information you have to solve problems, and to seek relevant sources to inform yourself further before making a judgement (see below for two tools that encourage critical thinking).

D.I.V.E./O.D.I.S.

DIVE and ODIS are tools that help to suspend judgement in any kind of encounter. The models help to assess the situation and reflect on one's own feelings before drawing a conclusion.

D.I.V.E. (ORIGINATING IN M. BENNETTS D.I.E. MODEL 1970)

_Describe: What do I see/ what can I observe in this situation?

_Interpret: What do I think is going on? What could be different interpretations?

_Verify: Check your interpretations with an informant (someone who might understand the situation better).

_Evaluate: How do I feel about what I think is happening (positive and negative)?

O.D.I.S. (DEVELOPED BY STELLA TING-TOOMEY, 1999)

_Observe: an interaction (verbal and non-verbal).

_Describe: what is happening.

_Interpret: generate multiple interpretations to “make sense” of the behavior.

_Suspend evaluation: respect the differences and suspend an evaluation, or engage in an open-ended evaluation by acknowledging how this unfamiliar behavior makes us feel.

Both tools allow an honest, reflective dialogue with ourselves and helps us become more aware of our automatic reactions and motions.



Global citizenship

The concept of citizenship has evolved over time. It can in fact have a different meaning in different countries, professions and academic contexts. Historically, the concept has been influenced by civil, political and social rights which is why an understanding of citizenship has been developed.

Globalisation raised an important question: how could different nationalities deal with each other if their citizenship concept is different? The idea of a global citizenship was born. As a matter of fact, this growing interest has impacted the global dimension in citizenship education.

Interconnectedness

Globalisation is the ongoing process that is linking people, neighbourhoods, cities, regions and countries much more closely together than they have ever been before. This has resulted in our lives being intertwined with people in all parts of the world via the food we eat, the clothing we wear, the music we listen to, the information we get and the ideas we hold.

This interconnectedness amongst humans on the planet is sometimes also referred to as the **'global village'** where the barriers of national and international boundaries become less relevant and the world, figuratively, a smaller place. The process is driven economically by international financial flows and trade, technologically by information technology and mass media entertainment, and very significantly, also by very human means such as cultural exchanges, migration and international tourism (UNESCO, 2010).

The concept of global citizenship tries to move away from the formal citizenship definition

UNESCO defines global citizenship as follows:

“Global citizenship refers to a sense of belonging to a broader community and common Humanity. It emphasises political, economic, social and cultural interdependency and Interconnectedness between the local, the national and the global”

(UNESCO 2015:14)

(nationality, connected to legal rights) and to a “cultural” definition of citizenship in the sense of belonging to communities. This is important, because the formal concept of citizenship excludes a large group of people that are part of communities, but do not have the same formal rights as others in their community (e.g. LGBTQ people who cannot marry in all countries - even though they are citizens). Global citizenship recognises intersectionality and the complexity of culture. This is why the concept moves beyond borders and considers global communities and its active members who are encouraged to take value-based actions.

Active citizenship

Global Citizenship Education is a creative approach for bringing about change in our society. It begins with raising awareness of global challenges such as poverty or the inequalities caused by the uneven distribution of resources, environmental degradation, violent conflicts and other Human Rights violations, thus creating deeper understanding of the complexity of the underlying causes. It aims to change people's attitudes by inviting them to reflect on their own roles in the world.

YFU promotes Global Citizenship Education, as well as Intercultural Education, because it motivates and empowers people to become active, responsible global citizens. Becoming an active citizen means getting people involved in their local communities and democracy at all

Learning for life

Learning for life is the ongoing, voluntary, and self-motivated pursuit of knowledge. “Learning is our first value at YFU, learning for life.” (IBS)

The core objective of this value is to prepare the learner may it be a student, a host family member or a volunteer for a life of learning rather than for a terminal, end-of-learning examination (Department of Education and Science (2000)).

Learning for life also includes lifewide learning, so it not only occurs in ie. the classroom, but in every walk of life if we recognize that all situations, interactions or challenges are a learning opportunity. If we take into consideration the Delors Commission's 1996 Delors Report that identified the four pillars of an integrated education as 'Learning to know',

levels, from towns to cities to nationwide and international activity (Nosko et al. 2013). It is . It is an active learning process based on the values of tolerance, solidarity, equality, justice, inclusion, co-operation and non-violence.

Active citizenship can be as small as a campaign to clean up your street or as big as educating young people about democratic values, skills and participation. The mentioned values provide the basis of how to approach intercultural encounters in a positive manner. Global citizenship education and intercultural issues are tightly intertwined using intercultural differences as a positive learning tool to help the individual gain deeper understanding of the world and its complexity.

'Learning to do', 'Learning to be' and 'Learning to live together', we can determine that YFU provides an all-encompassing education to its stakeholders. (Tawil, S. and Cougoureux, M. 2013. As it is highlighted within our Education Goals **we “understand education as more than academic learning, (...) as an addition to school learning, professional training and self-development.** The learning experience which our programs have to offer expands competences for professional work through abilities and attitudes which are often missing from academic and other formal training.” (IBS) “Learning, for life, can contribute substantially to a more intelligent, cooperative, and peaceful world, as well as to positive personal changes in the majority of individual Program Stakeholders.” (IBS) Hence it enhances social inclusion, active citizenship, and

personal development, but also self-sustainability, as well as competitiveness and employability.

“We believe that our Program Stakeholders (...) can build the basis for such long-term learning by developing, through their participation in an educational exchange experience (...).” (IBS) Our organization and we as a community provide “learning opportunities for everyone involved in our exchanges, actively supporting” (IBS) their learning. “Our volunteers and staff can actively assist and advance such learning: through thoughtful written materials, through the LOOP of orientation programs before, during, and after the exchange, and last but not least through support.” (IBS)

The new and revised LOOP Grid has been based on the educational goals established in the IBS. However, these educational goals are the goals for the entire exchange experience, not for the orientation program exclusively. This is why the LOOP was designed according to what can be attainable during each orientation such as:

- understanding that every situation can be considered a learning opportunity.
- learning for life is more than lifelong learning.
- learning process starts before and continues after the end of exchange experience.

We would like to encourage all YFUers working with orientations to hold Learning for Life not only as an important LO to educate our participants (including HF and NF) about, but as the guiding star of all YFU orientations and educational deliverables.

We might say that Learning for Life is the YFU Educational Goals in very short terms, because the aim is to learn as long as live, learn to live, learn to let live and learn to teach it.



Working with

LOOP

Working with the Grid

One Session: Many LOs

When preparing a session it could cover a couple of LOs from Core Concepts, a few from Exchange Experience and one from Student Safety and Well-being. This is normal, and in fact encouraged. LOs do not have to be covered in the same order as they appear in the LOOP grid. LOs are grouped in categories to ensure that all topics are covered yet also give organizations flexibility to cover LOs in the most suitable way for their organization.

Cross Checking and Adjusting

If your organization already has a lot of orientation materials (such as session manuals etc.), LOOPing might be an easier task than you think. It is highly likely that your already existing sessions will cover many of the LOs in LOOP. You can read through the sessions you have and compare the LOs of the session to the ones in LOOP. Let's say you have a PDO session for students about culture shock: this session might cover a lot of the LOs under the categories

Core Concepts and Adaptation. You can simply check off the LOs that are covered. Once you have gone through all existing materials you have for a certain orientation (i.e. students' PDO) and checked off all the covered LOs, you might be left with some that aren't covered in the already existing materials. In that case you should adjust some of your sessions to accommodate missing LOs (if there are only a couple of them) or you should create a new session.

Creating New Sessions

If missing LOs do not fit into any of your sessions then you can create a new one. In case you do not have much experience with session creation ask experienced trainers from your organisation or other NOs (ask your National Director for the appropriate contact information). You will also find some basic information on how to create a session in the Annex of this manual.



Covering LOs with Non-Traditional Methods

With the exception of Pre-Departure and Post-Arrival Orientations, orientations and in turn LOs do not have to be covered at an in person orientation. Other options include delivering material via digital audio communication, digital visual communication, and/or written materials. Furthermore even in person

orientations can include sessions revolving around games, videos, or other creative means. What matters is that the learning is observable, measurable and done by the learner. It is up to you which LOs you consider most suitable to be covered during the face-to face seminar, however, bear in mind that all of them should be completed once orientation period is finished.

Implementing LOOP

Get your National Organization on Board

Regardless of whether your National Organization has long traditions with their orientation materials, or you're a relatively newer YFU Organization, everyone can benefit from LOOP. It is very important to get everyone involved with orientations on board with implementing LOOP. The implementation is going to be much more successful if everyone is pulling in the same direction. Communicate the most important aspects of the LOOP - it supports

implementation of new Educational Goals, ensures the quality defined in International Basic Standards and helps the whole network to communicate the same message to all the stakeholders. It also makes it possible to ensure that the YFU community is globally up to date with current definitions of culture and intercultural competencies as well as understands the importance of the Global Citizenship component. Share this manual with your team and help them to understand what LOOP is and how it works.

Read Related Documents

As you can see from the Chapter 1 - Why LOOP?, LOOP was not created from scratch. It is a product of several years of cooperation between many diverse organizations from YFU network. Based on International Basic Standards it encourages you to fulfil the educational goals of YFU and maintain high quality of content throughout the network. In order to understand it even better and get broader context, the LOOP revision team would like to encourage you to read relevant sections (orientations related) of IBS as well as Educational Goals and Colored Glasses Manual. You can find these documents on yfu.world or ask your local National Organization Office.

It's Okay to Ask for Help

If you're having difficulty how to best implement LOOP, you can ask the LOOP experts. There is a Facebook group (YFU LOOP) where you can start the discussion. You can also contact LOOP Revision team members, whose contacts are part of this manual.



Session

EXAMPLES

Culture

General Information

Participants	Topics Addressed	Sender name and Country	Minimum Staffing
HF	Culture, identity, values, stereotypes	Changemakers Academy 2017	2
Currently used in	Duration	Sender email	Minimum Group Size
PDO	2,5h	mareike.schwartz@yfu-deutschland.de	8

Learning Outcomes

(Core concepts)

1. Demonstrate an understanding of the current YFU definition of culture.
2. Be aware that culture is dynamic and complex, and that there are multiple definitions of culture.
3. Be able to understand the concept of identity and its relation to culture.
6. Acknowledge that every experience is a learning opportunity for all participants.
7. Be aware of the concepts of stereotypes, prejudice and discrimination.
8. Be aware of the adjustment process, concepts of culture shock, and the need for all participants to adjust.

(Exchange experience)

1. Be aware of their own cultural background and identity.
2. Be able to identify aspects of their own family culture (esp. unwritten rules, values).
3. Be aware of their expectations and that they are culturally influenced and may conflict with YFU expectations.

4. Acknowledge how hosting may impact their family relations, routines and daily life.
5. Be able to appreciate the student's perspective of the exchange experience.
6. Be able to demonstrate an understanding of their own prospective learning process during the exchange experience.
8. Acknowledge how communication between the student and HF can affect the student's adaptation in host family and community.

(Adaptation)

3. Be aware of their role and tools in helping make the student feel welcome and how to explain host family "unwritten" rules.

(Global competences)

1. Be aware that they are part of many different communities. (Not just geographical or cultural based)

(YFU Community)

2. Be aware of the global YFU Community and begin to identify themselves as a member within it.

How will you achieve these outcomes?

Model, group discussion, simulation card game (Switch), individual exercises.

Materials

- 4-6 decks of cards
- Flipchart
- Paper
- Pens
- Markers
- Post-its or small papers
- Rules sheets

Topic(s), LO(s)	Activity	Time	What are PAX doing?
Core concepts - 6	Simulation game Switch – divide the participants (PAX) into groups of 4-5 and ask them to sit around a table with one facilitator per group. The tables should be arranged in a big circle. Each group is provided with a rule sheet. There are different rule sheets for each group, which the PAX are not told! The rules of the tournament are explained: <i>We will play a card game tournament. To make it a bit more difficult, you will be asked to play in total silence. Laughing is of course allowed, but no talking or whispering! We have printed the rule sheets for you. Please read them through in your group carefully and start playing a practice round to see whether you understood. The rule sheet will be taken away after the practice round, so make sure you remember the rules! If you have won, please stand up, so we can see you. Let the tournament begin!</i> After a practice round, rule sheets are taken away and the real game begins.	10 min	Do

Core concepts - 6	<p>Try to keep the PAX from talking or whispering. When a winner is found, they have to stand up and get a post-it on their shoulder. The groups have to wait until a winner is found in every group, before the game can continue. Once all groups have found a winner, they are asked to rotate to the next table clockwise, so that every group gets one new player. Confusion is to be expected, because the winner plays with different rules. However, questions and complaints from the winner or the other players are not to be answered!</p> <p><i>The game can be ended after one, two or more rotations. The facilitators can make this decision in the moment considering their time window and the group dynamic.</i></p>	30min	Do, reflect
<p>Core concepts: 6, 8</p> <p>Exchange experience: 4, 5, 6, 8</p> <p>Adaptation: 3</p>	<p>Debriefing example questions: How do you feel? What happened? How did you feel when you came into the new group? How did you/the group react when you did not agree on the rules? Where there any problems /misunderstandings? Which and why? Why did we do this simulation with you? How does this relate to you being HF? How could you help the student cope with the new situation?</p> <p>Debriefing part should lead the HF to the understanding that each group had its own rules and the connection to real life. HF should reflect how this situation could be similar to a new student coming to the family. A break after debriefing is recommended.</p>	20 min	Reflect, generalize
Core Concepts: 1	<p>Dune Model. Provide a model that conveys the notion of the complexity of the culture: Ask the PAX to write down elements of culture on post-its</p>	5 min	Do, reflect
<p>Core Concepts: 1, 2</p> <p>Global Competence: 1</p>	<p>One of the facilitators draws a big and a small dune on a flip chart and makes sure everybody understands what a dune is. Ask for examples of "types" of cultures. If only national cultures are named, you can guide them by asking questions about other types of cultures. Select one large (e.g. national culture) and one small (e.g. family) culture (see theory chapter on culture). State that the big dune is a national (large) culture (e.g. the Polish culture) and the small dune is the (small) culture of a family. Work together with the PAX to see that small cultures actually contain the same elements as large cultures by checking every element on the post-its to see that most or all of them also apply to a family or sports club or school class etc. (shared values, language/dialect, food, music, rules, traditions etc.). Explain that when a sandstorm hits the desert, the dunes look quite different after the storm, because the top layer of sand has moved somewhere else. The sand closest to the ground that is covered and hidden by the rest of the sand, however, remains the same. So there are different levels of "flexibility"/readiness to change within the dune. It is the same with cultures: Similarly, some elements of culture are quite easily changed and this happens in a short amount of time, while other elements stay the same or nearly the same for centuries. Let's try to stick the post-its to the dune according to how easily this element can be changed.</p>	20 min	Reflect, generalize
<p>Core Concepts: 1, 2</p> <p>Exchange Exp.: 1, 2, 4, 5</p>	<p>Dune Model 2.o. Let HF give specific examples of written and unwritten rules and habits in their family and which of them could be difficult for the exchange student. HF work within their families and present to others.</p>	20 min	Do, reflect, apply

Core Concepts: 3, 6 Exchange Exp.: 1, 2, 4, 5, 6 Adaptation: 3	Debriefing example questions: Which of the family rules and values could be difficult for the student? How could the exchange student influence the HF with his/her own identity?	10 min	reflect, generalize, apply
Core Concepts: 2, 7 Exchange Exp.: 1, 3, 5, 6 Global Competence: 1	Explain that previously the identities of HF were explored but now we deal with the bigger picture. Ask HF to draw/write keywords for a typical member of their nationality. After presenting go through the suggestions and check whether they apply to the HF. Make HF aware that also the exchange student isn't a typical example of their nationality. Come up with questions to engage families and guide them to the answers. Remind HF that the borders of culture in general are very fuzzy and therefore national cultures are a social construct. Discussion	25 min	Do, reflect, apply
YFU Community: 2	Summary, closing, questions, discussions. Remind them what they have done and gained from the session. How has HF's perception of culture changed? Have the HFs developed strategies to deal with differences? We hope that this sessions has encouraged them to welcome their student with an open mind and to make them rethink stereotypes.	10 min	Reflect, generalize

Tips for Facilitators:

Make sure that you are familiar with the CG manual, at least the activities needed in the session. (find the link in the references).

Also make sure to understand the new concept of culture before leading the session.

Prepare questions for debriefing and be prepared to lead the HF towards the goal.

Bear in mind that HFs react to situations differently than students. The term HF can include a wide range of age groups therefore be prepared to address all of them.

Make breaks when needed (esp. after the Switch).

Switch Rules

You may know this game, but just in case here are the general rules:

1. The game must be played in silence (!) (The only exception is rule 7!).
2. Each player receives 5 cards.
3. The remaining cards are placed face down in a stack in the middle.
 - The top card of the deck is turned face up and placed next to the stack in the middle.
4. When all players have received their cards, the first card is dealt from the deck.
5. The Game is played clockwise. The person left of the dealer begins.
6. When it is someone's turn to play, they must:
 - put the card of the same colour (♥♣♦) or the same number/character, on the top of card in the middle.
 - If they do not have one they have to take a card from the deck in the middle.
7. If a player plays their second to last card and thus has only one card left, they must clearly say "one" before the next player draws. If a player forgets this, that player must take two cards, unless the players do not notice it and the next sequence is played.
8. Different cards have special features:
 - Jack: The player can ask for a particular colour. Since you are not allowed to speak, you must show the suit you want or make it clear in another way yet keeping the silence. Jack on Jack is allowed.
 - Card with number 7: The next player must take two cards, unless they can put down an additional 7 (then the next player must take 4, 6, etc.).
 - 8: The next player must miss their turn.
 - Queen: The person who played the card may exchange all of their cards with any of the players at the table.
9. If a player breaks any of the above rules, they must take a card.
10. The player who does not have any cards left wins.

Switch Rules

You may know this game, but just in case here are the general rules:

- The game must be played in silence (!).
- Each player receives 5 cards.
- The remaining cards are placed face down in a stack in the middle.
- The top card of the deck is turned face up and placed next to the stack in the middle.
- The game is played counter-clockwise. The oldest person begins.
- When it's someone's turn to play, they must:
 - put a card that is the same suit (♥♣♦) or the same number / character, as the top card in the middle of the table.
 - If you don't have a card you can play with, draw a card from the middle.
- If a player plays their second to last card and thus holds only one card in their hand, they must lay it face down on the table, before the next player draws. If the player fails to do so and it is noticed by other players then the player must take 2 cards from the deck.
- Different cards have special features:
 - Jack: With a Jack you can change the suit of the card (♥♣♦).
 As you are not allowed to speak, you must show the suit you want or make it clear in another way yet keeping the silence. Jack on Jack is not allowed.
- Number 7: The following player must take two cards. You have no choice but drawing the two cards, because laying a seven on a seven is not allowed.
- Number 8: The following player must miss their turn. If they can put down another eight, the next player must miss.
- Queen: Direction of the game changes.
- If a player breaks any rules, they must take 2 cards.
- The player with no cards left wins.

Switch Rules

You may know this game, but just in case here are the general rules:

- The game must be played in silence (!).
- Each player receives 5 cards.
- The remaining cards are placed face down in a stack in the middle.
- The top card of the deck is turned face up and placed next to the stack in the middle.
- The game is played clockwise. The youngest person begins.
- When it's someone's turn to play, they must:
 - Put a card that is the same suit (♥♣♦♠) or the same number / character, as the top card in the middle of the table.
 - If you don't have a card you can play with, you need to draw a card from the middle and you cannot immediately play it.
- If a player plays their second to last card and thus holds only one card in hand, the player must knock two times on the table before the next player draws. If the player fails to do so and it is noticed by other players then the player must take 2 cards from the deck.
- Different cards have special roles:
 - King: With a King you can change the suit of the card (♥♣♦♠). As you are not allowed to speak, you must show the suit you want or make it clear in another way yet keeping the silence. King on King is not allowed.
 - Number 8: The following player must take two cards. If they can block with another 8, the next player must take 4 cards, etc.
 - Number 7: The person who played the card can give one of their cards to another player at the table.
 - Queen: All players change their cards clockwise around the table.
- If a player breaks any rules, they must take one card.
- The player with one card left wins.

Switch Rules

You may know this game, but just in case here are the general rules:

- The game must be played in silence (!).
- Each player receives 5 cards.
- The remaining cards are placed face down in a stack in the middle.
- The top card of the deck is turned face up and placed next to the stack in the middle.
- The game is played clockwise. The loser of last game starts (in the first match the dealer starts).
- When it's someone's turn to play, they must:
 - put a card that is the same suit (♥♣♦♠) or the same number / character, as the top card in the middle of the table.
 - if you don't have a card you can play with, you can skip a turn or draw a card from the deck. You can put a card down that you have just drawn, if it fits.
- If a player has only one card left, then they put it face up on the table.
- Different cards have special features:
 - King: With a King you can change the suit of the card (♥♣♦♠). As you are not allowed to speak, you must show the suit you want or make it clear in another way yet keeping the silence. King on King is allowed.
 - Number 8: The following player must take two cards, if they do not immediately knock on the table twice as the 8 is put down. If the player is fast enough, then the player after them must take 2 cards (keep things moving and don't let the players debate or negotiate what is fair).
 - Number 7: The person who played the card can take any card from any player and give it to any other player at the table.
 - Queen: All players show their cards to the person next to them following a clockwise direction.
- If a player breaks any rules, he must take 2 cards.
- The game ends, when one player has no cards left. However, the person with most cards left wins. If two people have the same amount of cards left, the person with most red suits wins.

Switch Rules

You may know this game, but just in case here are the general rules:

- The game must be played in silence (!).
- Each player receives 5 cards.
- The remaining cards are placed face down in a stack in the middle.
- The top card of the deck is turned face up and placed next to the stack in the middle.
- The game is played clockwise, starting with the person with the darkest eyes.
- When it's someone's turn to play, they must:
 - Put a card that is the same suit (♥♦♣) or the same number / character, as the top card in the middle of the table.
 - If you don't have a card you can play with, you draw a card from the deck. You cannot play the card in this round.
- If a player has only one card left after their turn, they have to make it visible for the rest of the players (not showing the card yet e.g. perhaps pointing to their one card, so everyone sees). If the player fails to do so, they have to take 1 card from the deck.
- Different cards have special features:
 - Jack: With a Jack you can change the suit of the card (♥♦♣).
 As you are not allowed to speak, you must show the suit you want or make it clear in another way yet keeping the silence. Jack on Jack is not allowed.
- Number 7: The following player must take two cards. If they can block with another 7, the next player has to take 4 cards, etc.
- Number 8: The next player has to reveal their cards to everyone at the table. The player after that player chooses the card to put down for the player who revealed their cards. After the player has picked the card, the next player continues the game and the first person can pick up their cards again.
- Queen: The person who played the card can swap all of their cards with anybody else at the table.
- If a player breaks any rules, they must take a card.
- The game ends when one player has no cards left. The winner is then whoever holds the most cards. If two people have the same amount of cards left, the points of the number cards are added (7,8,9,10) and the highest number wins.

Switch Rules

You may know this game, but just in case here are the general rules:

- The game must be played in silence (!).
- Each player receives 5 cards.
- The remaining cards are placed face down in a stack in the middle.
- The top card of the deck is turned face up and placed next to the stack in the middle.
- The game is played counter clockwise, starting with the person with the longest hair.
- When it's someone's turn to play, they must:
 - Put a card that is the same suit (♥♦♣) or the same number / character as the top card in the middle of the table.
 - If you don't have a card you can play with, you draw a card from the deck. You cannot play the card in this round.
- If a player plays their second to last card and thus holds only one card in their hands, they must stand up before the next player draws. If they fail to do so and it is noticed by other players, then they must take 2 cards from the deck.
- Different cards have special features:
 - King: With a King you can change the suit of the card (♥♦♣).
 As you are not allowed to speak, you must show the suit you want or make it clear in another way yet keeping the silence. King on King is not allowed.
- Number 8: direction of the game changes.
- Number 7: The player can take any card from any player and give it to any other player at the table.
- Queen: All players show their cards to the person on the clockwise direction to them.
- If a player breaks any rules, they must take 2 cards.
- The player with no cards left wins.

Unlimited Communication

General Information

Participants	Topics Addressed	Sender name and Country	Minimum Staffing
Students	Communication home, social media awareness, priorities on exchange	German PAO-Manual 2017 (OWO-Konzept)	3
Currently used in	Duration	Sender email	Minimum Group Size
PDO	50 min		4

Learning Outcomes

Students will:

(Core concepts)

6. Acknowledge that every experience is a learning opportunity for all participants.

(Exchange experience)

6. Develop their ability to reflect on experiences past, present, and future.

(Adaptation)

2. Be aware of the necessity to step out of the comfort zone.

5. Be able to use new technologies in a way that will enhance an exchange experience. (ie. Skype, Facebook, Instagram, Cell Phones etc)

(Safety and well-being)

2. Be aware of procedures to ensure the safe use of technology (ie. social media and messaging tools).

3. Be aware of possible challenges that could affect their safety and well being.

(YFU Rules)

2. Be able to demonstrate understanding of the expectations

YFU has for them as exchange students.

How will you achieve these outcomes?

Simulation, debriefing, Tarzan model

Materials

- Cellphones
- Flipchart
- Markers

Topic(s), LO(s)	Activity	Time	What are PAX doing?
Core concepts - 6	<p>Phase 1: Whatsapp-Breakfast</p> <p>The breakfast starts as usual. The simulation begins with the first facilitators entering the room absorbed by their phones. Ringtones should be switched on and the facilitators should block any communication attempts by the students (“I have to finish this text/ don’t you see that I am busy?”)</p> <p>After 15-25 minutes, the simulation ends with all facilitators leaving the room and returning without phones. This should primarily show the difference and lift the frustrations. However, the simulation is first discussed in the next session.</p>	15-25 min	Experience
Core Concepts: 6 Exchange Experience: 6 Adaptation: 2, 5 Safety&Well-being: 2, 3 YFU Rules: 2	<p>Phase 2: Debriefing the Whatsapp-Breakfast</p> <p>In their working groups, the students are given space to discuss what they have just experienced:</p> <p>How was breakfast? What was different? How did you feel? How do you think was breakfast for the facilitators? What did this game have to do with your exchange? What could distract you on your exchange?</p> <p>The session can be concluded with the students making a calculation of how much time they spend on the internet every day, multiplied with the 320 days they will approx. spend on exchange to show how much time they could spend differently. The conclusion should not be that all communication via social media is evil, but rather that it is a distraction and can hinder the social interaction with the people in the host country</p>	15 min	Reflect
Core Concepts: 6 Exchange Experience: 5, 6 Adaptation: 2, 5 Safety&Well-being: 2, 3 YFU Rules: 2	<p>Phase 3: Tarzan metaphor</p> <p>For this metaphor, the facilitator draws two palm trees on two islands on a flipchart. The islands represent the home and host country. On each tree there is a liana, Tarzan is holding on to the liana on the home island. In order to get on the host island, he would have to let go of the one liana. If he doesn’t let go, he will be stuck in the middle, eventually getting tired and falling down. But if he lets go of the first liana, he can reach the second palm tree, climb it and enjoy the nice view on the host country – and the home country, at least from a distance. The situation is discussed and applied to the exchange year:</p> <p>Could you imagine a reallife situation where you would be Tarzan? What would you do, if you were Tarzan? Why can’t Tarzan just stay in the middle? What could happen, if you try to stay in the middle? How do you think this situation is for your NF and HF? How would they feel, if you were in the middle vs. if you let go of one liana? What can you do to solve these issues? Which possibilities are there to stay in contact with the other side without being stuck in the middle? Especially for the last two questions, the facilitator should write down the ideas and strategies the PAX come up with</p>	20 min	Generalize
Core Concepts: 6 Exchange Experience: 5, 6 Adaptation: 5 YFU Rules: 2	<p>Phase 4: Time pie</p> <p>After the Tarzan metaphor, the students should make a “time pie”. They should think about and write on a pie chart, which activities they want to spend their time doing and which are less important. They should also think about how to deal with social media. The pie chart can also be presented as a kind of contract with themselves. It is important, that the students feel that they made the chart themselves to help them to use their exchange year to the fullest.</p>	20 min	Apply

	<p>Closing, questions, pep-talk The students can ask questions before the summary and pep-talk. The pep-talk could contain the following points:</p> <ul style="list-style-type: none"> - the exchange year is like a meal in a great restaurant – if you put away your phone, you can concentrate on the food, the atmosphere and the people surrounding you - on the other hand, we do not expect you to keep away from all social media, because it can be helpful to stay informed and let your friends and family know you're okay - you can consider creating a second account or a second phone to make it easier to consciously put it away for a day or two and still keep in touch once in a while. 	5 min	
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Tips for Facilitators:

For the “Whatsapp-Breakfast”, it can be helpful to create a whatsapp-group for the facilitators that own a smartphone, so you can text each other and thereby keep track of when and how many messages (and sounds) are sent.

The discussion social media can also be taken in a different direction that “valuable time”, namely “thoughtless postings” – how powerful pictures and short status updates are and how they can provoke negative reactions from either the HF or the NP

The Farewell

General Information

Participants	Topics Addressed	Sender name and Country	Minimum Staffing
HF	Adaptation - Saying goodbye	YFU Argentina	1
Currently used in	Duration	Sender email	Minimum Group Size
EYO	30 min	loopargentina@gmail.com	2

Learning Outcomes

(Exchange experience)

4. Appreciate that preparing for student's departure can be challenging, and these challenges offer opportunities for reflection and lifelong learning.
5. Be aware that students and families have different ways of showing emotion and appreciation as the exchange comes to an end.
6. Be able to apply empathy as stakeholders handle complex emotions related to student departure.

(Adaptation)

2. Be able to identify the importance and methods of saying goodbye and having closure
3. Be aware that other stakeholders also have expectations and/or concerns related to the end of the exchange.
2. Be able to demonstrate understanding of the expectations YFU has for them as exchange students.

How will you achieve these outcomes?

This activity will help PAX realize they must say goodbye properly and to brainstorm ways to do so.
Group discussion, brainstorming

Materials

- Post its
- Pens

Topic(s), LO(s)	Activity	Materials	What are PAX doing?
Exchange experience: 4, 5, 6 Adaptation: 3	Facilitator will explain the importance of saying goodbye as an introduction. In our experience, leaving without saying goodbye, purposely avoiding it, acting as if nothing ever happened ruins memories on the long run, whereas making a big deal out of saying goodbye allows people to hold onto those memories, building a lasting relationship for the future. The student's departure might stir up different emotions in the different member of the family and the students as well. HF have to prepare to be patient and understanding of the multiple ways of dealing with the situation. However, first, we must acknowledge the importance of the departure as the moment the exchange experience seems to finish and student moves away. Saying goodbye and embracing this as a part of the experience is essential. Denying the departure or not caring for it might make adaptation to the student's leaving harder.	10 min	Generalize
Adaptation: 3	The facilitator must ask PAX to close their eyes and think about the nice moments spent with the student. Then, they should reflect on the things that they will miss once the student leave and how their family dynamics might change with this departure.	5 min	Reflect
Adaptation: 2	Now give them the following assignment : Write down, individually, the best way to honor these memories and to say a proper goodbye to the student.	5 min	Do
Adaptation: 2	The group will exchange their ideas and the facilitator will write them down in a chart. Some examples can be added at the end, or used to suggest them to the students if they're having troubling with coming up with ideas: - Preparing a goodbye dinner/meal with favourite dishes. - Making a photo album or a photo video. - Giving him/her a symbolic key to their house, meaning he/she is always welcomed.	5 min	Do

Tips for Facilitators:

Do not rush this session. Take longer if you feel PAX need to talk more about their feelings. However, if the EYO you planned has other “emotional” moments, you can avoid step 2 and the session will have a more practical approach.

Mid-term Motivation Boost

General Information

Participants	Topics Addressed	Sender name and Country	Minimum Staffing
Students	Setting goals	LOOP Revision Team	1 volunteer
Currently used in	Duration	Sender email	Minimum Group Size
MTO	60 min	-	1

Learning Outcomes

(Exchange experience)

5. Be able to assess where they may be in their adjustment process.
(including HF, social integration, school, friends)
8. Assess their goal(s), motivation(s), expectation(s), and fears of going on exchange and make any necessary adjustments.

(Adaptation)

1. Demonstrate application and/or knowledge of adjustment tools and skills.
3. Be able to identify the attitudes and skills needed to continue their adaption.

(Global Competence)

2. Be able to demonstrate advancement towards embracing change.

How will you achieve these outcomes?

Reflection, defining SMART goals, group work, “map of goals”

Materials

- 1 Flipchart per PAX
- 4 pins per PAX
- Papers
- Pens
- Color markers
- SMART Goals handout

Topic(s), LO(s)	Activity	Time	What are PAX doing?
Exchange Experience: 5	Students will close their eyes and the facilitator will lead them into thinking about what makes them happy. "What makes you happy? Which activities, which people, which experiences have made you happy in your exchange? How can you create more opportunities for happiness? Which people would you like to spend more time with? Which things would you like to do before going back home?"	5 min	
Exchange Experience: 5	After a few seconds, students open up their eyes again and write down some of the thoughts they had minutes before. The students then share their ideas. They can split up into pairs, so they can have a sparring partner for the development of the goals.	10 min	Do
Exchange Experience: 5, 8 Global Competence: 2	The students are given the handout and will set at least 4 goals with the SMART method. The pairs can work on similar goals, but that might not always be the case since it can be very personal or individual things that they want to work on. Still, they should have someone to discuss and develop ideas with.	10 min	Reflect and generalise
Exchange Experience: 5, 8 Adaptation 1, 3 Global Competence: 2	Afterwards, each student will get a flipchart and a sheet of paper. They will use the paper to design a draft idea. In the centre of the paper they should write their name. Then they should pick 4 goals and write them in the corners of the paper, as though they were islands. They now have to think which steps will help them reach those goals. Once they are certain about those steps, they should write them down between their name and the island/goal, as if the steps were rocks. They should have at least two rocks/steps. (See example below) The "roads" to those islands can be shared for more than one goal and become separated at some point. Students can share ideas between them and the facilitators can provide ideas as well, if needed. The final idea should be easy to understand and to carry out.	20 min	Apply
Exchange Experience: 5, 8 Adaptation 1, 3 Global Competence: 2	PAX will have time to copy their draft onto the flipchart in a nice, even very decorated, manner. This flipchart is meant to be kept and hung up in their rooms. PAX will be given four removable stickers/sticky notes to motivate them to accomplish their goals. Each sticker represents them on their way to get to the islands. They will have to put the stickers on the "rocks" that they feel they are at the moment and every time they reach a new step they should move the pin to that step, closer to the island. The facilitator should suggest them to put the flipchart on the wall in their rooms and play for the months to come!	15 min	Apply

Tips for Facilitators:

Share any tips you may have for anyone who wants to do this training session

You can also present the SMART model to the participants yourself instead of giving them the handout to read.

Handout for participants:

How to set “good” goals?

Goals must be S.M.A.R.T:

S → **Specific**

M → **Measurable**

A → **Attainable**

R → **Relevant**

T → **Time-bound**

Specific

The goal must be well-defined and clear.

For example.

- **Non-specific goal:** To improve my Spanish.
- **Specific goal:** To be able to write in Spanish in all tenses.

Measurable

The best is to choose goals that we can measure, so that we can see the progress and stay motivated. To make a measurable goal, answer the following questions: how many? When will you know that you’ve achieved your goal?

Attainable

Once you know your goal, you need ways to make it happen. Your goal may seem to be too hard to reach or out of your league, but there will be a time when it becomes closer and more reachable because of all of your effort.

For example:

- **Non-attainable goal:** To become perfectly fluent and lose my accent.
- **Attainable goal:** To learn one tense per week and practice 10 minutes per day with online exercises.

Relevant

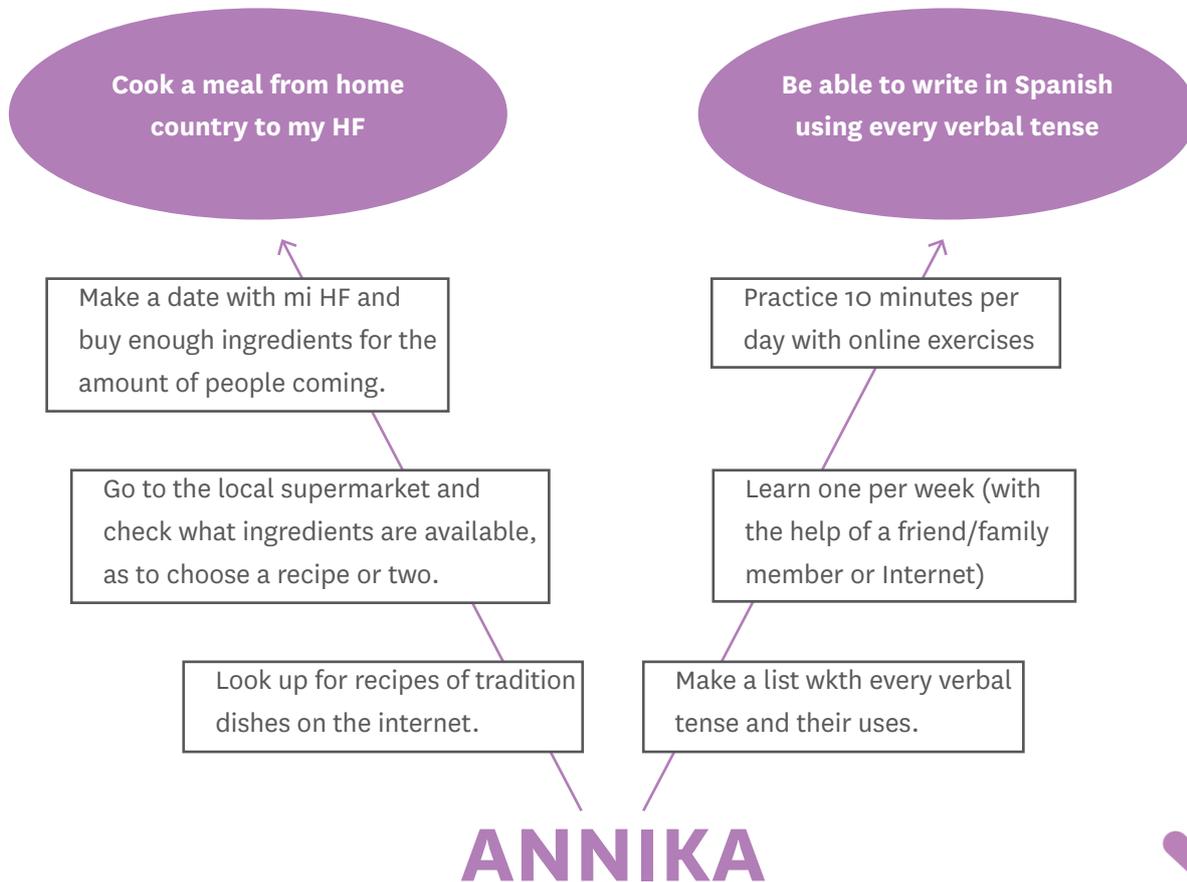
The goal must be something that’s important to you, or you will never reach it.

Time-bound

You should set an amount of time in which you’d like to get to your goal. It will help you know how much you should be doing in order to get there.

For example:

- **Not time-bound goal:** To learn all Spanish tenses.
- **Time-bound goal:** To learn one per week until the end of next month.



This goal is not specific. Besides, this is a non challenging goal, since it is quite common to improve your language skills during your exchange. This does not mean the PAX is not really serious about the goal.

The steps towards the goal are not progressive, they are isolated and do not relate to each other. Of course they are good advices for anyone learning a language! But they are not SMART.

Talk to a lot of people in school.

How many? Why? Maybe it is more effective to practice with few people that would correct the mistakes made.

Read two newspapers per day and 1 book per week from an Argentinian writer.

It might be unrealistic. This takes a lot of time even for a native speaker.

Listen to Argentinian music.

This does not necessarily Works towards the goal. Listening doesn't learning or understanding.



Packing the Bag

General Information

Participants	Topics Addressed	Sender name and Country	Minimum Staffing
Students	Adaptation	LOOP Revision Team	1 volunteer
Currently used in	Duration	Sender email	Minimum Group Size
REO	70 min	-	2

Learning Outcomes

(Exchange experience)

1. Be aware of how their identity changed during the exchange
2. Be able to identify their achievements during the exchange
4. Be aware of the value of their exchange experience
7. Be able to appreciate and respect that each exchange experience is unique and equally valuable (no need for comparing)

(Global Competence)

5. Be able to appreciate and respect the diversity of life

How will you achieve these outcomes?

Reflection, individual exercise, group discussion

Materials

- Flipchart with questions for reflection
- Music to facilitate the reflection
- Pens
- A3 papers
- Post-its or small papers

Topic(s), LO(s)	Activity	Time	What are PAX doing?
Exchange experience: 4, 5, 6 Adaptation: 3	The session starts with an explanation by the facilitator: 'After looking back on your exchange year, we will now talk about the last part of your exchange year coming up: You will soon have to pack your bags and you might worry about whether everything will fit in your suitcases. To travel home, you will need a suitcase: please draw one on your A3 piece of paper. Next you will think about what you want to pack into the suitcase. Think about what you want to take home and write that down on small pieces of papers. Those things can be also immaterial things you have learned on your exchange (like self-confidence). To get inspiration you can look at the questions on the flipchart.	20 min	Do, reflect
Exchange Experience: 1, 2, 4	Each student, after collecting enough terms for themselves, they are supposed to pick the 10 most important for them to pack along.	5 min	Do, reflect
Exchange Experience: 4, 7	After doing so, students are told that unfortunately there is only limited space in the car. In pairs, they will have to reselect the 5 most important things they want to take along. Both students have to agree on the terms.	10 min	Do, reflect
Exchange Experience: 4, 7 Global Competence: 5	At the security they are being told that the storage area of the plane is full and they will have to put everything into one suitcase. The whole group will have to discuss what to put into the suitcase. They can only take 5 things as the whole group.	15 min	Do, reflect
Exchange Experience: 1, 2, 4, 7 Global Competence: 5	Debriefing: Which things were taken home at the end? What conclusions can you draw out of that? Was it hard to reach an agreement? How are your learning points/ experiences alike, how are they different? Will it be easy to take those things home? How can you integrate them into life at home? End the session on a positive note: You have learnt and experienced a lot that you can now take home with you from this exchange. Each of your experiences is unique, and at the same time you all share something as YFU students. Please take your own personal suitcase drawing and your learning points home with you so you can remember how positively you have changed.	20 min	Generalize, apply

Tips for Facilitators:

Questions for reflection:

What have I learned on my exchange? - *New skills / - New knowledge*

How have I changed or developed (e.g. emotionally or physically)?

Which experiences have led to these learning points?

Which of these learning points am I proud of/ happy about?

Instead of the group exercise, you can also redesign this session as individual reflection only. For this, you can add two more aspects: a "trash can" for things they want to leave or get rid of (for example bad habits or bad emotions) and a "light bulb" for key moments in their exchange year that they want to remember forever.

The Unwritten Rules

General Information

Participants	Topics Addressed	Sender name and Country	Minimum Staffing
HF	Host family rules, adaptation	Camila Pardo, YFU Argentina	1 volunteer
Currently used in	Duration	Sender email	Minimum Group Size
PDO	45-60 min	camilabpardo@gmail.com	1 Host family

Learning Outcomes

(Core concepts)

8. Be aware of the adjustment process, concepts of culture shock, and the need for all participants to adjust.

(Exchange experience)

1. Be aware of their own cultural background and identity.
2. Be able to identify aspects of their own family culture (esp. unwritten rules, values).
2. Be aware of their expectations and that they are culturally influenced and may conflict with YFU expectations.

(Adaptation)

1. Be aware of tools to effectively deal with intercultural communication and its challenges.
2. Be aware of conflict resolution tools and skills.
3. Be aware of their role and tools in helping make the student feel welcome and how to explain host family “unwritten “ rules

How will you achieve these outcomes?

Reflection, group discussion, examples

Materials

- Papers
- Pens
- Printed out questionnaire

Topic(s), LO(s)	Activity	Time	What are PAX doing?
Exchange experience: 1, 2	<p><u>The experience : discovering the unwritten rules</u></p> <p>Ask each PAX to write rules they have in their family in 5 minutes. Facilitators should not guide this process.</p> <p>Share them out loud. One member of each HF should write the rules of the family in a paper. Facilitator can provide examples of his family or former HF as well.</p> <p>In this stage, PAX will mainly be stating explicit family rules, such as: “Children have to make parents aware of their whereabouts” or “We take turn to set the table and do the dishes”.</p>	15 min	Do
Exchange experience: 1, 2	<p>Facilitator will then start to ask PAX about their “policies”/ rules on topics they haven’t mentioned. Examples :</p> <p>Who cleans the house? Which areas specifically? How frequently? What do you do with your dirty laundry? Are children allowed to go out? Are they allowed to date? Are their specific chores for each member of the family? Are people allowed in the bedrooms? Is alcohol allowed?</p> <p>Questions must be specific to what has not been said. Don’t be afraid to ask uncomfortable questions, since this are the topics that are harder for HF to discuss with students.</p> <p>PAX should continue writing down the rules that come up in this discussion.</p> <p>The discussion doesn’t need to be long. Facilitators don’t have to go over all the possible topics. Only enough to make PAX notice there were plenty of things they hadn’t considered.</p>	10 min	Do, reflect
Core concepts: 8 Exchange experience: 1, 3 Adaptation: 3	<p>Why is this relevant to the exchange experience?</p> <p>Let’s use an example :</p> <p>The whole family knows that father finds it irritating when things are not placed exactly back where they were. However, nobody thinks to point this out to the std, because they are so used to not touching the father’s stuff that they do not think about it anymore. Student usually goes to dad’s office to use the computer with Hdad’s permission. After a month std realizes Host dad is always acting as std had done anything wrong but does not understand why. This very common situation can have a snowball effect, where host dad will eventually feel that this std does not fit in their family. He might even feel that the student is not respecting the place they both share because he moves things around. The rules should be expressed clearly, especially to the student who has a language barrier and maybe needs to point out some issues for him or her several times.</p>	10 min	Generalize
Core concepts: 8 Exchange experience: 3 Adaptation: 1, 2, 3	<p>How to manage conflicts regarding rules ?</p> <p>Let’s use another example:</p> <p>The std promised to be at home at 10pm. It is already 10.30 and std does not call or pick up the phone. At 11pm std comes home and says he/she is sorry. HF thinks this is not enough but says nothing, while std will be thinking next time it is ok if I come late.</p> <p>It is important that HF say:</p> <ul style="list-style-type: none"> - It is not ok - Why it is not ok from their point of view - What HF expects std to do differently <p>The aim of this example is to convey that rules must be explicit and explained, even if they seem obvious.</p>	10 min	Generalize

<p>Exchange experience: 1, 2, 3 Adaptation: 2, 3 t</p>	<p>Give each HF a list of questions regarding their home life. The list should be as long as possible and it should include whatever question the facilitator feels important. The HF will be asked to answer the questions by writing. This document they created can be given to the student. Even if some HF might judge this to be too cold, it is usually easier both for HF and for students, to have a written, explicit set of rules. Especially because students and/or HF might not dear talk about certain things.</p> <p>(Example) <u>20 questions my new host son/daughter is thinking about, but doesn't dare ask</u></p> <ol style="list-style-type: none"> 1. Do we eat all together? At what time? 2. Do I need to help with the cooking? Should I set the table or do the dishes? 3. Can I help myself to the food in the fridge/ kitchen? Or should I ask first? 4. Should I make my bed before leaving? 5. Should I keep my room clean at all times? 6. When can I take my showers? How long do you normally spend showering? 7. What should I do with my dirty laundry? Should I wash it myself or do we do a common wash? What about my underwear? 8. Can I smoke cigarettes? If yes, can I smoke inside or only outside? Can I smoke in public? 9. Are there any places in the house I cannot go into? 10. Can I bring friends home? Can friends go into my room? Can they spend the night? 11. Can I date? 12. Can I decorate my room? Can I stick posters or picture on the wall? 13. At what time should I wake up on weekends/holidays? 14. Do I have a bedtime? 15. Do I have to ask for permission before going out? 16. Do I have a curfew? 17. Can I use the home phone? Can friends call me on the home phone? 18. Are there any rules concerning Internet or TV use? 19. Should I text you when I am running 10-15 minutes late? 20. Should I call you by your names or would you rather be called mom/dad? 	<p>15 min</p>	<p>Apply</p>
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Tips for Facilitators:

Share any tips you may have for anyone who wants to do this training session

Why this session? When discussing family rules in seminars, the first reaction from the families usually is: We don't have any special rules in our family. Therefore it is very important to get families think of unwritten rules, which run their family. The family members consider them "the normal way of being", but the students might not and need to be aware of them.

The section "How to manage conflicts regarding rules?" can be explained using models such as Non-violent communication model or other conflict resolution strategies.

The last part of the session, the questionnaire, does not need to be done during the face-to-face orientation. Facilitator can suggest HF to prepare this at home.

How to Approach a Conflict

General Information

Participants	Topics Addressed	Sender name and Country	Minimum Staffing
HF	Conflict resolution, communication problems, non violent communication	Camila Pardo – YFU Argentina	1 volunteer
Currently used in	Duration	Sender email	Minimum Group Size
PDO	90 min	loopargentina@gmail.com	4

Learning Outcomes

Host families will :

Core concepts

9. Demonstrate understanding of the concepts of conflict resolution.

Exchange Experience

3. Be aware of their expectations and that they are culturally influenced and may conflict with YFU expectations.

4. Acknowledge how hosting may impact their family relations, routines and daily life.

5. Be able to appreciate the student's perspective of the exchange experience.

7. Be aware of how communication between the student and sending community can affect the student's adaptation into the host family and community.

Adaptation

1. Be aware of tools to effectively deal with intercultural communication and its challenges .

2. Be aware of conflict resolution tools and skills.

3. Be aware of their role and tools in helping make the student feel welcome and how to explain host family "unwritten " rules

How will you achieve these outcomes?

Participants are presented with conflict situation scenarios and have to analyse the case and propose a resolution using the non violent communication model.

Materials

- At least two sheets of paper and a pen per group.
- Flipchart paper and markers
- Non-violent communication model guidelines chart or print-out
- Conflict scenarios (see Tips for Facilitators)

Topic(s), LO(s)	Activity	Time	What are PAX doing?
	<p>Divide participants in groups of three, mixing members of different families. Each group will receive a conflict scenario that might come up during the exchange programme, together with a pen and a sheet of paper.</p> <p>Each group needs to debate and write down ideas to deal with the situation.</p> <ul style="list-style-type: none"> - They can use the following questions - to analyse the situation: - What is the student feeling? - What is the Host mom/Host dad/Host sister/etc feeling? - What can we do to move towards a solution? - How would you deal with this situation as a Host Family? 	15 min	Do
Exchange Experience: 4, 5,	Each group presents their troublesome situation and their proposals to solve it. After each group presentation, ask if someone would like to add anything and give pax the chance to share and exchange.	15 min	Do and reflect
Core concepts: 9 Exchange Experience: 7 Adaptation: 1, 2, 3	<p>Introduce the topic of "Interpersonal conflict", including the Hidden-needs model and the Non-violent communication models (see models below). The NVC guidelines should be written down in a chart or printed.</p> <p>Remember pointing out that conflict is normal and inevitable and not necessarily negative (see Chapter 4 - Conflict resolution).</p>	15 min	Generalise
Adaptation: 1, 2, 3	<p>Now the models will be applied.</p> <p>Participants return to their original positions and are asked to follow the steps for a NVC resolution :</p> <ol style="list-style-type: none"> 1. Observe the situation first. Make sure to separate observation from interpretation. How do you perceive the situation? What is going on? 2. Formulate the characters' feelings. What does this situation make them feel? And how would you feel? 3. Explore the underlying needs and express them. Where do these feelings come from? Why is this situation emotional/important to the people involved? 4. From the identified needs, you can derive a wish for a concrete action here and now. What exactly each character needs from the other person? What are they willing to give? <p>Based on their reflections, PAX will be asked to write down advice they would give to the people involved in the situation so that they can resolve the conflict.</p>	15 min	Do, reflect
Core concepts: 9 Exchange Experience: 3 Adaptation: 1, 2, 3	The flipcharts are presented to the group and facilitator should guide a debriefing to see if the PAX followed the NVC guidelines.	15 min	Do and Reflect
Core concepts: 9 Adaptation: 1, 2, 3	PAX reflect and comment shortly, whether and how this has helped them and how they could imagine using these guidelines in future situations.	10 min	Reflect and Generalise

Tips for Facilitators:

Share any tips you may have for anyone who wants to do this training session

This session can be adapted to be used with less than 6 participants. Keep in mind that the point is to make PAX discuss and brainstorm solutions. Facilitator should not participate in group discussions.

Possible conflict situations :

- Student is in Formosa and the hot weather is so unbearable during the summer that he doesn't want to go out of the house. He feels upset all the time and says phrases like "I hate this horrible province that feels like hell on earth". The HF gets angry at their "ungrateful student".
- Student takes a 5 minutes daily shower and he doesn't change his clothes every day. He smells of transpiration and looks very sloppy. Parents are disgusted by his hygiene standards and want him to shower on a daily base.
- Student wants to go out dancing with friends to a nightclub that HF considers dangerous or unfit.
- HF is upset because the student doesn't talk during dinner and afterwards he locks himself up in his room, where he watches movies on his computer and does not come out until the next day.
- Student comes up one day and says he doesn't want to go to school anymore because he gets bored.
- Student wants to practice volleyball, but all clubs are far from his home and HF cannot drive him.

It is important that the situations chosen are relevant to the place where the orientation takes place and to the concerns HFs might have. Past experiences are a good place to get inspiration.

“What are interpersonal conflicts? How can they be solved?”

An interpersonal conflict is a situation in which at least two parties pursue mutually exclusive or incompatible action plans.

The action plan (what a person/party wants to do) can also be called their position.

Example : Lisa wants to go to the public swimming pool, while Julian prefers to go to a lake and a conflict arises between them.

Lisa's position: She wants to go to the pool. Julian's position: He wants to go to the lake.

Then, the term “need” is introduced:

A need is the basis for the position. The need (or needs) is what we actually want. The position is only one solution to accommodate the need.

Lisa's need: to take a sunbath, Julian's need: to have space and be in nature, not in a crowded place

It is important to make very clear that both people were not aware of their needs in the discussion. To explain the correlation of position and need further, the Hidden-needs model is introduced:

“What are interpersonal conflicts? How can they be solved?”



In interpersonal conflicts, the parties usually only present their position. This is what we are used to and oftentimes, we are not consciously aware of our own needs. But if we try to explore the underlying needs that lead to the seemingly incompatible positions, we can usually find a new position that takes into account both parties' needs. The Hidden-needs model illustrates this: The positions (above the surface, visible) are far apart. The needs, however, (under the surface, invisible or unconscious) are actually similar and sometimes even overlap. Thus, our goal is to get under the surface and develop a new action plan together. This is the goal of “non-violent communication”.

Non-violent communication (NVC) model – the interrelation of actions, feelings and needs

When we stand on top of our iceberg and defend our position, while position 2 does the same, we get into a conflict and are mad at each other because we think that what they say is stupid. But as we just learned, needs can be met in more than just one way. We should try to look under the surface. Then we'll realise that it is not the other's behaviour that causes our feelings, but our own needs. And each of us is responsible for their own feelings. The other person's behaviour or an event can meet or not meet my current needs. Depending on whether my needs are met or not, my feelings will be different. One event can therefore lead to different feelings.

Example: You are meeting your best friend, but she is late. Now you might be upset or frustrated, because your need to spend time with her was not met. Another time, she is late again, but this time, you are relieved, because you still needed to clean your room. Your need for tidiness could be met, because she was late and you are happy. Your friend's action was the same both times, but your feelings were different.

This shows that actions and feelings are not directly related, but our feelings are always dependent on whether our needs could be met or not. Of course, other people's actions have an impact on us and there are situations in which our feelings are very difficult to define. What we want to show with this is that our feelings are owned by us and that only because our needs can be difficult to see, we cannot make others responsible for our feelings, only for their actions.

After we have worked out the aim (defining the needs, developing a shared position), the next question is how to get there. In a conflict, we can obviously not just stop and say: “Wait, what is your need, what do you actually want?”, because most of the time, the other will just repeat their position. This is where Non-violent Communication comes in. NVC offers a way to communicate with empathy and sensitivity with other people, and to communicate our needs and figure out theirs.

NVC is based on the idea that we are responsible for our own feelings. The following rules are just some of many possible things to keep in mind:

- Do not enter a talk full of emotions or reproachful
- Make yourself aware of your own goals, wishes and feelings before the talk
- Try to develop some ideas what the position and the need of the other person could be
- Do not criticise the other's behaviour, but explain how you felt in concrete situations
- Formulate wishes instead of requests (I'd like instead of I want)
- Show appreciation for the other person and try to understand their position. If anything is unclear, ask.

Example of NVC

<p>Clean your room. It is very messy.</p>	<p>I have observed that you did not clean your room for quite a while. When I walk past it, this really bugs me. For me personally, it is really important that our shared house is tidy. This is why I would like to ask you to clean your room this afternoon. Could you do that for me?</p>
<p>Every time we meet you pull a face. Are you depressed or do you just hate me?</p>	<p>I have the feeling that you are not doing so well recently. This gives me the feeling that you don't really like me or that you are not well. Both would be a shame, since I really like you. Would you like to talk about it?</p>
<p>Shut up, I can't hear the TV!</p>	<p>Unfortunately, I am not able to listen to you and my favourite TV show at the same time. I always get confused when I have to do two things at once but can't do either properly. I would love to be here for you, but I also want to watch the show. Could we wait with the conversation for half an hour, then I have time and capacity. If it is really important, I can of course make time right now.</p>

Global Citizenship River

General Information

Participants	Topics Addressed	Sender name and Country	Minimum Staffing
Students	Global Citizenship, Global Competence	Cihan Kilic, YFU Turkey	2
Currently used in	Duration	Sender email	Minimum Group Size
REO	90 min	cihankilich@gmail.com	2

Learning Outcomes

Core Concepts

3. Be aware of volunteerism and its contribution to society.
4. Be able to appreciate different aspects of Global Citizenship

Global Competence

2. Identify possibilities which enable them to actively participate in local communities (active citizenship)
4. Be able to demonstrate understanding of interconnectedness and responsibility for one's own actions (your actions have larger effects than you think)
9. Be able to appreciate and respect diverse opinions and points of view.

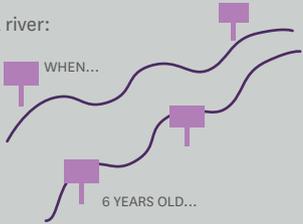
Training Session Description

How will you achieve these outcomes?

Reflection, active listening, teamwork, communication, planning

Materials

- Prepared flipchart with the definition
- a big piece of paper (A3) per each participant
- Colourful pens, pencils and paints

Topic(s), LO(s)	Activity	Time	What are PAX doing?
<p>Core Concepts: 4.</p> <p>Global Competence: 2, 4, 9.</p>	<p>Participants are introduced to the definition of Global Citizenship according to UNESCO: “Global Citizenship refers to a sense of belonging to a broader community and common Humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global.” The facilitators should be prepared to explain unfamiliar vocabulary.</p> <p>Participants are invited to reflect on the relation between Global Citizenship and the YFU mission: “YFU advances intercultural understanding, mutual respect and social responsibility through educational exchanges for youth, families and communities.”</p> <p>Quick sharing of ideas and insights in a circle.</p> <p>Participants are asked about the moments when they really felt that they participated in their communities, or developed as citizens or acquired certain rights and used them (this could be anything from getting a driver’s licence, possibility to vote, getting their passport, organising an event for the local community, being involved in charity or NGO work, etc). They can also give examples from their time abroad as exchange students where they became part of new communities.</p>	15 min	Reflect
<p>Core Concepts: 4</p> <p>Global Competence: 4</p>	<p>Time is allocated for individual reflection. The result of this reflection should be the drawing of river on the A3 paper using the metaphor of a river as lifeline. The River represents the lifetime of a participant, his or her life which sometimes flows rapidly and sometimes slows down, there are obstacles and curves. On the river participants should put at least 6 key moments in their pathways (river of life) which are connected to them feeling a citizen, linked to their citizenship - participants should look back and think about times or events when they really felt they participated in their communities, or developed as citizens.</p> <p>Example of a river:</p> 	20 min	Do and Reflect
<p>Global Competence: 4, 9</p>	<p>In small groups, participants share as much (or as little) as they want about their river of life with each other. Ask participants to find out if there are any similarities as well as the major differences about what they shared.</p>	25 min	

<p>Core Concepts: 3, 4</p> <p>Global Competence: 2.</p>	<p>Debrief the exercise in plenary. These questions could be asked:</p> <ul style="list-style-type: none"> - How was it to use the metaphor of a river? - What was challenging in finding your most important moments as a citizen? - Was there anything surprising in your personal reflection? - Are there new elements that you could add as well in your river? - What were the similarities and what were the differences when you shared your river? - Why is it important to feel part of a community? - How can you help people who don't feel like they belong? <p>You can end the session with a couple of examples by the participants of how to take small actions in their local communities that can help to advance the goals of Global Citizenship Education (GCE) and thereby let them contribute to the YFU mission also after their exchange year has ended. Examples could be: bake a cake for the charity flea market, speak up when someone is mistreated, and of course become a YFU volunteer ;-)</p>	<p>30 min</p>	<p>Reflect and Generalise</p>
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Tips for Facilitators:

Share any tips you may have for anyone who wants to do this training session

This session works well to encourage activism and learning for life. Participants become aware of different types of citizenship and how the contribution to the society might differ in different countries.

Oftentimes, through this session participants will share and discover facts that are not easily found out through other exercises.

To identify these “developing citizenship” key points may be not easy, start the exercise with a general introduction.

After a time of reflection a brainstorm may be proposed before starting the individual drawing or a river.

At the end of the exercise you can propose hanging the drawings on the wall so that people can look at each others rivers and continue their talks.

For the last exercise: participants can identify elements that could support their engagement in diverse dimensions of citizenship in their communities (politically, economically, socially, culturally and environmentally). A plan of action can be proposed to engage and participate in the community.

Since this is a relatively new topic in YFU, please make yourself familiar with the concept of global citizenship and the aims of GCE. You might find the following resources useful:

Coloured Glasses Manual (Chapter 3.5 + Sessions)

UNESCO Manual on GCE: <http://unesdoc.unesco.org/images/0022/002277/227729e.pdf>

UNESCO GCE Homepage: <http://en.unesco.org/gced/approach>

Understanding Hate Speech

General Information

Participants	Topics Addressed	Sender name and Country	Minimum Staffing
Students	Human rights	LOOP Revision Team	1 volunteer
Currently used in	Duration	Sender email	Minimum Group Size
PEO	80 min	-	4

Learning Outcomes

Core concepts

1. Be able to explain YFU values to others
4. Recognize opportunities to promote the YFU values

Exchange Experience

5. Be able to identify the skills and knowledge acquired during the exchange experience

Global Competence

2. Identify possibilities which enable them to actively participate in local communities (active citizenship)
3. Develop strategies to promote inclusion
4. Be able to demonstrate understanding of interconnectedness and responsibility for one's own actions (your actions have larger effects than you think)
5. Be able to recognize and challenge bias
7. Be able to analyze situations from multiple perspectives
8. Be able to appreciate the necessity and importance of open and effective interactions in their daily life
9. Be able to appreciate and respect diverse opinions and points of view

How will you achieve these outcomes?

Reflection, group work with case studies, group discussion

Materials

- Papers
- Pens
- Flipchart paper
- Markers
- Handouts
- YFU Values Flipchart

Topic(s), LO(s)	Activity	Time	What are PAX doing?
Global Competence: 4, 5, 7	<p>Ask the PAX what they understand by hate speech.</p> <p>Ask whether anyone has ever seen hate speech online, in the media or elsewhere, either directed towards an individual or towards representatives of particular groups (for example, gays, blacks, Muslims, Jews, women, etc.)</p> <p>What do PAX feel when they come across it? How do they think the victims must feel?</p>	10 min	Reflect
Core Concepts: 1, 4 Global Competence: 4, 5, 7	<p>The term 'hate speech' is introduced (see definitions and materials below).</p> <p>Ask the PAX where they see connections to YFU topics and how this relates to the YFU values that were covered in a previous session (if possible, revisit flipcharts on the wall).</p>	5 min	Generalise, Apply
	<p>Explain to PAX that they will analyse some real examples of hate speech online, looking particularly at the impact on the victims themselves and on society.</p> <p>Divide participants into groups and give each group one example of hate speech online from the case studies (see below).</p>	5 min	Do
Global Competence: 3, 4, 5, 7, 8, 9	<p>Ask them to discuss their case and answer the questions. Tell them they have 15 minutes for the task.</p>	15 min	Do
Global Competence: 3, 4, 5, 7, 8, 9	<p>The groups present their case and answers.</p> <p>Make a note of responses to the question on a flipchart.</p> <p>Note down on the flipchart, if groups give similar answers.</p>	10-15 min	Do, reflect
Exchange Experience: 5 Global Competence: 2, 3, 4, 5, 7, 8, 9	<p>After all the groups have presented their results, review the flipcharts, and use the following questions to reflect on the activity with the whole group:</p> <p>What did you think about the activity? What were your feelings about the example you analysed?</p> <p>What were the most common 'consequences' of hate speech listed by the groups?</p> <p>Did the groups targeted by hate speech in the examples have anything in common?</p> <p>Were there any similarities in the consequences, regardless of the target group of hate speech?</p> <p>What might some of the consequences be if this behaviour spreads online, and no-one does anything to address the problem?</p> <p>Why is this topic important for YFU? How can standing up against hate speech be a part of your identity as YFU person?</p> <p>Which tools you have acquired on exchange or which experiences could help you addressing and combating hate speech?</p> <p>What could be strategies for addressing hate speech on- and offline?</p>	30 min	Reflect, generalise, apply

Tips for Facilitators:

Share any tips you may have for anyone who wants to do this training session

Please note that this session requires basic knowledge of the YFU values. Facilitators are advised to introduce the values in an engaging way in a previous session, so PAX can naturally incorporate and apply them in this session.

The term 'hate speech' is used to cover a wide range of content:

Firstly, it covers more than 'speech' in the common sense and can be used in relation to other forms of communication such as videos, images, music, and so on.

Secondly, the term can be used to describe very abusive and even threatening behaviour, as well as comments which are 'merely' offensive.

You can use the following definition:

"(...) the term "hate speech" shall be understood as covering all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, antisemitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of immigrant origin." Council of Europe, Committee of Ministers, Recommendation No. (97) 20

For the choice of case studies, you can use the example handouts below or find others.

In every case, try to find examples that the participants can relate to.

Make sure to let PAX understand the connection to YFU values (esp. "Valuing diversity...", "Volunteering...", and "Caring..."). They should understand that being a YFUer moves far beyond just the mobility itself, but that the exchange hopefully inspires them to "pay forward" some of the experiences they had and the respect and understanding they have experienced abroad.

Since this is a relatively new topic for YFU, please make yourself familiar with the topic of hate speech and Human Rights Education beforehand. You can find information in the Council of Europe's Manual "Bookmark" (see bibliography under Keen et al. 2016) and on the website of the No Hate Speech Movement.

Handout for participants



Example 1:

A young man displays a huge nationalist party flag on his social media profile and posts comments such as “Islam out of my country – Protect our people”. He posts photos with the symbol of a crescent and star in a prohibition sign. He spreads this information through social media and his personal website.

- Who are the victims of hate speech in this example? What consequences does hate speech have on them?
- What consequences can this example of hate speech have on the people identifying with the communities where this happens, and society in general?

Example 2:

A. writes a publication in which he not only demonstrates that the Holocaust “never happened”, but also makes abusive and racist remarks about Jewish people. A. shares the publication on his personal blog and on several anti-Jewish websites. A. also includes the content on online wikis, presenting it as ‘scientific information’ about the Holocaust.

- Who are the victims of hate speech in this example? What consequences does hate speech have on them?
- What consequences can this example of hate speech have on the people identifying with the communities where this happens, and society in general?

Example 3:

An article by a leading journalist in a newspaper close to the leading political party calls Roma people “animals” and calls for their elimination by any means. In the forum connected with the online version of the newspaper, many comments are made agreeing with the journalist’s remarks. The newspaper fails to explain or apologise for the remarks. Other articles appear online which take the same position and use a similar tone, and an increasing number of people begin commenting in the forum.

- Who are the victims of hate speech in this example? What consequences does hate speech have on them?
- What consequences can this example of hate speech have on the people identifying with the communities where this happens, and society in general?

Example 4:

An online campaign is organised suggesting that the economic crisis in the country is the fault of immigrants and refugees. Posts begin to circulate on social media platforms: photographs portraying refugees as aggressive, images with refugees in humiliating situations, and comments about how they steal jobs from local people. A great deal of misinformation spreads through social media sites, including false statistics showing that immigrants are violent and cause problems.

- Who are the victims of hate speech in this example? What consequences does hate speech have on them?
- What consequences can this example of hate speech have on the people identifying with the communities where this happens, and society in general?



Example 6:

Videos appear online suggesting that LGBT people are “deviant” and “sick” and should be kept away from society because they destroy the traditions and continuity of the nation. The videos make reference to ‘scientific research’ but the references are often misquoted or selective. Some of the videos show pictures of LGBT families with their children.

- Who are the victims of hate speech in this example? What consequences does hate speech have on them?
- What consequences can this example of hate speech have on the people identifying with the communities where this happens, and society in general?

Example 7:

A football game is interrupted because of insults and chants by supporters against one of the players seen as “black”. A video of the chanting and game being stopped goes online and is spread widely. Racist comments are echoed on several websites. When complaints are raised, a number of people supporting the comments claim they have been victims of censorship.

- Who are the victims of hate speech in this example? What consequences does hate speech have on them?
- What consequences can this example of hate speech have on the people identifying with the communities where this happens and society in general?

Example 8:

An advertisement for blue jeans has been circulating on the Internet for some time. It shows a scene where a woman is surrounded by men. The scene has sexual implications but the overall impression given is one of sexual violence and rape. In one country, several organisations complain. The news about the case on the Internet attracts a lot of comments, many of them reinforcing the idea that women are things men can play with and be violent with.

- Who are the victims of hate speech in this example? What consequences does hate speech have on them?
- What consequences can this example of hate speech have on the people identifying with communities where this happens, and society in general?

Example 9:

A politician accuses Muslims of being the main cause of crimes against girls. He appeals to ‘common knowledge’ and provides a few ‘telling examples’. The video linked to the article attracts many comments, some of a racist and violent nature. The speech is quoted by other people who support the same view and is presented as a respectable and informed opinion.

- Who are the victims of hate speech in this example? What consequences does hate speech have on them?
- What consequences can this example of hate speech have on the people identifying with the communities where this happens, and society in general?



Example 10:

Videos about violent conflicts in the past between two countries remain on a video channel online. Many comments are added, using racist language about people in one of the countries. The racism and abuse between representatives of the two communities continues over a long period.

- Who are the victims of hate speech in this example? What consequences does hate speech have on them?
- What consequences can this example of hate speech have on the people identifying with the communities where this happens, and society in general?

Example 11:

Music with nationalist content is spread through an online music channel. Some songs are posted by members of two ethnic communities which had a violent conflict in the past. The songs often encourage violence against people of the other ethnic group.

- Who are the victims of hate speech in this example? What consequences does hate speech have on them?
- What consequences can this example of hate speech have on the people identifying with the communities where this happens, and society in general?

Intercultural Competence

General Information

Participants	Topics Addressed	Sender name and Country	Minimum Staffing
STUDENTS	Intercultural Competence, Adaptation	Mareike Schwartz	1-2
Currently used in	Duration	Sender email	Minimum Group Size
PAO	60 min	mareike.schwartz@yfu-deutschland.de	10

Learning Outcomes

(Core Concepts)

3. Be aware of the difference between ethnocentrism and cultural relativity.
4. Be aware that change is the only constant in life and that adjustment is necessary.

(Exchange Experience)

4. Be able to apply empathy as stakeholders handle complex emotions related to student departure.
5. Be aware of the benefits of self-reflection

(Adaptation)

1. Be able to use tools constructively to better understand their host community
6. Be able to develop alternatives when making decisions and consider the consequences of those decisions

(Global Competence)

2. Be able to identify the situations which are influenced by ethnocentrism
3. Develop skills to recognize how their own perception influences understanding of the world around them (cultural relativity)

How will you achieve these outcomes?

Theoretical input, followed by a roleplay activity and discussion round

Materials

- Prepared paper
- Handouts

Topic(s), LO(s)	Activity	Materials	Time	What are PAX doing?
	This session is about how we encounter situations that are strange or foreign to us. The topic can be introduced by referring to the first experiences the PAX have made arriving in the host country or – if a session like Albatros, Switch/MauMau has already happened – facilitators can refer to those as well.		5 min	Reflect
Core Concepts: 3, 4 Global Competence: 2, 3	Then the Developmental Model of Intercultural Sensitivity by Milton Bennett is introduced as theoretical base. While explaining each stage, facilitators put a prepared piece of paper with the name of the stage on the floor. * Facilitators take one of the situations from the introduction and use it as an example for different stages. To visualise that reactions can be different depending on a certain situation/ setting/ our personality etc. they can move around between the papers on the floor. They explain that lines between the stages can be blurry. The stages all lie on a scale from ethnocentric (only seeing the world from one's own perspective) to ethnorelative (seeing the world from other people's perspectives) – the two terms are also put on the floor and explained shortly (see theory chapter on ethnocentrism for input).	Prepared paper	15 min	Generalise
Core Concepts: 3 Exchange Experience: 4 Adaptation: 1 Global Competence: 2, 3	If possible, PAX are split into 5 groups and each given one of the stages from 1-5. Stage 6 will be covered together later, since it can be hard to find examples at this point of the PAX experiences. The groups get the handout with an explanation of the stages. In groups, the PAX should now try to find examples for "their" stage. The examples should be either a situation that they have already encountered or a situation that they could realistically encounter in their exchange year where either they themselves or the other person involved might react according to the stage. The PAX should brainstorm different situations and then pick one that they can "act out" in a short (1-2 minute) role play.	Handouts (see below)	15 min	Apply
Core Concepts: 3, 4 Exchange Experience: 4, 5 Adaptation: 1, 6 Global Competence 2, 3	The groups present their situations and role plays. Together, PAX can find an example for stage 6 and discuss whether this should be the goal for the exchange year/life. Let the PAX discuss how people could have reacted differently in the role plays presented of the first three stages. Make sure that the PAX understand that there is no shame in showing a first reaction of defence when encountering something strange or new. But remembering this model can help to become aware of this mechanism and to find other strategies of coping with uncertainty.		20 min	Do, Reflect
Exchange Experience: 5 Adaptation: 1 Global Competence: 3	Closing the session, PAX should be encouraged to take the handout with them and keep the model in mind during their exchange. It is a useful tool for self-reflection during and after the exchange and might help to understand oneself and others in encounters like the ones from the role play.		5 min	Generalise

Tips for Facilitators:

Please find more information about ethnocentrism in Chapter 4 of this manual.
It is recommended that you think about examples for the situations/stages beforehand

Handout for Facilitators

* “People show different reactions when they feel like something or someone is very different from what they are used to. To make it simpler, we can put these reactions into six stages:

- 1. Denial:** One reaction can be to ignore the fact that something is different. We can just stay in our own bubble and deny that there is more out there.
- 2. Defence:** Another reaction can be to recognise that there are differences, e.g. cultural differences, but that we judge people who behave or think differently. Something a person could say would be: “I like it so much better to live on the countryside. Look at all these city-people, they are so rude and always rush!” (this stage also has a very common counter-reaction, called reverse defence, e.g. exchange students hyping everything in their host country as “so much better than at home”)
- 3. Minimisation:** In this stage, we choose not to see the differences, but focus on everything that unites us as humans. We say: “When you really get to know the people you realize that they are basically the same as we are”.
- 4. Acceptance:** We see and accept the differences between humans and social groups. Sometimes it is still hard to know how to react in certain situations. “We are different, but we should embrace our diversity”
- 5. Adaptation:** We master strategies to adapt to our surroundings and make the previously foreign our own. “Even though this might not be how I was raised, I adapt the way people are doing things here.”
- 6. Integration:** Not only can we adapt to one particular surrounding, but we embrace the different identities and belongings we have and can react appropriately in every situation that we encounter (this stage will never be fully mastered)”

Handout for participants



The Developmental Model of Intercultural Sensitivity was developed by Milton Bennett in 1993. With six phases/stages, it describes possible reactions and thought patterns to cope with cultural difference. The stages do not necessarily chronologically build on each other, so stages can be “jumped over” or people can move back and forth in certain situations. The model can be used to reflect on one’s own behaviour and thinking in intercultural encounters and to analyse other reactions to uncertainty and show alternative coping strategies.

Denial:

I do not even consider that there might be different cultural realities out there.

I treat my own perceptions of the world as the only truth there is.

Defense:

I recognise that there are cultural differences, but I reject other ways of thinking and behaving. I defend my own position by treating others as inferior and talking about them in an oversimplified and derogating manner. I might even perceive “the other” as a threat.

Minimization:

I minimise all cultural differences and concentrate on the things we have in common. When I compare my own way of living and thinking with others, I emphasise the universal values that all humans share.

Acceptance:

I am aware of cultural differences and accept and respect them. I am generally curious to get to know other ways of seeing the world and at the same time, I am aware of my own cultural background and how it influences my perception, how I think and act.

Adaption:

I adapt my thinking and behaviour to my new cultural surroundings. I also experience how the world looks from a different cultural perspective which also facilitates communication. Sometimes, I am still unsure how to react in a certain situation.

Integration:

Because of my awareness and knowledge about different cultures and contexts, I am able to switch between perspectives whenever the situation calls for it. Out of these multiple and diverse cultural belongings, I create my own cultural identity. I am often described or describe myself as a “Global Citizen”, “Cosmopolitan” or “Citizen of the World”.

The first three stages are “ethnocentric”. This means that the own perspective is treated as a universal point of reference (“I am the sun of my own universe”). In the last three phases, this point of view gradually changes. The own point of view is no longer used as the only truth, but is put into perspective by taking into consideration how other people might see the situation. Other individuals or cultures are not seen as better or worse. This is called “ethnorelativism”.

Human Rights Bingo

General Information

Participants	Topics Addressed	Sender name and Country	Minimum Staffing
STUDENTS	Human rights, YFU Values	Adapted from: Compass	2
Currently used in	Duration	Sender email	Minimum Group Size
PEO	90 minutes	cihankilich@gmail.com	8

Learning Outcomes

(Core concepts)

1. Be able to explain the YFU values to others.
2. Be able to understand that learning continue after their exchange experience (Learning for Life)

(Exchange Experience)

1. Be able to identify the benefits of the exchange experience.
5. Be able to identify the skills and knowledge acquired during the exchange experience.

(Global Competence)

2. Identify possibilities which enable them to actively participate in local communities (active citizenship)
3. Develop strategies to promote inclusion
9. Be able to appreciate and respect diverse opinions and points of view.

How will you achieve these outcomes?

Model, group discussion, simulation card game (Switch), individual exercises.

Materials

- Flipchart
- Post its
- Flipchart paper
- Markers
- One copy of the quiz sheet and pencil per person
- A copy of the quiz sheet on a large sheet of paper or flipchart paper.

Topic(s), LO(s)	Activity	Materials	What are PAX doing?
Core Concepts: 1, 2 Exchange Experience: 1, 5	Brainstorm together: What makes an YFUser? What is the impact of the exchange experience on a larger scale? In this brainstorm, you are aiming to get some YFU values and key aspects from the participants, e.g. "education, intercultural, learning, fun, seminars, global, diverse". You can also ask: How would you explain YFU to a non-YFUser? Lead to the second question by explaining that YFU is not only about the time of the exchange, but aims to and can do so much more. Guide them to brainstorm beyond the personal development that the exchange brings (self-confidence, independence..) and more towards societal impact of the whole program (bring people together, appreciate diversity, value democracy, reduce stereotypes & prejudices, empower young people etc.)	10 min	Reflect, generalise
Global Competence: 9	Human Rights Bingo game: 1. Hand out the quiz sheets and pencils 2. Explain that people should find a partner and ask them one of the questions on the sheet. The key words of the answer should be noted down in the relevant box. 3. The pairs then split and find others to pair up with. 4. The aim of the game is not only to get an answer in each box but also to get a different person to answer each question. 5. Whoever gets an answer in every box first shouts out "Bingo!" They win.	15 min	do, reflect
Global Competence: 3, 7, 9	Move on to the discussion. Take the question in the first box and ask people in turn to share the answers they received. List the key words on the flipchart. Allow short comments at this stage When the chart is complete, go back and discuss the answers in each box more fully	30 min	reflect, generalise
	Debriefing questions: - Were all the questions related to human rights? Which rights? - Which questions were the hardest to answer? Why? - Which questions were the most controversial? Why are rights controversial? - How did people know about human rights and human rights violations? Do they trust the sources of the information?	20 min	generalise, apply
Core Concepts: 1 Global Competence: 2, 3, 7, 9	Connecting the dots: How is this connected to the exercise in the beginning (look at the results of the brainstorm again), what does and what can YFU do to promote human rights? What can you personally do, as a YFUser but most importantly in your daily life, to protect human rights? It sounds very large-scaled, but can be as small of an action as helping your old neighbour carry something up the stairs, defending a person who get picked on by others, or reading the news and educating yourself about the world. Collect other ideas what the participants can concretely and realistically do and let them pick 1-3 of these actions than they "commit" to do after the seminar.	15 min	apply → encourage to do

Tips for Facilitators:

Feel free to change any of the questions to tailor the activity to the interests and level of your group.

When recording people's answers to each question, write down key words only. The point of the chart is to help with the discussion later. After each round, deal briefly with any questions of clarification or differences in interpretation. Highlight any points that require more in-depth discussion and agree to return to these at the end.

It is likely that people will give examples that you yourself may not know about, either because they are obscure or because they are personal. This should not matter. No one can be expected to know everything! You can ask people how they know a certain piece of information and discuss its authenticity and reliability. Indeed, it is a good opportunity to encourage people to think critically about information as a matter of principle.

Some of the answers will be controversial. For example, someone might say that abortion is a denial of the right to life. Some people in the group may hold this view very strongly; others may disagree equally strongly. The first learning point is that it is important to try to understand any issue from all perspectives: try to establish why people hold the view they do. Whatever the difference of opinion or interpretation of rights, people should always treat those whose opinion differs from their own with respect. They may disagree with their point of view, but they should respect the person.

The second learning point is that we should know about human rights because they are important to all of us, they are always evolving and everyone's opinion is important to give meaning to rights. It is not clear-cut and decided once and for all how they should be interpreted and applied; they need to be reassessed and developed continually. It is therefore everyone's responsibility to be part of the process of promoting and protecting human rights.

Since this is a relatively new topic in YFU, please make yourself familiar with the topic of human rights beforehand. Two helpful sources for theoretical information and other learning materials might be the Coloured Glasses Manual and the Council of Europe's Compass on Human Rights Education (<http://www.coe.int/en/web/compass>).

Human Rights Bingo!

Handouts / Quiz sheet.

The name of a document that proclaims human rights	A special right all children should have	A song / film / book about human right
A right denied to some people in your country	A human right that has been denied to you personally	An organisation that fights for human rights
A duty we all have in relation to our human rights	An example of discrimination	A right sometimes denied to women
Someone who fights for human rights	A violation of the right to life	An example of how someone's right to privacy may be violated
A human right that is often denied to young people	A group or community whose freedom from discrimination is often violated in your country	An example of a violation of the right to a safe environment in your community

Annex

Annex

Creating Orientation Sessions

While browsing through orientation sessions that your organisation uses, you might have realised that they need to be revised to be fully aligned with LOOP. They might, for example, no longer fit the new definitions of culture or could be enhanced with the Global Citizenship component. You might have actually found out that you need to develop brand new orientation sessions to be able to cover certain elements of LOOP.

If you need a little bit of help in planning and designing educational sessions, a useful tool named NAOMIE might come in handy. This planning tool will not only help you structure and choose the most appropriate methods for your orientation session, but can also be used for any training activities or events. Some people say you can NAOMIE everything!

How to get started?

Creating orientation sessions which are not only aligned with the LOOP, but also appropriate to your chosen target group, requires some preparation.

Before you start, think:

- >> Who will be the participants of this orientation session? Students, natural families, host families, other groups? What are the possible characteristics of your participants? What do they usually do? what is important for them? what can keep them engaged? what they need

to trust you and see you as knowledgeable?

- >> At which point of their exchange are your participants?
- >> Which orientation do you have in mind (PDO, PAO, etc.)
- >> What are the specific topics / LOs from LOOP that you want to tackle?

Try to imagine who your participants are, what is likely to concern them and how they might prefer to take in the information; this will greatly help you at the stage of choosing methodology and methods appropriate for that group. While a flash mob or a wild energiser might be a fantastic idea for students, you might not meet the same level of enthusiasm among the parents - though you never know!

Likewise, think also about the specific topic(s) of the orientation session that you want to create, or particular LOs you want to tackle. For example, you might want host parents to realise what their family culture is, how their expectations towards exchange experience might be culturally influenced and in which ways their family life can become impacted once the host student arrives. What is (are) the big theme(s) you want to cover?

Once you know for whom you are preparing the educational session, its main theme(s) and orientation type (PDO, PAO, etc), it is time to get into planning.



Introducing NAOMMIE

The NAOMIE planning tool will guide you through the process, making sure all the important elements were taken into account. That being said, what does it actually stand for?

- N** = needs
- A** = aim
- O** = objectives
- M** = methodology
- M** = methods
- I** = implementation
- E** = evaluation

Needs

You already defined your target group and tried to imagine who they are. You also know which LOs and topics you want to tackle. Now, it is time to think of particular learning needs that this group has, in relation to the topic.

Why do you want to create this orientation session?
What do your participants need to know? Where

might the gaps in knowledge, skills, attitudes be? For example, you could think of participants operating still within the old paradigms of what culture is, which feeds into stereotyping; in this case, you might want to increase their knowledge of current concepts of culture and interculturality. Think also about their personal needs, not necessarily linked to the main theme or LOs (e.g., the need to be well-informed, to have breaks, to be entertained, to bond with other participants and get to know them, to decrease anxiety about a son/daughter being on exchange, to get reassurance, etc.)

It is recommended to consider the needs of other stakeholders as well, including your YFU organisation and the trainers' team. Are there any specific needs of your organisation when it comes to the theme? For instance, you might want to lower the number of counseling cases related to cultural misunderstandings or misaligned host family expectations by developing a session about communication.

The more specific and detailed you ARE at this stage, the easier it will be for you to choose proper training tools and decide about the flow of the session.

Aim

Think about your main aim for the orientation session. Dream big! The main aim should be overarching all that you want to achieve by providing this session. When you look at the LOs that you want to achieve, what picture do you envision? How can you sum it up in one powerful, inspiring sentence? An example for an aim of a PDO session could be: *Host family will accept the host student as she / he is and make space for adjustments in their family life.*

Objectives

Here comes the moment to be precise and meticulous. Look at the aim that you set and at the LOs from LOOP - they need to be clearly connected and the aim should possibly encompass and portray the result achieved when all the outcomes and objectives are met. Think of objectives as a middle way between your big aim and LOs.

Aim / Goal → Session Objectives → LOs

Which key concepts, skills and attitudes (ASKs - attitudes, skills, knowledge) will be obtained by participants? What do you plan to do during that particular session to achieve your big aim?

The way that LOs are phrased in LOOP makes it possible for you to “take a step back” and use them as an inspiration for defining learning objectives of the orientation session. LOs are learner-focused and point to actual competence that a participant will be able to demonstrate at the end of the learning experience, while learning objectives inform about various elements (ASKs) you plan to tackle during the session. For example, while looking at the LO: *Participants will be aware of their expectations and that they are culturally influenced and may conflict with YFU expectations.* You might want to set the following learning objectives which will lead to achieving this outcome: *Participants will identify their expectations towards the exchange experience and Participants will become familiar with various concepts of culture*

While formulating your objectives, it is advisable to formulate them in a SMART way, so that they are: Specific, Measurable, Achievable, Realistic and Time-bound.

Try not to squeeze too many objectives into one single orientation session; 2-5 objectives is a rule of thumb. Setting more objectives endangers their achievability.

Remember that you are not constrained by LOOP; your orientation session might have additional LOs and objectives not included in the scheme, such as, e.g.: Participants will have an opportunity to get to know other host parents and form a peer-support network. Your objectives should be closely related to the needs that you identified at the very beginning, so it is worth checking whether they cover the most important ones.

Methodology and Methods

Once you are done with the NAO part, a great deal of preparation work is behind you. You might not believe it, because there is nothing concrete in front of you yet, at least no clear plan of action. However, many important elements were already considered, and having clearly defined needs, aim and objectives will greatly facilitate the choice of methodology and methods.

When you consider methodology, at least in the context of YFU and educational activities, the non-formal education methodology is the most commonly used one as it allows the development of skills, knowledge and attitudes in an engaging and inclusive way.

What is non-formal education (NFE)?

Following the Council of Europe definition: “Non-formal education is an integral part of a lifelong learning concept that ensures that young people

and adults acquire and maintain the skills, abilities and dispositions needed to adapt to a continuously changing environment”

What does it mean in practice? Non-formal education (NFE) is a “planned program of personal and social education designed to improve a range of skills and competencies, outside but supplementary to the formal educational curriculum. Participation is voluntary and the programs are carried out by trained leaders.”

An inherent characteristic of non-formal education is the involvement of the learner in setting their personal learning goals, taking responsibility for their own learning and reflecting on it, as well as active participation during educational activities. NFE methods are clearly linked to the methodology; they involve the learner, give space for creativity, contributions, exchange of practices and experiential learning. Thus, among NFE methods you will find, for example, a brainstorming session, a simulation, a drama play, World Café², Open Space Technology, individual reflection or small-group work, and similarly engaging activities. The goal is to stimulate the participants to find the answers and connect the dots themselves to grasp certain concepts. The activities are also meant to inspire the change of attitudes and increase participants’ skills in a practical manner, rather than feed participants with knowledge in a lecture-like manner.

“Vibe” of your orientation

When we speak about methodology, it is also advisable to think about the “vibe”, the atmosphere that you would like to create during the orientation and the way that you would like your participants to feel. Think of adjectives which could best describe your session. Do you want to run an orientation which is calm, relaxing, reassuring, reflective, intimate? Or, maybe you would like it to be intense, dynamic, colourful, social and effervescent? The style of orientation that you would like to create will

determine the methods (e.g., it is difficult to induce an intimate feeling in a big group discussion; you might want to choose working in pairs or groups of 3-4 people to achieve that.)

Variety of learning methods

If you want to be able to get your message across and create an engaging learning environment, you will need your content to be delivered in a variety of ways. Participants benefit from encountering information in multiple ways, and the motivational factor of using different learning methods in order to engage a wider range of students cannot be understated.

As no two humans are the same, the way they learn and process information is not the same either. Some people claim to retain the information better when helped with visual aids, others find it easier to learn when engaged in hands-on activities which involve movement.

While there is an ongoing debate among practitioners whether learning styles exist, we can certainly draw inspiration to convey the message in a variety of sensorial ways by having a closer look at multiple intelligences identified by Howard Gardner. According to his theory, coming from cognitive research, “we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences - and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains.”³

What would that imply? Simply put, visual learners would prefer using pictures, images, and spatial understanding. Auditory learners could retain information better if sound and music is used. Verbal

learning enthusiasts would need words, both in speech and writing. Kinesthetic learners would need to move and like to use their body, hands and sense of touch. Logical learners would prefer using logic, reasoning and systems. There would be those who prefer to learn in groups or with other people (social learners) and others who prefer to work alone and use self-study (solitary learners). It is important to note that Gardner does not deny that people use multiple intelligences when they acquire information; rather, he speaks about “learning talents” and the degree to which an individual is skilled in using certain type(s) of intelligence(s).

What does that mean for you as you choose methods for your orientation session? You might be a huge fan of outdoor education or learning through hands-on experience and simulations, but this cannot be the only method you use. Some people will need to see the main learning points of the activity written down or have time to reflect in silence on their findings. Others will prefer to talk about their insights with someone else or listen to stories. It is all about planning for a variety of learning methods to diversify the learning experience.

Taking into consideration all the above-mentioned factors, what will be the methodology and methods you would like to use during your orientation session? Look at the learning objectives and outcomes that you set and think about the methods that would best facilitate reaching them.

Implementation

This is the moment when you finally create the flow of the orientation session. In which order should the methods be used? How do they best fit together, which topics / themes you need to introduce first, to be able to draw upon the findings in the latter parts of your orientation? Are the results of one activity feeding into another? Try to create a coherent flow, which will feel logical both to you and participants.

You might want to follow the Kolb’s Learning Cycle.

You also need to define the time and space requirements for your orientation session, as well as the number of facilitators needed to run it, materials and resources needed. It might be helpful to use the template provided in this Manual; by using it, you will be able to put your ideas neatly into an easily shareable format. Not all elements of NAOMIE are included in the template; however, if you prepare your NAOMIE first, it will be easy for you to fill it in and you can be sure to have considered all the most important elements while creating your new orientation session or revising an existing one.



Evaluation

After carefully planning the flow of your orientation session, it is time to decide how you will measure its success in terms of reaching the learning objectives. Think how you can possibly check the impact of your activity and verify whether it helped attain the LOs you were hoping for. An example of a simple evaluation could be asking participants for their main insights or learning points from the orientation or having a small questionnaire which makes it possible to comment on the delivery, most valuable or engaging components of the session and the elements to be improved. A more in-depth evaluation could measure the level of various competencies before and after the orientation session.

It is also worthwhile to check with your co-facilitator or other team members present during an orientation and ask about their opinions regarding the outcomes of the activity and its delivery. Ask for feedback; this is the most important tool on a road to further development as a facilitator and trainer. It also allows you to become aware of your blind spots and makes it possible to understand what worked well and which elements, on the other hand, should be improved. You might decide to adjust your Orientation Session Outline in order to reflect the feedback received from participants and fellow co-facilitators so that you can increase the impact and the level of achievement of the LOs next time.

Additional resources

Interested in learning more about designing educational sessions? You might want to check out the T-Kit 6: Training Essentials of the CoE and the T-Kit 4: Intercultural Learning, which are helpful educational resources for youth workers and trainers. Another way to gain practical skills in planning and delivery of educational activities is through attending a Training for Trainers, organised either by YFU or other youth organisations.



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