



Rotary International District
5130 Youth Exchange Program
YE5130.org

Host Family Orientation

CLUB CONTACTS

CLUB COUNSELOR: _____

NAME	PHONE NUMBER	EMAIL ADDRESS
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CLUB COUNSELOR: _____

NAME	PHONE NUMBER	EMAIL ADDRESS
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CLUB YE OFFICER: _____

NAME	PHONE NUMBER	EMAIL ADDRESS
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CLUB PRESIDENT: _____

NAME	PHONE NUMBER	EMAIL ADDRESS
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Local Travel Areas: _____

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To the Host Parents,

Congratulations! You are about to become a new parent, probably not for the first time, but this time your new child will already be a teenager upon arrival, may not speak English fluently, and will certainly have cultural traits that are different from yours.

By agreeing to be a host family for a Rotary Exchange student, you have agreed to assume parental responsibility for this young ambassador from another country, to provide shelter and sustenance, guidance and counsel, and love and support to the child of strangers who may live thousands of miles from you. But we do not ask you to do this all on your own; Rotarians in your local community as well as those of us who serve on the Rotary District Youth Exchange Committee will do all we can to make this exchange a success. We provide you with the information you need, through our Host Family Orientation meetings and this Information Booklet. We meet with and provide orientation training to the exchange students upon their arrival. And we will, throughout the exchange period, be in contact with both you and the Exchange student to answer questions, address concerns, and resolve problems.

All too soon, it will be time for your student to move on to the next host family or return home at the end of the exchange year. Many of the host parents who preceded you do not say "goodbye" when that time comes, but instead say "farewell, until we meet again," with the full intention that this new member of the family will indeed be met again. We hope you experience those feelings, and will do all we can to have that happen. This Handbook provides the information you will need to be a successful host family; please refer to it often.

District 5130 Youth Exchange Chair

ROTARY AND YOUTH EXCHANGE

Rotary is a leadership organization made up of local business, professional and civic leaders. Members meet regularly, get to know each other, form friendships and through that, are able to get things done in the community. It was the first service organization in the world and it was formed in 1905 by Paul Harris. The Rotary name is derived from the practice of rotating members among the offices of the members.

Rotary's motto is "Service above Self". Rotarian's attempt to live their lives by the "Four-Way Test" which is: of the things we think, say or do, we ask:

1. Is it the TRUTH?
2. Is it FAIR to all concerned?
3. Will it build GOODWILL and BETTER FRIENDSHIPS?
4. Will it be BENEFICIAL to all concerned?

Rotary Youth Exchange is a cultural and educational exchange. It brings the world into our local communities through friendship. It promotes the Rotary goal of advancing international understanding, goodwill and peace, one student, one exchange at a time. The most powerful force in the promotion of international understanding and peace is exposure to different cultures. The world becomes a smaller, friendlier place when we learn that all people — regardless of nationality — desire the same basic things: a safe, comfortable environment that allows for a rich and satisfying life for our children and ourselves. Youth Exchange provides over 8,000 of young people with the opportunity to meet people from other lands and to experience their cultures. This plants the seeds for a lifetime of international understanding and peace.

Rotary Youth Exchange is a country-to-country exchange of high-school age young people for a cultural and educational experience for both the student and those serving as hosts. The student will become part of your Family during the period that he or she lives with you.

YOUR ROTARY SUPPORT STRUCTURE

Role of the Local Rotary Club

The local Rotary club provides the initial level of support to you, the student, and the exchange program. Most Rotary clubs will identify an individual Rotarian as the Youth Exchange Officer (or YEO) to administer the club's Exchange program, including recruiting host families. This person, or another member of the Rotary club, will be designated as the inbound exchange student's Club Counselor for the duration of the exchange. The Club Counselor serves as an advisor and advocate for the student and is the one constant in the student's stay. The counselor is also there for the host parents and family and is available to answer questions and provide support.

The exchange student is on a student visa and the hosting Rotary club has made or will make arrangements for enrolling the exchange student in the high school after he or she arrives.

The hosting club provides another form of support to the exchange student in the form of a **spending allowance**. Each month the Rotary club will provide a stipend directly to the student, to be used for incidental personal expenses, entertainment, school supplies, etc. Through the Rotary-provided allowance and parental resources, exchange students are expected to be **financially self-supporting** in terms of personal expenses, clothing, entertainment, and travel when not part of a host family event. In addition, the student is required to maintain a contingency fund of \$300 for emergency situations.

The hosting club will regularly invite the exchange student to attend Rotary meetings and other Rotary events. While students are encouraged to attend Rotary meetings and other events as often as possible, only attendance at the inbound orientation, inbound weekends and the annual Rotary District Conference are mandatory for the student. Interference with host family activities or transportation to/from Rotary events should not impose a burden on the host families, and the YEO/Club Counselor should be advised before this can occur.

Role of the District 5130 Rotary Youth Exchange Committee

The Rotary Youth Exchange is between a Rotary **district** in one country to a Rotary district in another country. Our **District 5130** consists of clubs in Del Norte, Humboldt, Mendocino, Lake, Sonoma and Napa counties. When District 5130 has agreed to accept an “inbound” exchange student, and one of our Rotary clubs has agreed to host and support that student, that student agrees to comply with “**this district’s**” rules, regulations, and guidelines as a condition of the exchange.

To assure a complete understanding of those conditions, District 5130 provides a comprehensive orientation to our inbound students shortly after their arrival. The Youth Exchange Committee establishes and maintains communications with its counterparts in the exchanging district and with the inbound students before their arrival and during their year here.

The District 5130 Youth Exchange Committee is a valuable resource for both you and the exchange student, and its members are familiar with the conduct of the exchange program both here and in the country your student is from. Feel welcome to contact any member of the District 5130 Rotary Youth Exchange Committee anytime you have a question or need help with a problem.

ROTARY INTERNATIONAL AND US DEPARTMENT OF STATE

The rules followed by the club are determined by Rotary International and regulations defined by the United States government and enforced by the Department of State. Additional rules are set by Rotary District 5130 and the local club.

Rotary Support To You = Club + District Youth Exchange Committee Members

This team of the **local Rotary club Counselor, Club Youth Exchange Officer and District Youth Exchange Committee** are here to help the exchange student and host family have a successful exchange experience. They are available to you, 24 hours a day, to provide you with assistance on any matters of concern. We strongly urge you to seek our involvement before problems become too large for simple solutions. While there is no way we or you can guarantee that every exchange student and host parent will enjoy a completely successful exchange, we do our best to help them, and you; and the percentage of unsuccessful exchanges is very small. Most problems that do occur can be taken care of satisfactorily if addressed early, before they become too big to handle. Asking for support in no way reflects on your ability as a host parent. IF YOU DO HAVE A CONCERN, AND NEED TO DISCUSS SOMETHING, please contact the club counselors or youth exchange officer. If he or she is not available, please contact a member of the D5130 Committee.

Please do not dismiss non-compliance with our rules, or try to solve major problems yourself.

Because this is an international program, there may be cultural and/or Rotary subtleties of which you are unaware, and there may also be long-range implications affecting future exchanges. Please call and give us the opportunity to show you that we are as concerned about the exchange student and you as the host family. We can’t help you or the student if we don’t know there is a problem.

Finally, while much of this handbook addresses rules, regulations, and “dealing with problems,” we want you to know that being a host parent is also a lot of fun and full of rewards. You will get to know, and love, someone from another country, another culture, and another part of the world. You will have the opportunity to watch, and help shape, the development and maturity of a young person. You will have opportunities to learn of another culture and in the process of sharing our culture and our country with this student, gain knowledge and understanding for you and your family. And at the end of the exchange, you will have added to your family a son or daughter who may live in a “foreign” country the rest of their life, but will always be a part of your family.

BEFORE WE GET STARTED – CULTURAL EXCHANGE

Cultural Shock

This is a cultural exchange for the student and they are moving from a familiar environment where he or she has learned to function easily and successfully to one where they are not. From Wikipedia, **Culture shock** is the personal disorientation a person may feel when experiencing an unfamiliar way of life due to immigration or a visit to a new country, a move between social environments, or simply travel to another type of life. One of the most common causes of culture shock involves individuals in a foreign environment. Culture shock can be described as consisting of at least one of four distinct phases: Honeymoon, Frustration, Adjustment, and Mastery. The most common problems include: information overload, language barrier, generation gap, technology gap, skill interdependence, formulation dependency, homesickness (cultural), infinite regress (homesickness), response ability (cultural skill set). There is no true way to entirely prevent culture shock, as individuals in any society are personally affected by cultural contrasts differently.

Cultural shock will occur with your student and you are asked to support your son or daughter through the phases. To help them become familiar with their new environment establish a clear understanding of the expectations in your home by reviewing the **First Night Questions** ([Appendix A.](#)) Cultural differences as well as personality differences often lead to misunderstandings unless these topics are discussed and clarified. Many students will use the questions as a “check-off list” to make sure nothing has been overlooked during the first few days; we suggest that host parents also review this list for any topics that are important to them. Communicate with your student openly and honestly and let them know if a certain behavior is bothering you.

Encourage your student to get involved. School extracurricular activities, sports, community activities, church groups, and family activities may be new and unfamiliar to your student, and will likely be very “different” from those activities he or she was involved in back home. If you sense that your student is bored and reluctant to participate in available activities, it may simply be because no one has asked him or her to join in. Introduce the student to some people who will help overcome this reluctance.

Counsel the student in American customs and behaviors. Table manners and daily salutations are different in each country. The student has accepted the responsibility to learn our customs and mannerisms. Don't hesitate to teach them but remember they come from a different culture and you must be understanding as they learn. Patience can be your virtue. While the student is learning about our customs and is expected to be flexible, realize that you have a person with different customs living in your home. Some countries are more reserved, some have different customs around personal space, etc. Most exchange students want to please their host parents. If something is bothering you about their behavior, have an open discussion with them about it. [Appendix B](#) in this handbook provides the article ***How to Cope with Culture Shock*** which may help you understand some of the feelings your student may experience as a result of the differences between our culture and the one they have known since birth.

Be prepared to help your student recover from homesickness. This can take many forms, from simply general sadness to wishing to stay in his or her room alone. It is perfectly normal for exchange students to have bad days and experience homesickness. If you are sensitive to this, you will be able to reassure your student that their reactions are perfectly normal. These feelings will pass. Suggest they pour out their frustrations in an old-fashioned letter home. Have them put it away for a couple days, re-read it, and only convey the feelings if they still apply. Try to minimize their use of instant communication like Facebook, WhatsApp, and Skype.

Communication

When we communicate, what we say conveys less than 10% of the overall message, while the tone of our voice accounts for almost 40% and body language is just over 50%. Our youth exchange students are taught to have a "Rotary smile" but that that can have drawbacks because their smiling and nodding can be an indication of "I don't understand a thing you just said." As said before, body language and facial expressions speak volumes so watch for clues here. Also, vocal expression can be confusing. Sometimes students appear to be demanding something when in reality they are asking a question, BUT they don't get the expression/inflection/emphasis correct within the context of the sentence, nor do the order of the words used appear to be asking a question. For example: "You will do my laundry." might actually mean, "Will you do my laundry?" It's always good to check for understanding on both sides of the conversation.

"Basic Interpersonal Communication Skills" can be learned very quickly, and the student may "appear" to be fluent in the language with this level of proficiency. Many young people are able to drop their accent quite quickly also. This is wonderful but it has its pitfalls: it lulls the listener into thinking the student truly is fluent, but this is usually not the case and so, miscommunication / misunderstanding / upset occurs.

Language

All students arrive with some understanding of the English language. Some can speak and understand our language well, having studied English for several years in school. But for most, considerable effort will be needed on their part to understand the English we speak, which is often different from the English they were taught in school. Practice, by engaging in real conversation, reading, and writing our language is necessary to develop true proficiency. Let the student know when what they have said is correct. Ask the student if they would like to be told if something they say is not correct and then assist them when they have made a mistake. You can help by asking questions that require more than "yes" or "no" answers, having patience when communications are not clear, and consciously speaking slowly and clearly, with frequent checks for understanding. You can trade language lessons with the student as a means of encouraging language acquisition.

Schooling

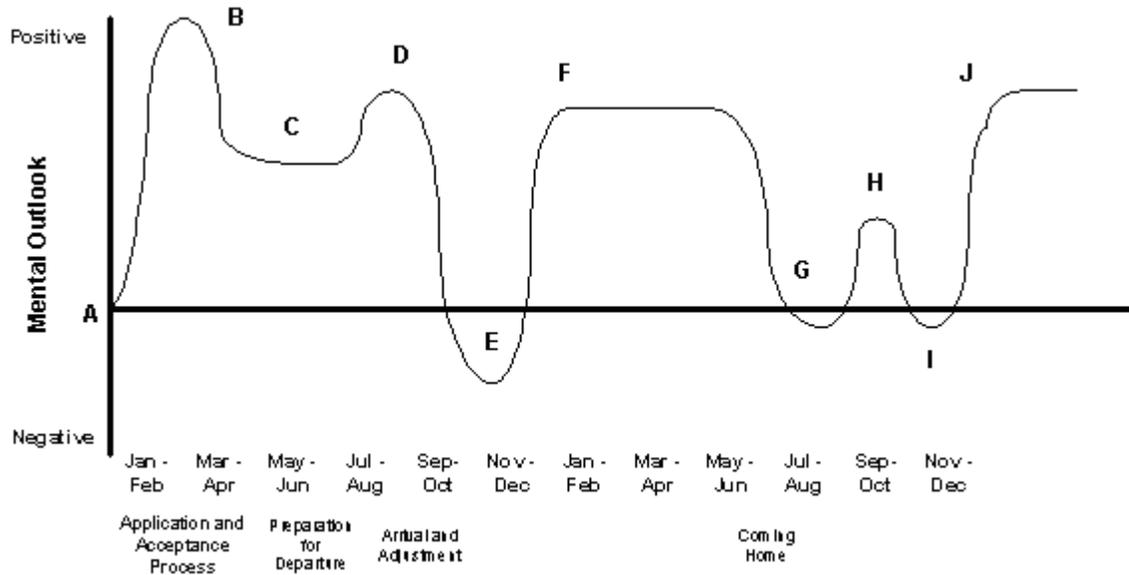
"Cognitive Academic Language Proficiency" is the level of language proficiency needed to STUDY in that language. This can take up to 10 years to achieve! With the possible exception of a few countries, most of our students do not have this level of proficiency. They will need help, patience, understanding, and encouragement as they experience the frustration of sitting all day in class, day after day, not understanding the language of instruction. They deserve our full admiration for their strength and perseverance.

Classroom expectations: Each country's education system is different. Likely the student will not really understand what is expected. For example, a student who is unable to do the homework assignment may not understand that it is still important to turn in something, if nothing more than an explanation of why the assignment wasn't done. This demonstrates the student's effort and presence (beyond the physical body) in school, which may avert an "F" in favor of a "D-".

No matter how often they are told, it will likely be a shock to our students when they achieve less than very high marks. Knowing the above may help to get them past their shock and disappointment.

CYCLES OF EMOTIONS

Your son or daughter will go through periods of emotional highs and lows. Help them through the tough times illustrated by our graph. Be supportive, but don't think their state of mind is unique. Almost all students in this program will experience this cycle in some form or another.



Almost all exchange students fall into a cycle of "highs" and "lows" that might be described in the following manner.

- A. Initial anxiety during application and orientation. Call it "Worry".
- B. Fascination, expectation, the honeymoon of the adventure.
- C. A period of culture shock, language difficulties, fatigue, diet, etc.
- D. Sleep patterns balance, language improves, friends, culture is OK.
- E. Mental isolation, the "Blues" sometimes holidays, boredom etc.
- F. Integration and acceptance. Fitting in with culture, friends, and school.
- G. Return anxiety. Preparing for departure, uncertainty, and bond breaking.
- H. Arrival at home. Time to share and tell all. Nobody is listening.
- I. Friends didn't grow as fast. Help!
- J. It all levels off and you have a "10" life!

While the exact timing of these highs and lows won't exactly match our graph, expect something of this nature. It is very important that you, your family, and friends understand that this phenomenon will take place. The time and severity will certainly vary from person to person, but it will occur.

THE HOST FAMILY'S ROLE

The operative word here is **Family**, and we ask you to help your exchange student become a part of your family during the period that he or she lives with you. That means treating this young person as you would your own son or daughter, not as a guest, and exercising all of the **parental responsibilities and authorities** you would for your own child.

Other Expectations of a host family include:

1. Assist the student in becoming a part of the family, school, and community.
2. Maintain communication with the local Rotary club.
3. Help with typical challenges such as language acquisition, friendships, cultural shock, local customs, etc.
4. Provide room and board, including lunch.

While many factors will influence to what extent you may need to focus on this role, such as your own experience as a host parent, if you have had children before or the ages of your own children, and whether you are the first, middle, or final host family for this student, here are some suggestions that previous host parents have provided to us:

1. Give the student all the responsibilities that you would give your own child and in turn give them the same privileges and benefits of family life.
2. Establish a clear understanding of expectations by reviewing the First Night Questions and "home rules". See the next page for an example of home rules.
3. Ask the student what their favorite lunch foods are and within limits try to accommodate. Good exchange students are flexible and will try anything.
4. Guard the student from the perils of youth.
5. Encourage them to make friends but caution them to use great care and not to "hurry" relationships.
6. Exchange students are often known to have exceptional amounts of money. Some American students will quickly befriend the exchange student in order to get their hands on that money.
7. The exchange student is often vulnerable as he/she is anxious to make new friends at any cost. Encourage the student not to take large sums of money to school.
8. Assure the student that if they get into a "situation" at a party, etc., that you will come at any time and save them from the risks of the situation.
9. Always insist on knowing where the student will be for parties, overnight stays, etc. Don't hesitate to get phone numbers of parents and call them to confirm that there is reasonable chaperoning. If the student refuses, don't allow them to participate. Recognize that the student may have come from an environment which was much more socially liberal. Express that your restrictions are for their safety and not meant to be punitive.
10. Caution the student against exclusively banding together with other exchange students. This practice will defeat the process of learning American student culture and other students may resent the group and limit social opportunities.
11. Involve the student in family affairs and events.
12. You are not expected to be a travel / tour service to the student, but realize that this may be the only opportunity for this person to visit your country.
13. They have heard much and want to see more for themselves.
14. Take advantage of every opportunity to share experiences. Learn to appreciate your own "backyard" by showing it to your exchange student.
15. Encourage your friends and neighbors to include the student in their special activities. It will expand their

horizons and possibly encourage them to become involved in Rotary.

16. Family reunions, visiting grandparents at the nursing home and other special family events are means of demonstrating American family culture. The comment of one host parent was, "One young lady from France was particularly bonded to our family when she attended the funeral of a family member. She thanked us for including her in our time of sorrow. In that afternoon she learned more about the American family social unit than from any other source."

17. Establish reasonable rules and limitations and then be prepared to enforce those rules. Don't try to be their best friend.....Be their Parent!
18. It is within the limits of host parenting that "grounding" can be used at the prerogative of the host parent. If any such actions are taken it should be placed in writing and the inbound counselor should be advised of the incident and the action taken.
19. The host family order will make a difference in your interaction with your host son/daughter. Please review Appendix C for the details.

Be very careful that as a parent you guide your new family member with respectful, compassionate advice and explanations. Many customs, rules and limitations are going to be very strange to your student. Show them respect by giving them detailed explanations. Remember at times of high emotion language skills diminish. Repeat!

Establish reasonable rules and limitations and then be prepared to enforce those rules. Don't try to be their best friend.....Be their Parent!

Speed Bumps

1. While the student is learning about our customs and is expected to be flexible, realize that you have a person with different customs living in your home. Some countries are more reserved, some have different customs around personal space, etc. Most exchange students want to please their host parents. If something is bothering you about their behavior, have an open discussion with them about it.
2. If you have children, they know what your hot buttons are. Those things that absolutely drive you crazy. Maybe it is an unmade bed, or not saying Thank You, or leaving dirty dishes in the sink or playing music at night. The exchange student does not have the years of experience your children do. Again, if they are behaving in a way that bothers you, communicate with them open and honestly.
3. There can be positive and negative aspects to having host siblings.
Examples of host sibling positives:
 - Can set a good example for the exchange student.
 - Might be a protector and a listener
 - Could introduce student to friends and activities
 - Can help with language acquisitionExamples of host sibling negatives
 - Jealousy
 - Withdrawal from family and exchange student
 - Anger to the point of harassment or physical abuse.
 - Risk of romantic involvement with siblings of similar age.
4. Your Inbound Counselor is a great asset to you if something isn't going quite right with your Exchange Student. Talk to them early about any concerns you have. They are there to support both you and the exchange student and can help keep little problems from growing into major problems.

Example of Home Rules

House and Family Guidelines!

We are happy you are here and want your stay to be happy for you as well. Our home is your home. Study where you would like, relax where you would like. Please do not hesitate to ask us any question. Your Rotary counselor is a good person to talk with as well.

We like to run the house based on trust and respect. As long as we are told the truth, no one gets in trouble. We want everyone to feel safe and be able to talk about anything. Here are some guidelines. We are happy to discuss any questions you have. You can expect the same consideration from us as we do of you.

SCHEDULE:

Weekdays

We will need to leave the house at _____ and we would like to be on time. We will be taking you to school. Coming home in the afternoon, we will be picking you up or we will make other arrangements. We will see what activities you would like to be involved in and we will arrange transportation accordingly.

We will talk and arrange a bedtime that works for you.

Weekends

Unless we have something planned, you can wake up at any time on the weekends.

SOCIAL LIFE/CURFEW

You are welcome to have friends at the house after school and on weekends as long as you follow house rules:

We need to know who is at the house.

No drugs, no alcohol, and no sex.

Weekdays we would like friends to go home by 9 p.m..

Weekends we would like friends to go home by 11 p.m.

If you are out with friends:

We would like to know where you are and who you are with. Texting us the information is fine. An unacknowledged text should be considered not received; if text goes unacknowledged, CALL us (at any time).

No drugs, no alcohol, and no sex.

Curfew Sunday – Thursday is 10 p.m..

Curfew Friday and Saturday is midnight.

IF, FOR ANY REASON, YOU ARE IN A SITUATION WITH FRIENDS WHERE YOU ARE NOT COMFORTABLE, ARE WORRIED OR SCARED, YOU CAN CALL US AND WE WILL COME AND GET YOU, AND WE WILL LISTEN.

Overnight guests are welcome by arrangement.

ROOM:

Your room is your space and we want you to be comfortable. Please keep your room and bathroom tidy, but it does not need to be perfectly clean at all times. Once every week or two we encourage some time to clean. You are welcome to put up posters or pictures but please ask for special tape that will not damage the paint! Let us know if there is something you need or if something needs to be fixed. We are here to help.

LAUNDRY:

There is a hamper in your closet. We do laundry in the evenings and on the weekends. We are happy to do your laundry, or you are welcome to do it if that makes you more comfortable. We will show you how to work the washer and dryer. We do have an iron/ironing board if you would like to use it.

CHORES:

We do not have set chores, but will ask you to set and/or clear the table, help put away dishes, maybe some light housework if company is coming! If you are interested, help with cooking is also a possibility.

KITCHEN:

Please help yourself to whatever you would like in the kitchen and pantry. If you eat or drink the last of something, please write it on the list outside the pantry so we can replace it. We would like to have things in the house that you like to eat. Please tell us if there is something you would like to have and we are happy to get it. You are welcome to use the stove, oven, microwave, etc.

Usually, lunches would be brought from home on school days. If you go for lunch with friends, you would be responsible to pay for that.

TV/STEREO/COMPUTER:

You are welcome to use all of these. We have only one TV, so in the evenings we try to agree on something everyone would like to watch. Often, there is not much TV time during the week as the first priority is schoolwork. Weekend mornings are usually a time when you can watch a couple of shows.

Our internet data is limited. We will monitor wi-fi use and talk with you if there is a problem.

PHONES/SCREEN TIME:

All phones go in the kitchen to charge at bedtime (ours included). Screen time is up to you, but again, schoolwork is a priority. If work is not getting done, we will talk about what changes need to be made.

COMMUNICATION WITH "HOME":

We, and Rotary, strongly encourage you to communicate with family and friends only occasionally, and in English if you can. This will help you to more quickly become comfortable with your new family, new friends, new language, new culture...and help you to avoid prolonged homesickness!

Agreed! _____ and _____
Student Parent(s)

Have the student sign the "Home Rules" and give them a copy to review.

When transitioning from one host family to another, share the "Home Rules" so the student and the family understand where there are similarities and differences.

KNOW THE ROTARY RULES

In Rotary Youth Exchange, there are the 4-D's

- No Driving
 - No Drinking
 - No Drugs
 - No Serious Dating/Sex
- Doing anyone one of these will get the student sent home early.

1. **No driving.** Rotary forbids exchange students from driving/operating any form of **motorized** vehicle. This includes jet skis, snowmobiles, and motorized lawnmowers.

Driving school in Europe is very expensive. Many young people will hope to get their American driver's license during their exchange year. They will on occasion try to persuade their host parents to assist them in getting a license. If Rotary becomes aware of their involvement in driving they risk being sent home early.

2. **No drinking** of alcoholic beverages, including attending parties where alcoholic beverages are served by or to persons under 21 years of age is allowed. No alcoholic beverages are to be consumed, unless in the presence and with the consent of you as Host Parents. For example, if it is traditional for the family to have a glass of champagne at the New Year's celebration, you may offer a glass to the student. At such a time, it should be enjoyed in moderation! Don't take pictures and post to social media which may appear to others that you have been drinking.
3. **No drugs**, other than prescribed by a doctor, are to be used at any time, including being in the presence of others that may possess or partake of drugs.
4. **No serious dating** can be a very delicate subject. No student expects to become seriously involved during their stay. Serious dating closes off the student to a myriad of activities and experiences during the exchange. Group dates and dates with friends and acquaintances are encouraged but exclusive serious romantic dating is prohibited. You, as host parent, must observe situations and offer persuasive guidance to discourage serious involvement. If you have earned the students respect via consistent, concerned guidance you may be able to save the student from a great deal of heartache. Sex is prohibited. For the purposes of D5130 youth exchange, sexual activity can be summed up as anything that would be inappropriate to do in front of my entire group of family and friends.

At the first orientation, the students sign a promise letter ([Appendix D](#)). This letter includes the 4-D's and other rules.

EXPECTATIONS OF STUDENTS

Here are the expectations that Rotary and the host family have of the student:

1. Adapt positively to the host family
2. Attend school regularly and take schoolwork seriously
3. Work at developing good friendships
4. Learn host language and culture
5. Be an ambassador of their country and a representative of Rotary.
6. Follow Rules and Conditions agreed to in their application (see below)
7. Follow Rotary D5130 rules
8. Participate in Rotary and community activities
9. Submit required reports to Rotary
10. Avoid employment and follow Rotary & visa rules. Students may occasionally do yard work or babysit for extra money, but may not hold down a regular job.
11. Limit communications with natural parents and friends back home as this slows down cultural adaptation
12. Adhere to Rotary district policy regarding:
 - a. Overnight stays; b. Out of town travel rules; c. Visit by natural parents, family or friends.
13. Return directly home at end of exchange.

Students are expected to act as ambassadors of their respective countries by their attitude, behavior, appearance and their willingness to be of service. See copy of the B's

Rules and Conditions of Exchange

In the student's application and in the contract between the two districts, there are rules and conditions of an exchange. See copy of the rules and conditions

OTHER INFORMATION NEEDED BY HOST FAMILY

Passport

At the fall orientation, the student will be asked to place their passport in their largest luggage bag.

Airline Ticket

The students were required to purchase a complete round-trip ticket to the destination specified by D5130. Students must have an open return airline ticket, or equivalent. The students will be asked sometime in the Feb-March time frame to set the date for their return flight.

Money/Financial Obligations

The host family is responsible for providing room and board, school lunches and routine school supplies, laundry detergent, toothpaste, soap, etc. The host family is also expected to provide activities such as movies, eating out, family trips and vacations, etc.

The counselor will work with the student to establish a bank account so they may deposit their monthly stipend to be used for incidental personal expenses, entertainment, non-routine school

supplies such as year books, etc. Through the Rotary-provided allowance and parental resources, exchange students are expected to be self-supporting in terms of personal expenses, clothing, entertainment, and travel when not part of a host family event. In addition, District 5130 requires that students maintain a contingency fund of \$300 for emergency situations which will be held by the club counselor or treasurer. These may be used for expenses such as medical deductibles. Unused funds will be returned to the student's parents or legal guardians at the end of their exchange. Please discuss any financial concerns with the club counselor or YEO.

Employment

As defined by the Department of State rules, exchange students may not be employed on either a full or part-time basis but may accept sporadic or intermittent employment such as babysitting or yard work. The students may ask for advice on how to raise funds for their optional trips.

School

This is an educational and cultural exchange, and students are **required to attend school regularly, and maintain satisfactory class work**. The program's objective is not to provide a high school diploma to the student. The hosting Rotary club has made or will make arrangements for enrolling the exchange student in the high school after he or she arrives. The YEO or club counselor will assist the student in selecting a course of study that should be neither overly-challenging nor boring for the student. Each school agreeing to enroll exchange students will determine what, if any, certification will be provided for classes taken. The Rotary youth exchange club counselor will be checking the student's grades and attendance on a routine basis and may contact the student, teachers, and school officials if needed. You should talk to the club counselor if academic or social problems are becoming apparent. As the host parent, you are responsible for determining the appropriateness of any school **absence requested by the student**, as you would for your own children. You should know, and comply with, the attendance requirements (and absence notification requirements) for the school your student is attending.

Encourage the student to show appreciation to their teachers. Facilitate good patterns of study and encourage them to join school related activities such as music, drama, sports, Interact, other clubs, etc.

The counselor will be checking the grades of the student's at least once per month. You can provide the counselor information if the student seems to be struggling with their classes. The counselor will be working with the school and the student to determine if they are eligible to participate in competitive school sports. If they have graduated from their school in their native country, they will not be able to participate in competitive sports in California. They can still participate in such activities as school mascot, cheer squad or team manager. See copy for School Calendar

Dress Codes: Many schools have dress code requirements. Generally, if your student's clothes are clean, intact, and appropriate for the situation, all will be well. Don't be shy about "offering guidance" if you think your student is inappropriately dressed!

School lunches: You may provide a lunch for your student to take to school (or food for student to prepare their own lunch), or the appropriate amount of money for the student to buy a school lunch.

Religion

Religious practices or beliefs deserve sensitive attention and respect. Religious activities may require discussion. A host family can encourage and assist student in participating in the host and student religious activities. The host family may not force the student to participate in religious activities and they may not attempt to affect a religious conversion to the host family religion. All parties are encouraged to enjoy sharing religious beliefs and practices.

Smoking

Applicants are asked to indicate, on the application, if they smoke, and this information is often the basis for the decision by the host family to host the student. It is illegal for any person under the age of 21 years to purchase, receive, or possess any tobacco, cigarette, or cigarette papers in California. **This includes e-cigarettes.** Any student who stated on the application that he/she did not smoke is absolutely not permitted to smoke while here on their exchange.

Internet/Computer Policy Including Downloading And Use Of Telephone/Text Messages
Students who frequently communicate with family and friends “back home” by telephone, Internet including videophone services like Skype, often delay their own adjustments and adaptation to the exchange, and extend, rather than reduce, feelings of homesickness. Constant instant messaging also prevents a student from becoming part of the host family and community. **Occasional** (perhaps every 3-4 weeks) telephone calls or videoconferencing to or from home, plus calls on special occasions, should be sufficient voice contact. Suggest the student write letters the student mails home that will likely be cherished and reread by his or her parents long after they arrive. The student is responsible for any costs incurred for communication charges, and host parents and/or club counselors should decide, in advance, how the student will pay for such usage when it is permitted. Accessing or downloading pornographic material is expressly forbidden. The student should be advised that they may not download or use unauthorized copywritten material (e.g. music, movies, etc.). If the student is using a family computer, make sure to protect personal information.

The club counselor/YEO will work with the student to acquire a phone with text capability.

INSURANCE

All inbound exchange students must have a medical/accidental injury policy that meets Rotary’s requirements. Instructions for submitting a claim are included on the webpage <http://www.ye5130.org>. The submission should be done by the rotary counselor.

The cost of any medical treatment is the responsibility of the student and his/her natural parents, and the insurance provides for either payment or reimbursement of a portion of those expenses (usually after a nominal deductible has been met). Students should have the financial ability to pay for any medical expenses at the time provided, and host families should not incur any costs in this regard. The student is required to maintain a contingency fund of \$300 for emergency situations which may be used to immediately cover these expenses.

Be aware that medical care is preauthorized by the natural parents in the student application. Host families should not sign any financial liability forms.

However, as host parents, you are asked to make arrangements for medical treatment when necessary, as well as to determine when medical treatment is called for. Your student may be reluctant to discuss medical problems initially, and their own culture, or medical system at home,

may be quite different from that which we have, so you may need to patiently ask questions and offer suggestions when you observe conditions that may be medically-based.

Many Rotary clubs have arrangements with local medical-services providers (often a member of the Rotary club), and you should be apprised of these arrangements by the Rotary YEO or Club Counselor before a medical problem arises.

It is always advisable to inform the host Rotary club of any medical treatment or medical problems that have occurred so that information is made available to subsequent host families. Serious illnesses or injuries should be made known to the District Youth Exchange Chair as soon as possible.

Only Rotary is to contact the natural parents once details are known and if contact is deemed necessary and/or appropriate.

MENTAL HEALTH ISSUES

Just like everyone else, from time to time students may experience mental health issues. Just being an exchange student can sometimes be stressful, precipitating mental health issues. If you suspect your student has a mental health issue, contact Rotary immediately. Do not confront the student. Leave that to Rotary and/or a professional. Rotary contacts the sponsor Rotary district and the natural parents.

SEXUAL ABUSE AND HARASSMENT

For general youth protection:

1. Always treat students with respect and request that others do the same.
2. Touch and hug students only in ways that are appropriate for teenage children in your family.
3. However, be aware that the appropriateness of hugging and other forms of touching vary considerably from one culture to another. Watch for body language to indicate whether one is uncomfortable with the hugging.
4. Respect the right of the student to privacy
5. Never engage in or allow physical force or emotional abuse or harassment.
6. Never make sexually suggestive comments, even as a joke.
7. Spending excessive time along with a student is never a good idea.

Rotary International is committed to protecting the safety and well-being of all youth program participants and will not tolerate their abuse or harassment. All allegations of abuse or harassment will be taken seriously. **The safety and well-being of young people must always be the first priority.** If the student allegedly encounters sexual abuse or harassment, ensure the immediate safety of the student until Rotary takes over the process. Immediately contact one of the club officers who contacts the District 5130 Chair. It is also important that you establish the precise geographic location of the alleged incident in order to involve the appropriate law enforcement agencies in an investigation of an abuse complaint.

APPENDIX A – FIRST NIGHT QUESTIONS

FIRST NIGHT QUESTIONS WITH YOUR HOST FAMILY These questions are suggestions only. You and your host family should discuss anything that you think is important. We suggest you discuss the items most important to you as soon as possible. When you are in a new place with not much language skill, it is best not to assume anything, but rather, to ask. The simplest questions may be the most important, such as "where is the bathroom"? You can come back to other questions as they seem necessary.

- 1 What would you like me to call you? Should I call you Mom, Dad, or given (first) name, or something else?
- 2 What are my daily responsibilities while living in your home:
 - a. Make my bed?
 - b. Keep my room neat and clean?
 - c. Clean the bathroom after I use it?
 - d. Other?
- 3 What is the procedure for laundering clothes? Where do I keep dirty clothes until they are to be washed?
- 4 What is the procedure if I need to iron my clothes?
- 5 May I use the iron, washing machine, sewing machine, etc.?
- 6 Where can I keep my bathroom accessories?
- 7 When is the most convenient time for me to use the bathroom on weekday mornings (in order to get ready for school)?
- 8 When is the best time for me to shower or bathe?
- 9 Is there anything special about using the bathroom I should know?
- 10 May I use the family's shampoo and tooth paste or should I buy my own?
- 11 When are mealtimes?
- 12 Do I have any responsibilities at meal times, such as to set or clear the table, wash or dry the dishes, dispose of the garbage?
- 13 May I help myself to food and drinks (non-alcoholic) at any time or must I ask first?
- 14 May I use kitchen appliances such as the microwave, dishwasher or stove?
- 15 What areas of the house are strictly private, for example, your study, bedroom, pantry, etc.?

- 16 What are your rules about my drinking alcohol?
- 17 What time must I get up weekday mornings?
- 18 May I rearrange the furniture in my bedroom?
- 19 May I put posters or pictures on the walls of my room? If yes, how do you want things attached to the walls?
- 20 Where can I store my suitcases?
- 21 May I use the stereo, computer or TV?
- 22 What time should I get up weekends and holidays?
- 23 What time must I go to bed weekdays? Weekends?
- 24 What time must I be at home on school nights if I go out?
- 25 What time must I be in on weekends if I go out?
- 26 What dates are the birthdays of family members?
- 27 May I have friends stay overnight?
- 28 What is your rule on entertaining friends in my room?
- 29 Can I invite friends over during the day? After school? When no one else is home?
- 30 What is the telephone number here? How do I contact you in an emergency when I am not here?
- 31 How do I make telephone calls? What are the rules about telephone calls? Local, Long Distance,

International? How and when may I pay for calls I make? How do you want me to keep track of my expenses for telephone calls?

- 32 What are the rules about access to the Internet and e-mail if there is a computer in the house? Are there time limits or time periods that use is permitted or prohibited? If you are not connected to the Internet, where can I find an Internet service to contact my family and friends?
- 33 May I receive telephone calls from my friends? Are there times of the day when calls are not acceptable?
- 34 What is the procedure about sending and receiving mail?
- 35 Do any of you have any special dislikes? For example, chewing gum, types of music, being late, wearing a hat at the table, being interrupted while reading, etc.
- 36 What transportation is available to me? (Walking, bus, bicycle, being driven, riding with friends, etc) Are there times or places it is unsafe for me to walk unescorted? Are there rules about traveling with friends?
- 37 What transportation is available for shopping or going to movies?
- 38 What are your expectations for me about going to church or other religious institution?
- 39 May I smoke? Where? (Rotary discourages smoking in general and forbids smoking in bedrooms)
- 40 If I have a problem with the family or a family member that is bothering me, how do you want me to handle it?
 - a. Write a note to you explaining it.
 - b. Ask for a face-to-face discussion with you.
 - c. Tell my Rotary counselor.
 - d. Keep it to myself and live with it.
- 41 How do I enroll in school?
- 42 What do I do about school lunch? If there is an expense, who pays- me, you, Rotary?
- 43 How can I arrange to go shopping for personal items?
- 44 Is there anything else I can do around the house to be of help?
- 45 Am I expected to attend Rotary meetings? How often? Who will arrange for this?
- 46 Is there anything else we should discuss?

Remember, ask about those things you feel are most important the first night, and then others as appropriate. Try to always keep an open and honest communication with your Host Family and Rotary.

To make it easier, you can convert the questions into the native language of your student by going to <http://fnq.yeoresources.org/>

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APPENDIX B – HOW TO COPE WITH CULTURE SHOCK

By Arthur Gordon

As the world grows smaller, as ever-increasing numbers of people travel, work or study abroad, more attention is being focused on a kind of silent sickness that often afflicts the inexperienced traveler or the unwary expatriate. It's the loss of emotional equilibrium that a person suffers when he moves from a familiar environment where he has learned to function easily and successfully to one where he has not. The term used to describe this malady is "culture shock".

The effects of culture shock may range from mild uneasiness or temporary homesickness to acute unhappiness or even, in extreme cases, psychological panic, irritability, hypersensitivity and loss of perspective are common symptoms. Often the victim doesn't know what the matter with him is. He just knows that something's wrong — and he feels miserable.

Most experts in inter-cultural communication agree that the basic cause of culture shock is the abrupt loss of the familiar, which in turn causes a sense of isolation and diminished self-importance. "Culture shock", says anthropologist Kalvero Oberg, "is brought on by the anxiety that results from losing all our familiar signs and symbols of social intercourse. these signs or cues include the thousand and one ways in which we orient ourselves to the situations of daily life: when to shake hands and what to say when we meet people, when and how to give tips, how to give orders to servants, how to make purchases, when to accept and when to refuse invitations, when to take statements seriously and when not."

According to Dr. Oberg, these cues, which may be words, gestures, facial expressions or customs, are acquired by all of us in the course of growing up and are as much a part of our culture as the language we speak or the beliefs we accept. All of us depend for our peace of mind on hundreds of these cues, even though we may not be consciously aware of them.

"When an individual enters a strange culture," Dr. Oberg says, "all or most of these familiar cues are removed. He or she is like a fish out of water. No matter how broad-minded or full of goodwill he may be, a series of props has been knocked out from under him."

Sometimes the transition to an alien culture has an immediate impact. A short term American visitor to certain Eastern European countries may find himself dismayed or depressed by living conditions that seem perfectly normal and acceptable to the people of that country - toilets with no seats, for example, or even more primitive bathroom facilities. It may come as a real shock to a teenager from Texas to find that hamburgers are non-existent, or, that local hairdressers never heard of plastic curlers.

More insidious is what might be termed delayed culture shock. Often when a person takes up residence in a foreign country there's a period of excitement and exhilaration when everything seems new and challenging and fascinating. If one has friends or business connections one may be asked to dinner, taken sight-seeing, made much of — at first. Also, in the beginning similarities between cultures are more apparent than differences. Almost everywhere people live in houses, go to work, relax on week-ends, do the shopping, eat three meals a day and so on. All this seems reassuring.

It's not until this honeymoon period ends that the newcomer begins to realize that there are endless subtle differences that leave him facing a host of perplexing problems. Many of these problems never bothered him at home, because they solved themselves almost automatically. Now, to his increased dismay, he finds that he has language troubles, housing troubles, money troubles, transportation troubles, food troubles, recreation troubles, perhaps even health troubles. All of these things drain away his reservoir of good-humor and equanimity.

Having his laundry done may become a major struggle. Making a telephone call may be a small crisis. It may seem to him that people say yes when they mean no and promise to do things which they never do. Time may be regarded quite differently by the people among whom he finds himself. So may space, in some countries people like to stand very close together when they converse, in others this violates a deep-rooted sense of privacy.

Underlying all these difficulties is the uncomfortable feeling of not really belonging, of being an outsider. In changing cultures, the newcomer has inevitably changed his own status. At home he was "somebody," or at least his place in society was established and recognized, here he is relatively "nobody". As a foreigner, he is a member of a minority whose voice counts for little or nothing. He may find that his homeland, so important to him, is regarded with suspicion or dismissed as unimportant. In short, as one observer put it, he finds himself in "circumstances of beleaguered self-esteem".

A mature, confident person may be able to shrug off these circumstances. But if the newcomer is insecure or sensitive or shy, they may seem over-whelming. Furthermore, as troubles pile up and he begins to look around for help, he may conclude that the natives of the country in which he finds himself are either incapable of understanding his plight or are indifferent to it. This in turn triggers the emotion that is one of the surest signs of culture shock: hostility to the new environment. The victim says to himself, "These people don't seem to know or care what I'm going through. Therefore they must be selfish, insensitive people. Therefore I don't like them."

Inevitably this reaction tends to increase the isolation of the unhappy visitor because people sense his antagonism and begin to avoid him. When this happens, he may seek out other disgruntled souls, usually expatriates like himself, and find melancholy relief in criticizing all aspects of the host country. These discussions almost never lead to any honest

evaluation of the situation or awareness that the difficulty may lie in the attitude of the critics themselves. They are simply gripe-sessions in which the virtues of the home country are exaggerated almost as much as the alleged failing of the country being visited. As Dr. Oberg says, "When Americans or other foreigners get together to grouse about the host country and its people, you can be sure they are suffering from culture shock."

Sometimes the victim of culture shock may go to the other extreme, surrendering his own identity and trying to imitate all the customs and attitudes of the alien culture. Or he may try to solve the problem by withdrawing into himself, refusing to learn the native language, making no effort to find friends among the local people, taking no interest in their history, art, architecture, or any other aspect of their culture. While in this state of mind he may display a variety of unattractive symptoms. One is a tendency to over-react to minor frustrations or delays or inconveniences with irritation or anger out of all proportion to the cause. Another is to be unduly suspicious, to think that people are out to cheat or swindle him because he is a foreigner. Yet another is over-concern about cleanliness, an unwarranted conviction that water, food or dishes are unsanitary when in fact they are not. Often the person is unaware of the extent to which he is displaying these symptoms.

He does know, however, that he is miserable and that the casual remedies recommended to him — patience, hard work, mastery of the language and so on — don't seem to do much good. Sometimes he will develop a marked degree of over-dependence on people from his own country who have passed through their own period of culture shock and are residing successfully and happily in the host country. If they in turn can display wisdom, patience and understanding of his symptoms, they often are able to shorten the span of his misery.

One reason the unhappy expatriate gravitates toward his own countrymen is that in their company he can at least feel sure of being

understood. Underlying much of his confusion is the fact that even if he speaks the language of the country there remain endless opportunities for misunderstanding. All experts in communication emphasize the fact that language and voice are by no means our only form of communication, they are supported by hundreds of gestures and facial expressions that are easily misinterpreted.

Yet another stumbling block that compounds the problems of culture shock is the tendency of many people to think of members of other cultures in terms of stereotypes. The excitable Arabs. The amorous French. The touchy Italians. The lazy Latinos. The volatile Hungarians. The materialistic Americans. Some psychologists think that anxiety-prone people cling to stereotypes because it lessens the threat of the unknown by making the world predictable ... and what the victim of culture shock needs desperately is a familiar, predictable world.

Almost always, fortunately, symptoms of culture shock subside with the passage of time. The first sign of recovery may well be the reappearance of the victim's sense of humor; he begins to smile or even laugh at some of the things that irritated him as much

at first. As familiarity with local language and customs increases, his self-confidence and self-esteem begin to return. He comes out of his shell and makes tentative overtures to the people around him — and as soon as he starts being friendly, they stop seeming hostile. Slowly he progresses from a grudging acceptance of his surroundings to a genuine fondness for them and becomes proud of his growing ability to function in them. In the end, he wonders what he was so unhappy about in the beginning.

Is it possible to shorten the duration of culture shock or minimize its impact? The experts think so. Here are three suggestions they offer to anyone planning a stay in a foreign land.

First, be aware that such a thing as culture shock exists, that it will probably affect you one way or another, but that it doesn't last forever.

Next, try to remember, if and when you become thoroughly disenchanted with your surroundings, that the problem probably isn't so much in them as it is in you.

Third, accept the idea that while it may be somewhat painful, culture shock can be a very valuable experience, a mind-stretching process that will leave you with broader perspectives, deeper insight into yourself and wider tolerance for other people.

If it happens to you, don't think that you're strange or abnormal. If you had a happy life back home, why shouldn't you miss some aspects of it or feel a sense of loss? You'd be abnormal if you didn't.

If it happens to you, don't sit around being negative and critical, this just prolong and deepens your gloom. Try to keep busy. Arrange something pleasant to look forward to. Set goals for yourself — learning ten new foreign phrases each day, for example— and stick to them.

If it happens to you, try not to be judgmental. Everyone has an ethnocentric tendency to think that his own culture is superior to all others. Actually, any culture is a good culture if it provides an environment that meets basic human needs.

If it happens to you, force yourself to look for the best, not the worst, in your situation. People who go around looking for trouble usually manage to find it. Train yourself to enjoy the diversity of people and cultures, not fear it or shy away from it.

Recently in Russia two members of an American tour-group at different times during the day bought a candy bar from a booth in a railroad station. Each was given his change in the form of chocolate wafers. One American, disturbed by this departure from the familiar, felt that he was being victimized and protested vehemently. The other, charmed by what seemed to him a quaint and delightful custom, regarded it as a novel and refreshing experience and even bragged about it to his fellow tourists. The first American, it seems reasonable to say,

was far more a prisoner of his own culture, than the second.

In sum, before he leaves home the visitor to a foreign land should make up his mind neither to resist the culture in which he finds himself nor surrender to it. What he needs to do is fight or grope or inch his way toward a new and flexible personality, a personality that retains its own cultural identity but recognizes the right of members of other cultures to retain theirs.

If that new personality can help him toward a better understanding of himself and of others, if it can enable him to communicate easily and convey warmth and understanding and goodwill across the culture barricades, then the pain of culture shock will have served its purpose, and the recovered victim will truly have the best of two worlds.

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APPENDIX C - HOST FAMILY ORDER

Being the first host family

While being “first” often provides the greatest challenges for dealing with things like language difficulties and cultural differences, it also provides the opportunity to form a lasting emotional bond with the student that can continue after the student moves on to subsequent host families, since he or she will remain part of your community for the balance of the exchange year. The first host family sets the expectations for the year.

Before Arrival

1. Write an email introducing yourself as soon as the club is aware of the name and address of the inbound student. Video conferencing is also an excellent way to communicate with your new student.
2. Try to correspond with the student every two or three weeks. Keep copies to prevent redundancies. Gradually introduce information regarding your home life, your hopes and expectations regarding the student exchange. Describe yourself, your family, your home and what the living situation will be. Send pictures and answer any questions that you might have if you were going to live in a new country. Let them know if they are going to share a room and what chores they going to be responsible for.
3. Friend your student on Facebook or Instagram.
4. Write a letter, email, or Video conferencing with the parents of the student assuring them that their child is welcome and will be safe in your home. Nothing is more reassuring to a parent than seeing and talking to the family with whom their son or daughter will be living. This can go a long way towards the family letting go and allowing their son or daughter to experience their exchange without constant contact with home.
5. Review the Host Family Orientation handbook and any other literature that the club or District has generated for you.
6. If you have children at home discuss their role with the student.
7. Go online or to the library and check out books on the student's home country. Purchase a flag of the country and display it in the student's bedroom. Have your children help prepare the room for the student.
8. Talk to your children about the importance of being flexible. They need to understand that they will have to share your time and attention. Prepare them to be understanding of language and cultural differences.
9. Encourage your child to contact your student each week until arrival.
10. Learn the basic language salutations and encourage your children to do the same.
11. Review the District Policy for Student Contact, Travel, and Vetting with the Inbound Counselor so you are familiar with these procedures.

Student's arrival

1. Be at the airport with as many club members, friends and young people as possible. Former exchange students, especially those that speak the incoming student's language, are very helpful in welcoming the student.
2. Be understanding that the student is excited, afraid and usually very tired. Often their language skills will be at the lowest, partly because they are tired and partly because they are hearing too many

people talk at once. Talk slowly, don't raise the volume, avoid slang and don't ask too many questions.

3. Introduce them to people but laugh and tell them not to worry about remembering names.
4. Depending on the club, either you or the Counselor will take the student home for the first few days. If you take them home, spend a very low activity time with them until sunset. If the student can stay awake until sunset it will reduce the amount of time they suffer from "jet lag". Be reasonable about this as you don't have to solve the whole "jet lag" problem in one day.
5. Tell the student to call home to their parents. This initial contact is essential to comfort the student's natural parents that arrival is safe. This initial phone call is essential to comfort the student's natural parents that arrival is safe.
6. Show the student the house plan, where they may go and where they may not.
7. Let the student know what you like to be called....first names are comfortable to most. You may eventually become their American "Mom" or "Dad" but that comes a lot later.

Answer the following questions before they ask

1. Where do I sleep?
2. Where is the toilet?
3. Where can I put my clothes?
4. Where do I bathe? Where are towels etc.?
5. What toilet articles are common to everyone, which are private?
6. Where do I put my dirty clothes?
7. Where are the daily dishes and drinking glasses?
8. Is the tap water drinkable? (it is not in many countries).
9. Can I have a soda or glass of milk?
10. When will we eat dinner, breakfast etc.?

The first full day

1. Let the student have at least 8 hours of sleep but do not let them sleep indefinitely. They must get into the time rhythm of your home as soon as possible. Also you are establishing an "order" of responsibility that will affect your relationship for the rest of the exchange.
2. Try to keep your new family member awake until after sunset on the first day. Again, remember that the student is going to be very tired and language is often at its poorest.
3. If circumstances permit do little that will challenge the student.
4. Take the student by the school they will attend and walk around with them for 10 minutes.
5. Give the student time to unpack.
6. Explain basic house safety, i.e. use of 911 system, house phone & address and how to use the house phone.
7. Ensure they know where light switches are in all the rooms and how the shower & water faucets operate.

The second day

1. Again you must monitor the sleep period or the student will oversleep and further the "jet lag" period. Eight or nine hours of sleep, but no more.
2. Expand their horizons a little. Get a city or county map to show the student where they are with

reference to the community. Introduce them to the public transportation system. Remember most students are familiar with much more complex systems than those in the United States.

3. The student will have a battery of other questions that will come with time. Select a time when you, your spouse, your children and the student are rested and receptive to discussion. Sometime during the second to fourth day to review the following questions, Home Rules and First Night Questions. It takes about two hours to discuss the rules and their reasons.
4. You have agreed to be the guiding parent for this young person, don't take that responsibility lightly. Treat them like you would your own child.

The counselor should be working with student in the summer to see what classes they may want or what sports they may want to be involved in the fall. Host parents MAY be involved, but it is best practice for the counselor to take the lead. The counselor will also take the lead of ensuring immunizations were completed.

Traveling Binder

As your hosting time goes by, add items to the traveling binder that you think would be helpful to the next families. Some suggestions include, school class schedule, locker number, places you have visited or places or activities that the student has said they wanted to see or do.

Isolation

Isolation can be a problem for some students who may stay in their rooms or spend too much time in the digital world or avoid making new friends or spending time with current friends. Solutions may include encouraging volunteer activities, planning interactive family experiences or consulting with the Rotary club.

Isolation is not always a problem. 25-35 percent of all people (students included) have an introverted personality which requires them to spend time alone or with small groups to 'recharge their batteries'. If you are the first host family, review the student or parent host letter to try and glean if your exchange student may be introverted.

Transitioning from one host family to another

When the time comes for the student to move on, be prepared for the emotions that come with separation and fear of something new, both for the student and you. It will help to make this transition go smoothly if the student has met the new family, perhaps first in your home, and then later for a visit in the next host family home, to provide opportunities to become familiar with the family and surroundings. Have the families share the "home rules" before the move so they can identify similarities and differences and the student can be prepared for these. Give the traveling binder to the counselor to take to the next family.

Once your student has moved, maintain contact without undermining the development of relationships with the next family. Inviting your student to share special family events, like birthdays, will reinforce the relationship you developed earlier, and will usually be welcomed by the current host family, just as you welcomed others' invitations to the student when part of your family.

When it is finally time for your student to return home to his or her own family, they will be leaving not one but several **families** that they will consider "home" for the rest of their lives.

As a reminder, whenever the exchange student changes host families, the new family name, address, phone numbers, and e-mail will be changed in the youth exchange database by the counselor to meet US State Department regulations. The student will receive a new ID card with their new host parent information.

As part of the reporting process, the previous host family will receive a survey concerning their hosting experience and how the program can be improved for the student and the host families.

Being the second host family

As the second host family, you will likely be their family during the holidays. This carries with it the opportunity to show them your family traditions and for your student to share their traditions. Remember from the “Cycle of Emotions” that the student will reach their lowest lows during this period and some of the greatest highs. It may help to review the “cycles” graph with the student so they know that what is happening is normal. Add items to the traveling binder to assist the next family.

Being the final host family

Being the host family at the conclusion of the exchange year could involve dealing with many of the same emotions the student had upon arrival, but this time caused by the realization that the “familiar” is now *our* culture, and the “unknown” involves *returning home*. Understand that the exchange student **must** return home at the conclusion of the exchange year. **A sign of a successful exchange is the student’s reluctance to go home, and we wouldn’t want it any other way.**

You may need to help your student prepare mentally for this departure, in addition to the many physical aids that will be needed. **Start by selecting an actual departure date** that everyone involved agrees with including the student’s parents. (Although we require all students to have round-trip airline tickets, many students may need to change the initial return date 4–6 months before departure once they know graduation and tour dates, etc.). As the departure date approaches, help the student with packing and luggage, recognizing that much has been collected since their arrival, and it may be necessary to ship some of the student’s possessions home to keep suitcases below the airlines’ quantity and weight limits.

Help the student wrap up any financial obligations with you and others, especially regarding long- distance telephone charges, medical expenses and excess baggage and/or shipping charges. Use of a pre- purchased phone card, or having the student make final calls collect, will minimize phone charges appearing on your telephone bill after the student has departed. Discuss with the student and the Rotary Club Counselor the return of the student’s emergency fund, which should only be returned after all expenses have been covered. The students may have higher expenses as they buy final gifts to take home.

Involve the prior host families, and the host Rotary club, in planning a farewell event before the student departs. And allow sufficient flexibility in your schedule during the final few days to provide your student with the opportunity to say goodbye to the many friends made during the past year. In many cases, these “good-byes” will be even harder for the student than those said 11 or 12 months earlier, and your understanding and support will make this a happy time for everyone involved.

APPENDIX D – PROMISE AGREEMENT LETTER



Youth
Exchange
D5130

District 5130 – Rotary Youth Exchange Inbound Exchange Student Promise Agreement Letter 2018-2019

I have participated in the Rotary Youth Exchange District 5130 Inbound Orientation Program and I agree to follow the rules set out by the District Chairperson and Inbound Coordinator.

1. **No drinking of alcoholic beverages**, including attending parties where alcoholic beverages are served by or to persons under 21 years of age even if I am not drinking. No alcoholic beverages are to be consumed, unless in the presence and with the consent of my Host Parents. For example, if it is traditional for them to have a glass of champagne at the New Year's celebration, they may offer me a glass as well and I may enjoy IN MODERATION!
2. **No drugs**, other than prescribed by a doctor, are to be used at any time, including being in the presence of others that may possess or partake of drugs.
3. **No driving**, including cars, motorcycles, boats or other motorized vehicles.
4. **No serious dating** which means spending time with one person to the exclusion of others, and/or in a romantic and/or sexual manner. No sexual activity, which can be summed up as anything that would be inappropriate to do in front of my entire group of family and friends.

I understand the Rotary Youth Exchange four D's listed above and also understand that any violation of these rules will result in the termination (ending) of my exchange and a return to my home country at the earliest possible time.

In addition to the rules above, I also agree to the following:

- I will obey all the laws of the USA, State of California and host city. I understand that any violation of these laws may result in arrest and/or termination of my exchange.
- I will immediately remove myself from any situation that involves drugs, alcohol or other illegal activities.
- I will always conduct myself as a representative of Rotary and ambassador of my country
- I will use the internet and available computers only for activities that are appropriate, legal and wholesome.
- I will only travel with adult supervision and Rotary permission.
- I will notify my Rotary Club Counselor at least two weeks before any travel outside of the normal area of influence for my host family. I will complete the travel authorization for these trips.
- I understand that I may not have visits by family without Rotary permission and at least one month advance notice. I understand I may not have visits from friends from home during my exchange.
- I will attend school and do all assigned work.
- I will advise my District Chairperson or Inbound Coordinator of any situation that I feel is inappropriate or that puts me in any danger.

- I understand that attendance at the Rotary Sponsored Events, including the Fall Orientation, San Francisco trip, Winter Orientation and Rotary District Conference is mandatory. These events may not be missed for any reason.
- I understand that obtaining new tattoos or body piercing during this exchange year is not allowed.

Rotary Club Name _____

Student Signature _____

RYE District 5130 Chair _____

The Rotarians of D5130 agree to support our Youth Exchange Ambassadors during the course of their exchange as follows:

1. By being cognizant of the 4D's and thus by our own actions ensuring they are observed;
2. By being aware of the further behavioral expectations of our Ambassadors as set out in this Promise Agreement;
3. By being available to our Ambassadors in any time of need;
4. By including our Ambassadors, to the fullest extent possible, in Rotary, family, and community activities.

AGREED!

D5130 Representative _____ Date _____