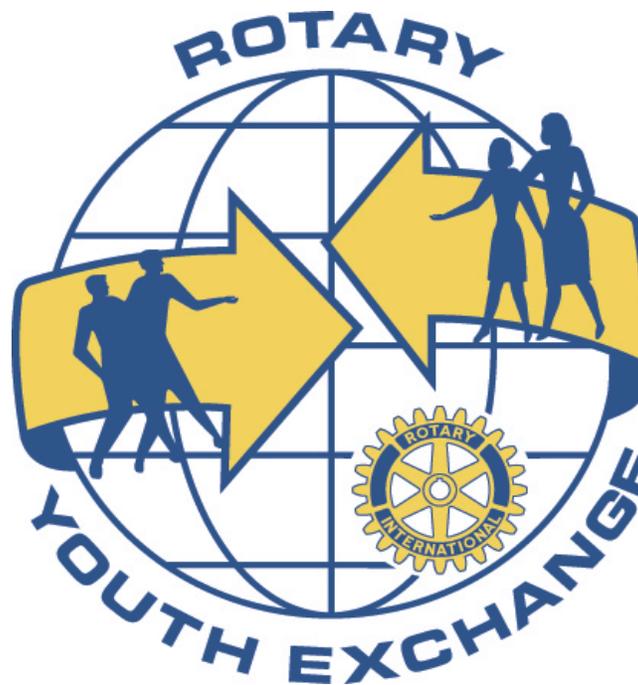


Rotary International District 5160 Youth Exchange
-North Central California-

LONG TERM EXCHANGE PROGRAM

Revised August, 2014

Inbound Orientation & Student Handbook



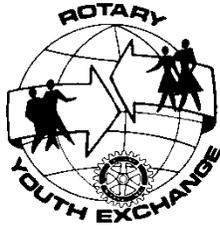
*Rotary Youth Exchange
District 5160 – California, USA*

**MAKE A WORLD
OF DIFFERENCE**



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ROTARY INTERNATIONAL

DISTRICT 5160 YOUTH EXCHANGE PROGRAM ACTIVITIES CALENDAR

Rebounder Welcome Back: A party to celebrate our Returning Exchange students.

Inbound Orientation: A gathering of new Inbounds, Host Families and Counselors/YEOs for training...and fun.

San Francisco Weekend Trip: Students have an opportunity to hit the highlights of San Francisco, from riding cable cars, to walking across the Golden Gate Bridge, to exploring Chinatown and more...

District 5160 Conference: At the annual District 5160 Conference, students mix and mingle with Rotarians from throughout the district, and as Ambassadors of your countries and Youth Exchange, promote ideals and merits of the Rotary Youth Exchange program.

Santa Cruz Surf Trip: Just what California is known for worldwide – Surfing...and you get the opportunity of a life time to learn to surf and experience many other memorable Monterey Bay Area sites.

Goodbye Party: A chance to gather one more time together to have fun and say our goodbyes.

DISTRICT 5160 ACTIVITIES PARTICIPATION POLICY

District 5160 Youth Exchange Committee anticipates that each Inbound student participating in District 5160's Rotary Youth Exchange Program will participate in the program fully, which includes District level events and activities.

Should there be an activity other than the Rotary District activities listed, which requires the student's attendance and participation, i.e., a school-related team sport or music class event, and where the timing of that activity conflicts with the District activity, the student, with his/her counselor's assistance and guidance, needs to determine if he/she will need to arrive late for, leave early from, or miss entirely the district activity.

Should any one of those reasons be the case, it is the obligation of the student, with his/her counselor's assistance, to notify the Inbound Coordinator, Activities Coordinator and District Chair in writing 30 days in advance of the district activity or as soon as possible the reason(s) for the student needing to arrive late, leave early or totally miss the district activity.

Should the student be able to participate in the District activity but need to arrive late, it will be the student's obligation to work out, if necessary, transportation to join up with the District activity.

eff. 8/23/2014

Objectives of the Program

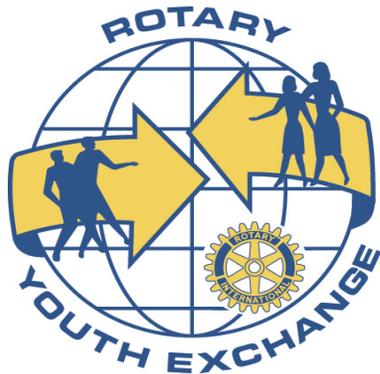
- **To further international goodwill and understanding** by enabling students to study first hand some of the problems and accomplishments of people in lands other than their own.
- **To enable students to advance their education** by studying for a year in an environment entirely different from their own, and undertaking the study of courses and subjects not normally available to them in their own country.
- **To give students opportunities to broaden their outlook** by learning to live with and meet people of different cultures, creeds, and colors and by having to cope with day-to-day problems in an environment completely different from the one they have experienced at home.
- **To have students act as ambassadors** for their own country by addressing Rotary Clubs, community organizations and youth groups in their host country; by imparting as much knowledge as they can of their own country, its attributes and its problems to the people they meet during their year abroad.
- **To provide sufficient time to study and observe another country's culture** so that upon returning home students can pass on the knowledge they have gained by addressing Rotary clubs and other organizations and assimilate the positive aspects into their everyday living.

BEING AN EXCHANGE STUDENT

- is fantastic
- is meeting hundreds of wonderful people
- is giving speeches and writing letters
- is getting fat and at times being poor
- is seeing a new country and experiencing new things
- is being homesick and at times, miserable
- is getting tired
- is being an ambassador
- is personal growth

THE SUCCESSFUL EXCHANGE STUDENT

- is flexible and adaptable
- wants to learn and have new experiences
- is knowledgeable and well read
- is open to challenge and change
- is sensitive, loyal and trustworthy
- is involved
- recognizes "Different" from good, bad, wrong, etc.
- communicates with family, Rotary, school, friends
- is introspective



The Ten Commandments Of an Exchange Student

1. Take the initiative in adapting to your host family.
2. Be a serious student (you are a student, not a tourist).
3. Establish good relations with your host Rotary Club.
4. Understand and appreciate the host country's culture and values.
5. Reflect and communicate your country's culture and values.
6. Don't try to convert the natives!
7. Don't make unfavorable comparisons between your country and the host country.
8. Practice the utmost courtesy to everyone.
9. Be happy with your lot as a Rotary Exchange Ambassador.
10. Say an enthusiastic "Yes!" to invitations and opportunities to go places and do things.

Summary

It's Not All Fun

In fact, it's hard work being a good Exchange Student.

Make contacts and new friends quickly; get involved; seize all opportunities offered to you.

Remember your commitments, and be on time.

Consider that your views and perceptions may be wrong; be objective.

You must adapt - not your hosts.

How to Get Sent Home Early

Drive a motorized vehicle.

Travel without Rotary permission.

Refuse to attend school on a regular basis.

Don't participate in class, or get failing grades.

Behave in a rude and insensitive manner.

Abuse alcoholic beverages.

Use drugs which are not prescribed.

Break the laws of your host country.

Show disrespect toward your Host Family or Host Rotary Club or School Staff

Become romantically involved.

Get a tattoo, body piercing or teeth modifications.

Your Support System--You Are Not Alone!

Host Families (all of them).

Club Counselor and Host Club Rotarians.

School Teachers, Guidance Counselor, Principal, Vice Principal.

Members of the your host district Youth Exchange Committee

Have A Great Exchange Year!

What Is Rotary and District 5160

Rotary International is a world-wide service organization.

- 1.2 million Rotarians in 200 different countries and geographic regions
- 34,000+ local Rotary Clubs.
- Rotarians are members of a specific Rotary Club.
- Local Rotary Clubs are part of a regional or geographic District for leadership and support.
- Each District elects a District Governor and other Officers, and organizes District Committees— we are District 5160 representing 70 Rotary Clubs in north central California.

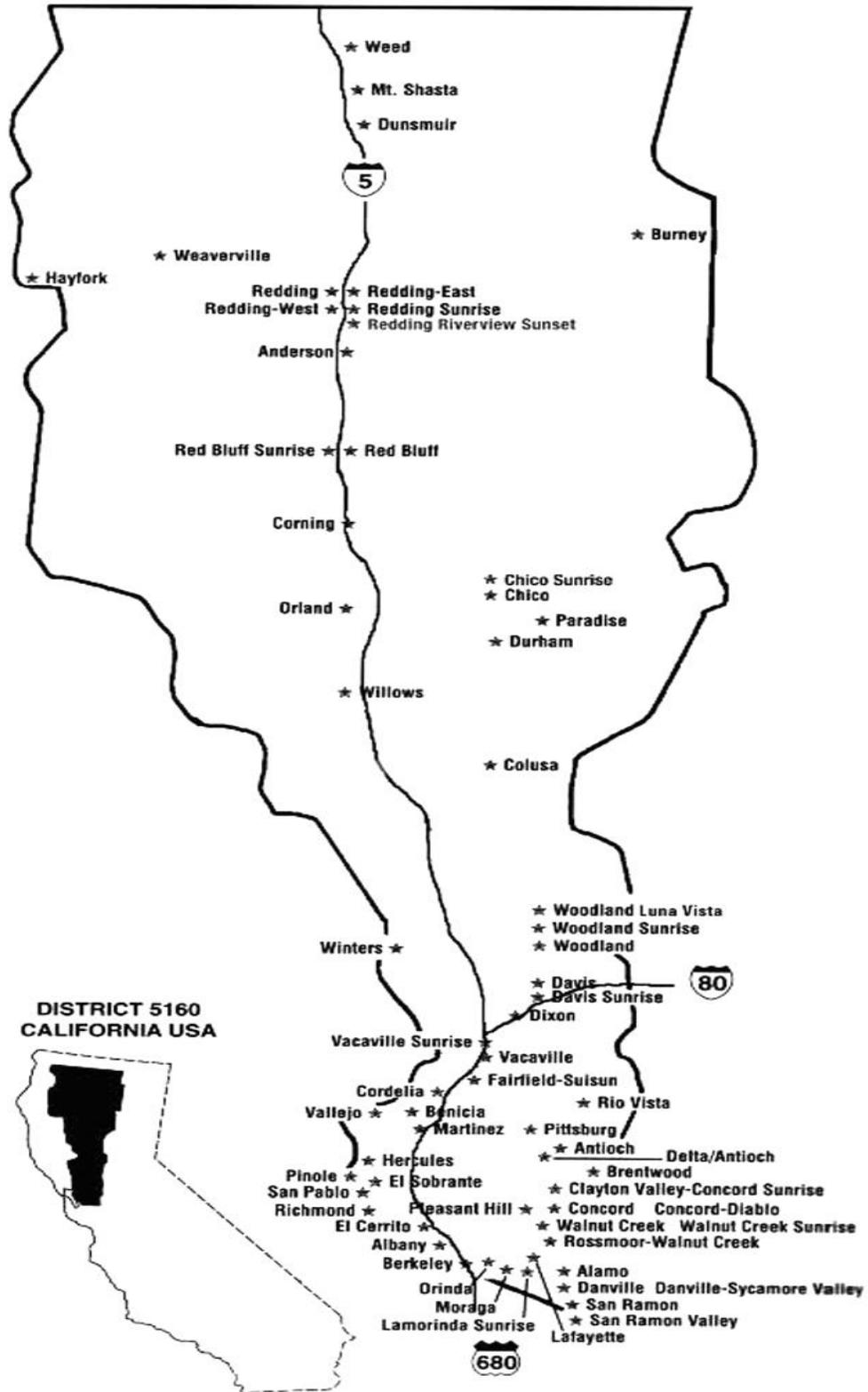
Rotary Youth Exchange is a *District* Program.

- The Exchange Program is the responsibility of the District Governor.
- The District Governor appoints the District Youth Exchange Chairperson to carry out the program.
- The Chairperson has the responsibility to coordinate the exchange between the *Sponsoring District* and the *Hosting District*. To facilitate this, the Chairman may appoint an Inbound Coordinator, Outbound Coordinator and Short Term Coordinator who may have assistants.
- Exchange Students agree to abide by the rules established by the *Hosting District*.
- The *Hosting District* is responsible for the orientation and care of Inbound Exchange students, and may terminate the Exchange, returning the Student home, for failure to comply with the host district rules or having unacceptable conduct.

Local Rotary Clubs Host the Inbound Exchange Students and...

- Arrange for Host Families.
- Appoint a *Club Counselor* to assist Inbound Exchange Students with day-to-day matters.
- Provide Inbound Exchange Students with a spending allowance.
- Invite Inbound Exchange Students to participate in Rotary Club meetings and activities.

DISTRICT 5160



Rotary Counselors

You have access to any number of Rotarians to help and assist you as Counselors besides your assigned host Rotary club counselor, i.e., members of your District Youth Exchange Committee, as well as your host Rotary club Youth Exchange Officer (YEO) where the YEO is a different Rotarian from your counselor.

Your Club Counselor

- Is a member of your Host Rotary Club.
- Lives and/or works in the community where you are living.
- Should meet with you regularly.
- Will help you and/or your Host Family with school registration.
- Should be advised if you have problems with school, family, finances or other matters.
- Should have received your Emergency Fund. The balance of your Emergency Fund will be returned to you at the conclusion of your exchange year.
- Should be considered your *Advocate* -- someone you can look to for support and friendship, as well as help solving problems.
- Is the Rotarian who must know where you are when traveling. See Appendix L (page 54), *Travel Policy for District 5160 Inbound Exchange Students*. For District 5160 outbound students, please refer to the policies and rules of your host district in the country you are being hosted.

Members of Your District Youth Exchange Committee

- Corresponded with you as an Inbound Student before your arrival here, or as an Outbound, your departure from the USA.
- May not live near your Host Rotary Club's community.
- Are always available to you, your Host Family and your Club Counselor to help solve problems.
- Expect to receive from you four quarterly reports (see *Youth Exchange Quarterly Report Form*).
- Want to hear from you on a regular basis to know how you are, and especially when there are problems that you cannot resolve with your Club Counselor or Host Family or District YE Chairman.
- Must be informed when you change Host Families (although we ask the Rotary Club to provide this information, this is a good time to call your assigned Inbound or Outbound Coordinator).
- Must be informed in advance of plans for any visits from family or friends, especially from your home country.
- Must be informed of your departure plans at the conclusion of your exchange year.
- Will consider your side of any issue or problem that could affect your exchange, and will recommend action to the Youth Exchange Committee based on the Rotary 4-way Test:
 - *Is it the Truth?*
 - *Is it fair to all concerned?*
 - *Will it build goodwill and better friendships?*
 - *Will it be beneficial to all concerned?*

District Conference

The District Conference is a four-day meeting of Rotarians and guests from all district clubs to discuss and learn about Rotary and share in fellowship and fun.

- Inbound Youth Exchange Students are expected to participate in this Rotary event and must attend.
- Additional details for this year's District Conference will be forthcoming.

Tours

USA Tours

- One or more tours may be offered to inbound students, including some that are regional, some that will visit other parts of the USA and some that travel throughout the entire country.
- Information about tours will be provided as information becomes available.
- All tours are available on a first-come, first-served basis.
- Some tours may be the final event of the exchange year, coming during June or July.

Departure for Home

- Your departure to return home should be scheduled shortly after completion of the academic school year, usually within two weeks, unless you are going on an end of year Rotary sponsored tour, then generally within a week of the completion of the tour.
- Respectfully turn down requests from school friends to accompany you to the airport. Save this special and emotional time for your Host Families and Rotary Counselor.
- You must fly directly from your host country to your home country. No vacations or other travel is permitted during your return home.

School Requirements

As a Youth Exchange Student, school is an integral part of the Exchange program and school attendance is a requirement.

- Take course load and classes reasonable for your age and previous education.
- Strive for success in school: complete homework assignments and participate in class.
- Seek help from teachers and school staff, Host Parents and Club Counselor if having difficulty with school work *before* the problems become too great to manage.
- Exchange students who do not meet minimum passing requirements for courses may be returned home.
- US schools offer many activities other than academics; take advantage of these opportunities.
- Daily school attendance is a requirement in California and most other host countries; schools routinely contact parents or guardians of students who are absent -- Host Parent or counselor must approve any absence from school.

- School has authority to expel a student for inappropriate behavior and excessive absence; an expelled Exchange student no longer qualifies for a student visa and **will** be returned home.
- Hosting school has sole authority regarding student's eligibility for a High School Diploma.
- Your school back home has sole authority on granting credit for course work completed while on exchange.
- Your behavior and attitude in school will affect the school's willingness to accept future exchange students.
- There is no cost to you for school classes or textbooks; however, you are responsible for the cost of school supplies, extracurricular or sports activities and school uniform (if required by the school).

Interscholastic Sports

Sports are an important part of the American High School “culture” for both boys and girls.

- Inbounds are here on a DOS J-1 student academic visa; not an athletic visa. Optional high school sports participation is an extra plus if allowed by the school.
- Most USA high schools offer team sports for boys and girls in fall, winter and spring seasons.
- USA varsity sports compete against teams from other schools; intramural sports match teams from the same school on a less-competitive basis.
- USA hosted exchange students are generally allowed to play on interscholastic varsity teams if they have not completed 12 years of school. However, one should not automatically assume so.
- Even if you are not age-eligible or California Interscholastic Federation (CIF) eligible to play on a varsity team, ask the coach if you can practice with the team for the exercise and relationships you will build with team members.
- Support your school's sports teams by attending games and cheering them on.

Learning and Speaking the New Language

If your host country language is not your native language, the success of your exchange year will depend on your willingness to make it *your language* this year!

- To our inbound USA Dist. 5160 students... Most Americans, your Host Families, your school mates and your new friends speak English. They do not speak or understand the language of your home country.
- To be accepted in your host community, you must be able to communicate in the host language.
- As an inbound to the USA, get help learning English if necessary before arriving with teachers, special tutors, Club Counselor or your parents. Likewise, if you are a USA outbound to a foreign country, begin learning several months prior to departure with Rosetta Stone, Pimsler, language classes, etc.
- Ask people to repeat or reword a statement if you do not understand; simply nodding your head does **not** indicate lack of understanding.
- Avoid making friends **only** with other Exchange Students who speak your native language or USA kids who want to improve their skills with Spanish, French, German, etc.
- Most Americans and overseas hosting people consider it rude behavior if you and others converse in your native language in the presence of others who do not understand that language.

- Practice your understanding and word comprehension by reading newspapers and listening to "talk" radio stations.
- Practice your pronunciation skills by reading out loud to a friend or Host Parent and ask them to correct your errors.
- Don't become discouraged with language mistakes you make—learning any language takes time and patience. We learn by making mistakes, by trial and error.

Travel—A Privilege Not a Right

You are in your host country with a *Student Visa*, not a *Tourist Visa*. While you will have opportunities to travel and see much of the country, the rules and conditions you agreed to comply with state that all travel will be acceptable to the District Youth Exchange Committee, your Host Rotary Club and your Host Parents.

- Travel of any type, distance, and duration must be approved by Host Parents in advance.
- Do not *tell* them what you are doing -- *ask* them if your plans are acceptable.
- Rotary must be informed of where you can be reached at all times in the event of an emergency.
- Access to public transportation may be more limited (and expensive) than you are accustomed to; do not make your transportation desires a burden to your Host Parents.
- Inbound students to District 5160 must make certain that they understand and comply with District 5160's Travel Policy, Appendix L (page 54).

American Culture for Inbounds

The “Country” you may have seen portrayed in movies and TV shows may not be like the culture you will experience in the community hosting you.

- You will likely find that the clothes people wear, the words they use and the family values they live by are different than the “Hollywood World” you've seen.
- There are even major differences in what is “acceptable” and “not acceptable” in small village communities compared to larger cities and suburbs within your District.
- Observe and selectively adopt behavior of those around you in specific circumstances. Language and mannerisms acceptable with school friends may not be acceptable in your Host home.
- Respect and “polite manners” are always appropriate and acceptable in the presence of adults.
- Recognize that there are cultural differences between the US and your home. These differences are not “better” or “worse,” only “different.”
- Share with friends and family parts of your cultural background. Explain to them what you do differently, and why.
- Ask your friends and family about the cultural differences you observe.
- Read the articles in this handbook, *How to Cope with Culture Shock* in Appendix F (page 32) and *The Values Americans Live By* in Appendix G (page 35).

Host Families

Your Host Families (perhaps two, three or four different families during your exchange year) have agreed to make you a part of their family during your stay.

- Every opportunity should be taken to exchange letters with your first host family prior to departure as this helps tremendously in the initial settling-in period in a new environment. Begin corresponding as soon as you know who they are.
- Host Parents are your legal guardians, and are responsible for you as delegated by the host District Youth Exchange Committee through your host Rotary Club.
- Host Parents are *Surrogate* Parents and have the power to say “no.” You must earn their confidence before expecting flexibility or “freedom” to do things without expressed approval.
- You will learn about your host country’s culture and values through your Host Family. Through your actions and behavior they will learn about you, your family and your country.
- You must adapt your habits and behavior to fit with your Host Family.
- Recognize that your Host Parents may have different financial conditions than your own family.
- Be open and honest with your Host Family. If something is bothering you, discuss it.
- Be a **part** of the Family. **Participate** in family activities even if they do not interest you.
- Be willing to try new foods, activities.
- Take an active part in household tasks, and **ask** what you can do to help.
- Understand that parental roles (Mother vs. Father) may be less distinct than in your country.
- Recognize that Host brothers or sisters may be jealous of the attention they must share with you. Find common interests with host siblings, regardless of their age, and find reasons for them to be your friends.
- Respect the property and privacy of all family members; avoid getting involved in “family matters.”
- Treat all “family matters” as confidential. Do not discuss family matters outside the family (“gossip”).

Questions for ‘First Night’

Appendix C (pages 28 and 29) provides a list of questions to ask about common concerns that Host Families and Exchange Students often have about living with each other.

We provide this list to both you and Host Parents to help clarify everyone's expectations and avoid misunderstandings. For our USA Inbounds to District 5160, if you are not certain, discuss these items with your Host Parents when you return home from this orientation weekend. The “First Night Questions” are available on-line in several languages and can be printed in dual language format at <http://www.rotary.org>. Select Students and Youth, select Rotary Youth Exchange, select Interactive First Night Questions, select Student and Host Country Languages, select display, then select print for copy in both languages.

The answers to these questions may be different from one host family to another. So these discussions should take place soon after you move on to each new family. And by the time you return to your "real" home next year, you may be so much different than the person who left there, you should go over these questions with your own parents!

Financial Matters

In the same way Host Families may have a financial condition different from your parents, Exchange Students have varying financial resources and abilities to manage those resources.

- Parents and relatives should not send personal checks to students overseas; they are often difficult to cash and foreign banks will often charge a high fee for accepting as a deposit or holding the funds unavailable for weeks while clearing the international banking system. Instead, establish an ATM Master Card or VISA debit account that your natural parents in your sponsor country may deposit into that will not incur interest charges or high transfer fees. Then you will not have to carry large sums of money. Be sure you and your parents know what to do if you lose your card.
- Become familiar with the monetary system of your host country before you depart and understand the exchange rate for conversion to, or from, US currency.
- For USA District 5160 Outbound students, the easiest way to obtain traveling money for use in your host country is prior to departure and online through services like American Express which deliver FedEx to your home. Also, it is much cheaper than airport kiosks.
- You are expected to have sufficient funds, including the spending allowance provided by your Host Rotary Club, to pay for your personal expenses.
- Host Parents are asked to provide you with housing and food and include you in family travel and entertainment as they would for any of their children.
- You are expected to “pay your own way” for outside meals and entertainment when with friends or classmates.
- You must “budget” your expenditures (clothing, entertainment, travel, etc.) to meet the capabilities of your own resource.
- Avoid “extravagant” spending habits compared to your friends and classmates, even when you can “afford” the expenditures.
- The \$300 USD “Emergency Fund” provided to your host Rotarian Counselor upon arrival is not intended to cover non-essential personal spending – your hosts expect to send you home at the end of your exchange with that \$300 unspent and in your pocket. To and from your host country, carry this in traveler’s checks.
- Discuss finances, money “value” and costs with your Host Parents; they should know how much money you have available for spending and how you have access to it (banking, ATM card, etc.).
- If you do not receive the monthly spending allowance from your Host Rotary Club on a regular, timely basis, speak with your Rotary Club Counselor.
- Be responsible for expenditures made on your behalf by your Host Parents (postage, telephone bills, purchases made by them at your request, etc.) and pay your debts quickly.
- Avoid borrowing money from others. Likewise, avoid lending money unless you are willing to make it a gift.

-District 5160 Youth Exchange Student Creed-

**This is my experience.
Many have been here before
And many will follow—
But this time is mine.**

**My journey will present
Numerous doors to
Unlimited opportunities.
Some of these doors will be open,
Some will be closed.**

**But one thing I know for certain,
The key to all doors lies within.**

-The 6 Be's of D5160 RYE-

Be First

I am a person of action!

Be Curious

I seek to understand!

Be on Purpose

I am certain of my outcome and move steadily toward it!

Be Grateful

I focus on things I can be thankful for!

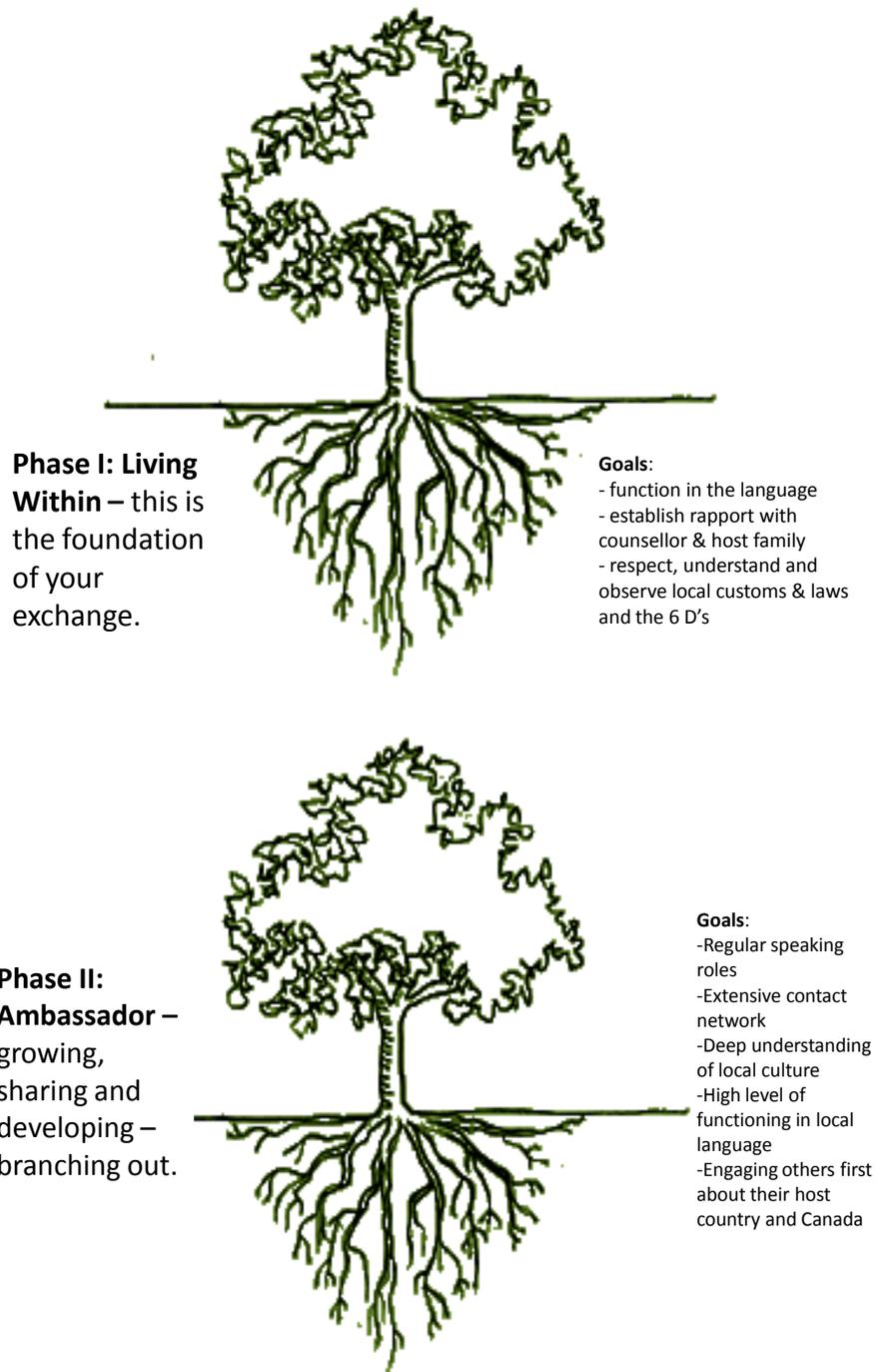
Be of Service

I give of myself!

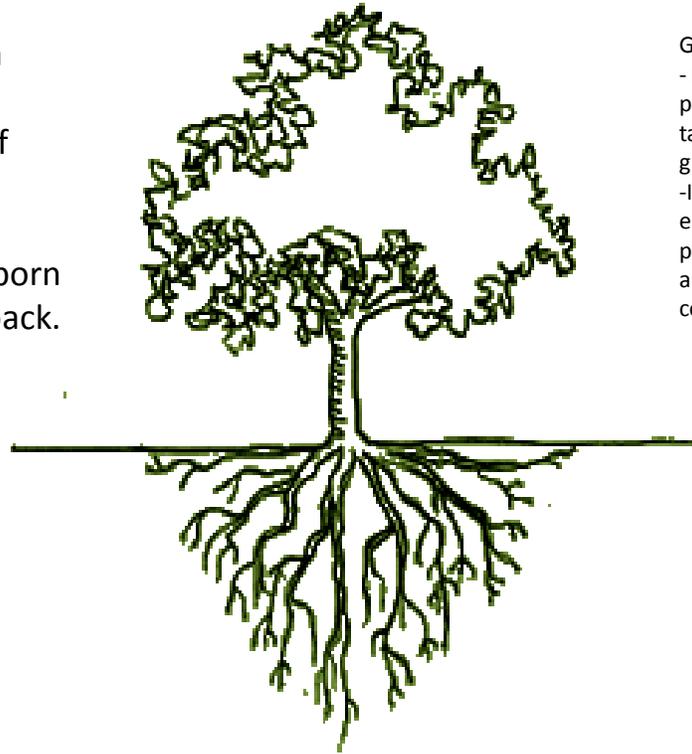
Be Here Now

I live in the moment!

The D5160 Tree of Youth Exchange... Why do some **thrive** while others just **survive**?



**Phase III:
Leaving a
Legacy –**
“fruits” of
your
exchange
year are born
– giving back.



Goals:
- Freely sharing
passion, gifts and
talents for a
greater purpose
-Initiating an
endeavour or
project that makes
a difference in the
community

Our 4-Way Test & Way of Life

- Like the 4-Way Test is to Rotarians, the 6 Be's and the Tree is to our RYE committee
- It's our decision making tool – **will it help students climb the tree?:**
 - Travel approval
 - New training programs
 - District sponsored trips
- Increased Student Participation
 - Participate in Rotary club meetings, not just eating!
 - **How to act** at club, school, community and district events

The Six ‘D’s’ and an ‘S’

DRINKING

Underage drinking is a significant problem in most societies. There will be many times when you will be exposed to situations where alcohol is present.

- The laws of the State of California prohibit possession or consumption of alcoholic beverages by anyone under the age of 21.
- For our Outbound youth exchange students, other countries have similar laws.
- A condition of the exchange program is full compliance with the laws of the Host Country—**this one included.**
- California State law prohibits the servicing of alcoholic beverages to minors by restaurants or other licensed establishments, even when ordered and/or paid for by someone over age 21. The establishment and/or person ordering the drink and the person consuming the drink are all breaking the law. Do not put someone in this situation by asking for or accepting an alcoholic beverage.
- Do not attend parties where alcoholic beverages are served by or to persons less than 21 years of age, even if you are not drinking.
- It is against California law to have any open container of alcoholic beverage in an auto or truck. Do not accept any ride in any vehicle where you see an open container.
- An Exchange Student may accept an alcoholic beverage if offered by an adult who is hosting the student in his or her private home, for example a glass of wine at the dinner table... but do not feel obligated to accept the offer! You may politely decline.

DRUGS

- Possession or consumption of drugs or any illegal substance is expressly prohibited for both Inbound and Outbound students.
- Any Exchange student found in violation of this rule will be immediately returned home (contingent upon release by legal authorities)—**NO SECOND CHANCES.**
- Rotary will not provide legal representation to defend an Exchange student charged with a violation of state or federal alcohol or drug laws.
- If you are in a car or room where drugs are present or being used by others—**get out!**
- Legally prescribed controlled medications must be identified on your application if brought from your home country. Legally prescribed medications by a physician are permissible; ask if in doubt.

DRIVING

- Exchange Students are **NOT** permitted to drive or be in control of motorized vehicles. For example, bicycles are okay, while mopeds, scooters, ATV's & motorcycles are not. Sleds and toboggans are okay, while snowmobiles are not. Tubes, kayaks and paddle boats are okay, while jet skis and motorized boats are not. Regular skate boards (not motorized) are okay, while powered scooters are not. Students are prohibited from piloting aircraft.
- Exchange Students are **NOT** permitted to take Driver Education in school.
- These are prerequisite conditions for participation in the Rotary Exchange Program. They exist as a requirement to limit insurance company exposure to excessive medical/accidental injury, death and liability claims costs, thus keeping premiums as low and affordable as possible.

DATING

- Any romantic involvement and sexual relationships during the exchange is prohibited.
- Group social outings of 3 or more are encouraged.

DISFIGUREMENT

- You are expected to return home at the end of your exchange with no additional body piercings, tattoos or cosmetic dental modifications than when you left. Adding any of these is expressly prohibited during your exchange.
- Hygienic temporary tattoos and face paintings are permissible.

DISRESPECT

- Students will agree to accept the normal authority of host parents, Rotarian counselors, school teachers and designated adult supervisors at all times.
- Your attitude and response towards these adults must always be respectful, regardless of having any request granted or denied.

THE BIG “S” – SMOKING

- District 5160 is mindful of host family concerns, thus we usually select only non-smoking Inbound students. Likewise, students who chew and spit tobacco are usually passed over.
- Smoking and chewing tobacco may be less acceptable in the United States than in other countries.
- Smoking and chewing tobacco are prohibited on public school grounds in California (not just inside the building). Outbound students from District 5160 could also expect likewise negative reception.
- Smoking is prohibited in most public buildings, restaurants, stores, etc.
- In several California counties, smoking is prohibited by local ordinances within 20 feet of most public doorways or entrances.
- Both habits may associate you with the “wrong crowd” in school, even if those kids are not like you.
- If not stated on your Rotary Application, both may have been a factor in your selection by Host Families. If so stated on your application, it is permitted only where and when acceptable to Host Family.

Contacts with Home

Excessive contact with your friends and families back home during your exchange will be detrimental to your exchange. Frequent contact with home is often a cause of homesickness or at least makes it worse and longer in duration. Frequent contact does not allow you to fully immerse into your host country's cultural and language and into your host families. It will delay your achieving proficiency in your new language. Exchange students who put too much time and effort into communicating "back home", find themselves becoming observers or "reporters" —not participants in their new country.

- Exchange students should contact home as soon as reasonably possible after arriving in their host country.
- Exchange students, their friends, and their families should keep contacts with the exchange student to a minimum. It is suggested that contact in any form, be by telephone, email, instant messaging, Facebook, Skype, tec., be limited to no more than once every two to three weeks.
- An excellent way to be able to share the exchange experience is to have a blog. With a blog you write your experience once and post pictures only one time and share it with all your friends and family. It also will preserve your experience for the future.

Visits from Home

Visits from family during your exchange can be authorized, however they are not encouraged because they are disruptive to the student's immersion into their new language and culture. They may cause inconvenience to your host family. They may be disruptive to your host family plans, to school activities, and to your Rotary activities. They often result in a period of homesickness. Exchange students are often forced to slit loyalties wanting to please both their family and their host families and having to choose to forego opportunities that might otherwise be available to them. Such visits from home tend to be particularly problematic at the end of an exchange if the student must entertain and provide for needs of their visiting biological family, while also trying to enjoy the benefits of their exchange with their new language and culture and wanting to say good-bye to their American friends.

- Family visits, when authorized, should only take place during the 7th and 8th months of the exchange.
- Family visits that would involve lengthy absences from school or would impose a burden on the host family will not be authorized.
- Family visits will not be authorized in conjunction with the student's departure to return home.
- Family visits should not be scheduled during major holidays, such as Christmas.
- Rotary Districts have varying policies for authorizing family visits. At a minimum, the current host family must approve the visit from home, and it must be authorized by the Host Rotary District. In District 5160 we require approvals by the host family, student's Rotary Counselor, District Inbound Coordinator and District Chair.
- Visits by friends or distant relatives that involve more than an incidental involvement by the student are strongly discouraged. Permission for independent travel as part of such visits will not be authorized.

Relationships

You will benefit the most from your exchange year by making as many friends as possible, both male and female.

- Avoid serious romantic relationships; *you* will have to go home at the end of your year, and this will make departure even more difficult. You have agreed in your application to abstain from sex.
- Avoid including only other exchange students in your circle of friends. While you have much in common, you can learn more about your new culture from the natives.
- To have friends, you must first be a friend.
- If you left a “serious” boyfriend or girlfriend back home, recognize that you will both change a lot in a year.
- Putting that relationship “on hold” during your exchange year will allow you to focus on where you are, not where he or she is.
- Seek input from your Host Family, teachers and other adults on the character of individuals you would like to be friendly with, and include their advice with your own observations.

Homesickness

Most Exchange Students will experience this feeling sometime during the exchange year.

Know that an emotional “roller coaster” is normal—expect highs and lows.

- What feelings to look for: desire to be by yourself; losing control of your emotions; just feeling “lousy.”
- What to do about it: get and stay busy; talk about your feelings (teacher, Host Parent, Rotary Counselor, others); write a letter home and put it under your pillow—not in the mailbox!
- What **not** to do about it: don’t ignore your feelings; don’t try eating your way to happiness; don’t call home.

Behavior/Manners

Good/bad manners and “acceptable” behavior are not necessarily universally defined.

What is/is not acceptable in your home country may not be the same in your host country.

- “Please” and “Thank you” are important and powerful words.
- You may have had more (or less) freedom to do as you wished at home compared to the requirements of your Host Parents. Understand and follow the requirements.
- Showing respect will earn you respect.
- Your good behavior and positive attitude will benefit future Exchange Students. The decision by schools, Rotary clubs, and families to host future exchange students after you, will depend on their fantastic experience and cooperation with you!

Telephone and Internet Use

Long-distance (toll) calls and Internet access time can be expensive. Even when you can afford the phone costs or the family has “unlimited access,” extensive use by you prevents use by others in the family.

- Understand what “distance” from your Host Home becomes “long-distance” for the phone company. Even within our District 5160, calls to many of the Exchange Students’ homes will be toll calls.
- Understand in advance what restrictions and freedoms you have for using the family telephone, for incoming and outgoing calls, local or long-distance, charged or collect.
- Know what times of the day incoming calls are not acceptable (i.e. during dinner, after 10 pm, etc.), and inform your family and friends of those time restrictions.
- If the Host Family allows your calls to be billed to their phone account, be ready to pay the costs once known.
- Know which calls are your responsibility (especially those made within the host area).
- Use Internet time sparingly, and only with permission.
- Ask if the computer uses the same telephone line as the “voice” phone, and if their internet access provider charges a flat rate or by the minute. Either could be an inconvenience or cause additional expenses for the Host Family.
- Even when use of the computer doesn’t cost extra or tie up a phone line, others cannot use the computer when you are “surfin’ the net” for fun; so be considerate of others.
- Using either home or school computers, which are often monitored and recorded, to view inappropriate or pornographic material on the Internet or emailing inappropriate material to or from others is strictly forbidden.
- A cell phone may be provided to you. If so, discuss with your Rotarian Counselor what calls you must pay for. Be aware of school cell phone rules. Using cell phones to send and receive inappropriate text or “sexting” material is expressly forbidden.

Medical/Accident Insurance

This information applies only to the insurance policy offered through Cultural Insurance Services International (CISI-Bolduc), but in general is similar to the insurance required by your Host District.

- This insurance provides payment or reimbursement for emergency and urgent medical treatment due to illness or injury.
- Insurance will cover most of the medical cost after meeting the deductible amount for up to a one-year period from your departure date.
- The Exchange Student and/or parents—not the Host Parents or Host Rotary Club—are responsible for all medical expenses regardless of being covered by their insurance.
- Medical visit deductibles fronted by your Counselor or Host Parents are to be reimbursed from the Emergency Fund and quickly replenished by the Exchange Student’s natural parents.
- Policy, information and claim forms are routinely emailed to Counselors and/or Host Families.
- Students are required to carry in their wallet the insurance information ID cards at all times.
- Should you require medical attention, present your wallet insurance information card at the doctor’s office or hospital. This will ensure the claim will be sent to CISI and enable them to properly identify you as a covered participant under the Rotary Youth Exchange plan.
- For additional assistance, ask a Host Parent, Club Counselor or Inbound/Outbound Coordinator.

‘Doctor’s Advice’ About Health Problems

Physical illness often accompanies the emotional ups-and-downs Exchange Students experience. Knowing where to turn to while away from home and feeling ill can make things a lot easier to deal with.

- Discuss medical conditions and symptoms with your Host Parents.
- For conditions requiring medical assistance, your Host Parents should notify the Counselor before your visit to any medical facility. Suggest the Counselor’s name be listed as student’s contact.
- Should your medical condition not fall into the “Emergency” category, you can save out-of-pocket costs when your Counselor or Host Parents takes you to a “Mini Clinic,” i.e., Urgent Care Clinic, etc. See your Counselor for a list of non-emergency, walk-in clinics.
- Many Rotary Clubs have medical professionals in their membership. But if your Club Counselor does not recommend a particular doctor, ask your Host Parent to recommend one.
- You and your natural parents are responsible for medical expenses not covered by your health plan.
- Doctors cannot help you with medical problems unless you provide all relevant information to them; your confidence will be protected.

Communicating

How you communicate with others is often more important than what you communicate.

- Body language, eye contact, “private” space invasion, hand movement all have meaning and may be different from the meanings you learned at home.
- A smile on your face can affect how your message is received by others.
- Be proud of your home country when telling others about it; do not feel the need to apologize for the actions of your country, past or present.
- Have one or two small photo albums with you when visiting others’ homes to share pictures of your country, family and friends.
- Maps and brochures or booklets showing scenes from your country will help others learn about your country; take them with you and share them often.
- The more you speak with others about your country, the more knowledgeable you will become, and the more comfortable you will be speaking in front of groups.
- Accept every invitation to do something or go someplace that you can; do not decline invitations because the activity is not familiar to you or not your favorite—you may not get a second chance.
- Many people from outside the United States know only what they see about our country through the lens of a movie or TV camera and think anywhere in California is Disneyland or Baywatch! As an Inbound or Outbound exchange student, one of your roles will be to change this misconception by learning about your sponsor and host country’s culture, government and politics.
- You must become familiar with your host country **before** you arrive there. Read and re-read a \$4 individual host country report from Culture Gram (order online from www.culturegrams.com). Make special note of the cultural attributes described and how they differ from your sponsor country. Of course there is the entire internet to find more information. Purchase two detailed maps of your host country showing the cities, roads and topography especially of the area you’ll be living in; one to take with you and the other to leave home so your natural parents can locate places you mention in your letters and emails.

Showing Your Appreciation to Others

There are many ways to express the thought “Thank You” besides saying the words.

- Take a minute of your time to write short “thank you” notes to anyone who invites you out, takes you to a special event, gives you a gift or shows you a kindness in any way.
- Picture post cards from your home country are especially appreciated and appropriate; if you don’t have some with you now, ask your parents to send you a dozen or so as soon as possible.
- Postcards combine your personal thanks with a visual part of your country—and because the space for writing is limited, you don’t need to write a whole lot!
- You should have a special gift from home for each of your Host Families and Counselor. Also remember holiday and birthday presents. You do not need to bring all these gifts with you and often you’ll need time to learn what will make a great gift for a host family. Select an appropriate time to give the gift, and make it a special, thoughtful and warm occasion for you and the Host Family.
- Find out birth dates for members of your Host Families, and remember them with a card and a call or visit if you’ve moved on by that date.
- Gifts need not be expensive to be cherished by the recipient. Hand-made or unique items from your sponsor country show you put some time, not just money, into your gift and will mean a lot more to them.
- Exchange pins and Rotary business cards with your friends and Rotarians you meet. Your sponsor Rotary District will normally provide you, as an Outbound student, with Youth Exchange gold lapel pins, name badge, patches and a blazer jacket to wear them all on.
- Your Rotary picture business cards are a great way to introduce you and make new friends. Give them out to Rotarians, friends and other students. The cards also have your sponsor country flag and the name of your host country, contact info with space for writing your current host family address.
- Take with you as an Outbound student a CD and good quality picture album of your home, family friends and community for use in presentations in your host country. These will be well-received in Rotary Clubs, school classes, church groups and many others in your new host country.

Get Yourself Involved

You have control over how involved you become in the life of your community, including your Host homes, school, sports, clubs, church, Rotary and community activities. The sooner you fill your day with activity, the faster homesickness will be a feeling of the past!

- Become an integral member of your Host Family; don’t wait to be asked to help with daily chores—look for things to do, and then do them.
- Spend “quality time” evenings and weekends with the family, not in your room.
- In school, join a sports team, school club, band, try out for a part in the school plays. The more school activities you get involved in, the more friends you will have.
- Ask to speak to language and social studies classes about your country and the opportunities of a student exchange program.
- Offer to speak to church and community groups about your country. If you have slides for a program, use them often to share the beauty of your country.
- Seek out volunteer opportunities in your community (hospitals, nursing homes, senior citizen centers, elementary schools, etc.) and share some of your time. Ask some Rotarians for ideas and people to contact.

- Become an “**Ambassador**” with in-depth knowledge of your sponsor country. Photo albums are a good conversation starter for host families and other people you visit in your host country. Include pictures of your family, home, school, friends, special interests such as school clubs and sports activities, historical and scenic points of interest near your home, and state and national points of interest. Be sure you know what each represents and can talk about them. Have with you a good foldout roadmap of your sponsor state and country.

Contact with Your Host Rotary Club

The District Youth Exchange Committee has placed you with your Hosting Rotary Club partly because they asked to host a student this year and partly because previous Exchange Students have done well in that community and left them with a positive feeling.

- As soon as you are notified of the name of your host Rotary Club, you should write a letter of introduction to your host Rotarian Counselor. Include information about yourself, your interests and a current picture since you may look different from your application picture a year earlier. This is a good opportunity to ask about school, school clothing/uniforms, climate, activities, etc.
- Each Rotary club has its own “personality,” which can change as membership changes.
- Your Host club’s meetings will probably be very different than the meetings of the sponsor Rotary club in your home town.
- Ask your Club Counselor about attending Rotary meetings; expectations may vary, but you should attend meetings at least monthly.
- Your Club Counselor should have you excused from school or for being late if your Rotary club meets for breakfast or lunch.
- When you attend Rotary meetings, try to meet each Rotarian and let them get to know you.
- Actively participate in your Rotary club’s activities.
- You will be expected to provide a program about your country or your exchange experiences for a club meeting.

Reports to the District Committee

You are asked to provide four quarterly reports to the District Youth Exchange Committee during your year here as an Inbound or overseas as an Outbound. We want input from you on the progress and success of your exchange.

- Be ‘up front’ with us—tell it like it is—we may be able to help.
- If you are having difficulty with your Host Family, Club Counselor or others, we will attempt to resolve the problem without violating your confidence.
- If a problem is serious, don’t wait until ‘report time’ to alert us—pick up the phone and call.
- We can’t help you if we don’t know something is bothering you!
- You should copy your quarterly report and send it to both your sponsor club YEO and host club Rotarian Counselor so all know of your progress.
- See the four *Youth Exchange Quarterly Report Forms* starting on page 68.

Appendix A

Program Rules and Conditions of Exchange

The following two pages contain the sponsor Program Rules and Conditions which all exchange students and their parents agreed to follow as part of the beginning application process to the exchange program. These are the “universal” set of common sense rules that all Rotary District Youth Exchange Programs expect the student to comply with as a beginning condition of the Exchange. These basic reference rules serve only as a template to augment the expected final and more explicit rules defined in more detail by the Host Rotary Districts. Thus, other than the “Additional Program Rules and Conditions...” the remaining rules on these two pages are subordinate to others on the same subject in this D5160 Host District Orientation Handbook.

Program Rules and Conditions of Exchange

As a Youth Exchange Student sponsored by a Rotary Club and/or District, you must agree to the following rules and conditions of exchange.

Strict Rules and Conditions of Exchange — Violations will result in student’s immediate return home.

- 1) Obey the Laws of the Host Country — If found guilty of violation of any law, student can expect no assistance from their sponsors or their native country. Student will be returned home as soon as he/she is released by authorities.
- 2) The student is not allowed to possess or use illegal drugs. Medicine prescribed by a physician is allowed.
- 3) The student is not authorized to operate a motorized vehicle of any kind which requires a federal/state/provincial license or participate in driver education programs.
- 4) The illegal drinking of alcoholic beverages is expressly forbidden. Students who are of legal age should refrain. If the host family offers a student an alcoholic drink, it is permissible to accept it under their supervision in their home.
- 5) Stealing is prohibited. There are no exceptions.
- 6) Unauthorized travel is not allowed. Students must follow the travel rules of the Host District.
- 7) The student must be covered by a health and life insurance policy agreeable to the Hosting District.
- 8) The student must attend school regularly and make an honest attempt to succeed.
- 9) The student must abide by the rules and conditions of exchange of the Hosting District provided to you by the District Youth Exchange Committee.

Common Sense Rules and Conditions of Exchange — Violations will result in a district review and restrictions. Severe/Consistent disregard for these rules will result in being returned home.

- 1) Smoking is discouraged. If you state in your application that you do not smoke, you will be held to that position throughout your year. Your acceptance and host family placement is based on your signed statement. Under no circumstances are you to smoke in your Host Family’s bedrooms.
- 2) Become an integral part of the Host Family, assuming duties and responsibilities normal for a student of your age and other children in the family. Respect your host’s wishes.
- 3) Learn the language of your host country. The effort will be appreciated by teachers, host parents, Rotary club members and others you meet in the community. It will go a long way in your gaining acceptance in the community and those who will become lifelong friends.
- 4) Attend Rotary-sponsored events and host family events. Show an interest in host family and Rotary activities to which you are invited. Volunteer to get involved, do not wait to be asked. Lack of interest on your part is detrimental to your exchange and can have a negative impact on future exchanges.
- 5) Get involved in your school and community activities. Plan your recreation and spare time activities around your school and community friends. Do not spend all your time with the other exchange students.
- 6) Choose friends in the community carefully. Ask for and heed the advice of host families, counselors and school personnel in choosing friends.
- 7) Do not borrow money. Pay any bills you incur promptly. Ask permission to use the family telephone, keep track of long distance calls and reimburse your host family each month for the calls you make.

- 8) Travel is permitted with host parents or for Rotary club or district functions authorized by the hosting Rotary Club or district with proper adult chaperones. Other travel must be approved by the appropriate host district officer(s), host club, host family and student's own parents/legal guardians in writing exempting Rotary of responsibility and liability. Students may not travel alone or accompanied only by other students.
- 9) If you are offered an opportunity to go on a trip or to an event, make sure you understand any costs you must pay and your responsibilities before you go.
- 10) You must show proof of proper immunization. See page 4, question 5 — *Immunizations* in your YE Application.
- 11) Students should have sufficient financial support to assure their well-being during the exchange year. Your hosting district may require a contingency fund for emergency situations. It must be replenished by the student's parents/guardians as it is depleted. Unused funds at the end of the exchange will be returned to the student. These funds must be turned over to your Host Rotary Club upon your arrival and is not meant to cover day-to-day expenses.
- 12) Any costs relative to a student's early return home or any other unusual costs (e.g., language tutoring, tours, etc.) shall be the responsibility of the student's own natural parents/guardians.
- 13) Students must return home directly by a route mutually agreeable to the host district and student's parents/guardians.
- 14) You will be under the Hosting District's authority while you are an exchange student. Parents/guardians must avoid authorizing any extra activities directly to their son/daughter. The Host Club and District Youth Exchange Officers must authorize such activities. If the student has relatives in the host country or region, they will have no authority over the student while the student is in the program.
- 15) Visits by your parents/guardians, siblings and/or friends while you are in the program are strongly discouraged. Such visits may only take place with the host club and host district's consent and only within the last quarter of the exchange or during school breaks. Visits are not allowed during major holidays, even if occurring during school breaks.
- 16) Avoid serious romantic activity. Abstain from sexual activity and promiscuity.

Additional Program Rules and Conditions for Inbound Students to District 5160:

- 1) Students must arrive with a complete round-trip airline ticket, including both domestic and international segments, and the ticket must have an "OPEN" return.
- 2) Students must maintain an Emergency Fund of \$300 USD, to be deposited upon arrival with the host Rotary Club Counselor or Youth Exchange Officer. This fund is ONLY to be used in emergencies and then must be replenished immediately by the student or his/her natural parents.
- 3) All inbound students must purchase the Rotary-approved accident and sickness health insurance policy, known as "Basic Plan B with Liability," from American International Group, Inc., through CISI-Bolduc, Inc., with some exceptions where the Exchange student's country sponsor district has their own insurance requirements. Insurance must be paid for prior to the student's arrival, by credit card or by bank check (in US Dollars, drawn on a bank in the USA). Guarantee forms and DS-2019 visa documents will not be issued until the insurance premium is paid.
- 4) Students must certify that they have no dietary or physical restrictions other than those shown on the application. If something occurred after submission of the application and the student needs special attention, the D5160 YE Chairperson must receive a complete report no later than 2 weeks before departure. If the applicant suffers from mental or medical condition(s), the D5160 YE Chairperson reserves the right to cancel or terminate the exchange.
- 5) To help in the adaptation of the students, we ask that phone calls home be limited to once per month after the initial phone call on arrival. Email to family and friends is permitted once per week.
- 6) Students must attend school regularly and make good effort in classes. Students will attend high school, at the school designated by the Host Rotary Club. Under no circumstances will the student be allowed to take driver education or operate a motor vehicle.
- 7) Students are prohibited from independent travel other than local public transportation for which Rotarian Counselor permission has been specifically granted. Travel with host family, school groups or Rotarians is permitted; but the Host Family, Rotarian Counselor, District 5160 YE Inbound Coordinator or Outbound Coordinator or Chairperson must be notified in advance of all trips outside the District. Inbound students must arrive directly in District 5160 from their home country, and must return directly at the end of the exchange year prior to their student visa expiration.
- 8) Visits by parents and family members are permitted only during the last quarter of the exchange year. Visits by home country friends are strongly discouraged, and will be allowed only in very special circumstances. Students are not permitted to return home during the exchange year, except in cases of family/medical emergency recognized by the D5160 YE Chairman.

Appendix B



District 5160 Inbound Student Contract



As an Inbound Rotary Youth Exchange Student to D-5160, North Central California, I hereby agree to follow the rules established by my host District 5160 YE Committee during my exchange year as follows...

1. **No drinking** of alcoholic beverages including attending parties where alcoholic beverages are served by or to, persons less than 21 years of age, even if I am not drinking.
2. **No drugs** including being in the presence of others that may possess or partake of illegal drugs.
3. **No driving** or being in control of any car, motorcycle, scooter, ATV, go cart, power boat, jet ski, snowmobile or any motorized vehicle. And, before being a passenger on any of these, I will use good judgment. Also, I will not fly in, nor sky-dive from, any private non-commercial aircraft.
4. **No dating** seriously, as in "one on one." I know that group social outings of three or more students are encouraged but exclusive romantic dating between two people, same or opposite gender, will be prohibited. I will totally abstain from any sexual activity or promiscuity.
5. **No disfiguring** my body including, but not limited to, tattoos, piercings and teeth modifications.
6. **No disrespect** toward my host families, counselor, school teachers or adult supervisors.
7. **No smoking** cigarettes or using chewing tobacco at any time during my exchange.

I fully understand the *Rotary D-5160 Youth Exchange "Six D's & One S"* listed above. I also understand that any violation of these rules will result in the termination of my exchange, quite possibly leading to a humiliating or embarrassing return to my sponsor home country at the earliest possible time.

In addition to the primary rules above, I promise to adhere to the following:

1. I will obey all the laws of the United States of America, the State of California and my host city. I understand that any violation of these laws may result in arrest and/or termination of my exchange.
2. I will immediately remove myself from any situation that involves illegal drugs, alcohol or other illegal activities.
3. I will always conduct myself as a good representative of Rotary and my home country.
4. I will only use the internet, phones and computers for activities that are appropriate, legal and wholesome.
5. I will only travel with adult supervision and with Rotary permission.
6. I will ask permission from my Rotary Counselor at least 4 weeks in advance of any travel request.
7. I understand that I may not have family members or friends visit me from my home country without prior authorization from my host district YE Chairman, at anytime during my exchange.
8. I will attend school regularly and do my best to attain passing grades and complete all assigned work.
9. I will advise my host counselor, host club president, Inbound Coordinator, YE Committee or YE Chairman of any situation that I feel is inappropriate or that puts me in danger.

Print Student Name _____ Student Signature _____

Parent Signature _____ Date _____

Witness Inbound Coordinator _____ Date _____

Witness Rotary District YE Chair _____ Date _____

Appendix C

Questions for ‘First Night’ with Host Family

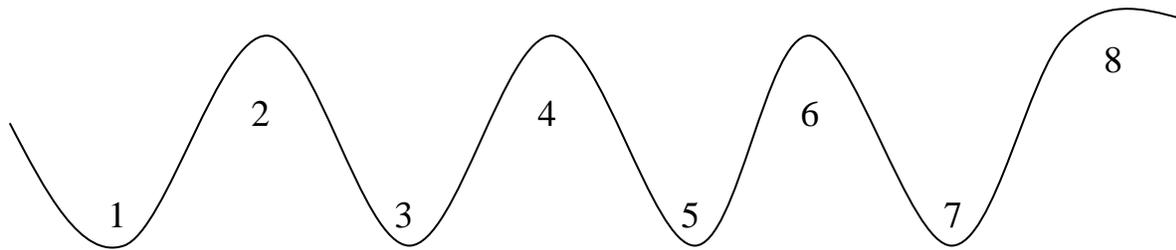
1. What do I call you? “Mom,” “Dad” or your given (first) name?
2. What am I expected to do daily to help out around the house other than:
 - a. Make my bed
 - b. Keep my room tidy
 - c. Clean the bathroom up after I use it?
3. What is the procedure about dirty clothes? Where do I keep them until wash day?
4. Should I wash my own underclothes, towels and bedding?
5. What is the procedure if I need to iron my clothes?
6. May I use the iron, washing machine, clothes dryer, sewing machine, etc.?
7. Where can I keep my bathroom accessories?
8. When is the most convenient time for me to use the bathroom on weekday mornings?
9. When is the best time for me to shower or bathe?
10. When are mealtimes? What shall I wear? Is there anything I should not wear at the dinner table?
11. May I have a regular job at meal times? Set, clear, wash, dry the dishes, the garbage?
12. May I help myself to food and drinks (non-alcoholic) at any time or must I ask first?
13. What areas are strictly private e.g. your study, bedroom, pantry, etc.?
14. May I put posters and pictures in my room? On the wall? How do you want things hung up?
15. May I help you take care of your pets?
16. Do you object to my having a glass of wine or beer at the dinner table if offered by you?
17. What time must I get up weekday mornings?
18. What time should I get up weekends and holidays?
19. What time must I go to bed weekdays? Weekends?
20. What time must I be in on school nights if I go out? (Exceptions by special arrangement).
21. What time must I be in on weekends if I go out? How often may I go out?
22. What dates are the birthdays of family members?
23. May I have friends occasionally stay overnight? How far in advance should I ask you?
24. What is your rule on entertaining friends in my room? With the door closed or open? Quiet?
25. Can I invite friends over during the day? After school? When no one else is home?

26. What are the rules about phone calls? Local? Long Distance? Overseas? How and when may I pay for calls I make? How do you want me to keep track of my pay telephone calls?
27. What are the rules about access to the Internet and email if there is a computer in the house? Are there time limits or time periods that use is permitted or prohibited?
28. May my friends call me? What times are not good? Do you prefer them calling to my cell phone?
29. What is the procedure about posting regular mail? May I buy stamps from you or the post office?
30. Do any of you have any pet dislikes? e.g., chewing gum, music types, being late, wearing curlers or a hat indoors or at the table, being interrupted while reading, TV too loud, talking or texting on cell phones, etc.
31. How do I get around? Bus, bicycle, be driven, riding with friends, etc.
32. What about transportation to the mall or movies?
33. May I play the stereo or TV?
34. May I use kitchen appliances? Microwave? Dishwasher? Stovetop? Oven? Blender? Waffle iron? Toaster?
35. What are the rules about going to church? May I attend occasionally? With you? Or by myself?
36. As stated on my application, I do not smoke. May I sometimes go in my bedroom and close the door if you smoke? (Rotary discourages smoking and tobacco use in general and forbids smoking in bedrooms)
37. If I have something bugging me, how do you want me to handle it?
 - a. Write a note explaining it.
 - b. Ask for a heart to heart discussion.
 - c. Tell my Rotarian Counselor.
 - d. Keep it to myself and live with it.
38. May I arrange to attend Rotary each week? Or bi-weekly? Can you help with transportation or should I ask my Rotarian Counselor?
39. Who pays for “event” expenses? Me? You? Rotary? (movies, sports events, concerts/shows)
40. Can I use the shampoo and toothpaste or buy my own?
41. What do I do about school lunch? Buy at school? Who pays? Me, you or Rotary? Or may I bring from home?
42. Are there any eating habits or foods I need to discuss? I am open to trying new foods but don't usually like to eat _____ in my home country.

In general, ask about those things you feel are most important the first night, and then other questions over the next couple nights. Try to always keep an open and honest communication with your Host Family and Rotary.

Appendix D

The Exchange Cycle



1. Application Anxiety

2. Selection/Arrival Fascination

*Elation
Expectation*

3. Initial Culture Shock: 1-6 Months

Novelty wears off

Characteristics:

*Sleeping Habits
Disorientation
Language difficulties
Fatigue (Mental/Physical)
Eating*

4. Surface Adjustments

After initial "down"

Settle in:

*Language improves
Navigate culture
Friends
Social Life*

5. Mental Isolation

*Frustration increases
New sense of isolation
Boredom
Lack of motivation
Unresolved problems
Language problems*

6. Integration/Acceptance

*Begin to examine society
Accept surroundings/self*

7. Return Anxiety

*Preparation for departure
Realize changes
Desire to stay
Results:*

*Confusion/Pain
Breaking of bonds
No promise of renewal in future*

8. Shock/Reintegration

*Contrast of old and new
Family/friends
Difficulty to accept change
Not the center of attention
Others not interested in experience details
Reorientation*

All exchange students experience phases of elation, anxiety, and depression. One or more of these phases will be experienced near the time of application processing. Various phases will then continue even after the student returns home. It is important that this be anticipated, and calmly accepted and dealt with.

The best method to resolve each occurrence is to keep busy and remember that all the exchange students before you, with you, and who follow you, will experience similar circumstances.

Parents and host families need to know that exchange students will experience these phases and should not be alarmed. They should be ready to help the student work their way out of the down cycles.

The time necessary to work through each phase is not predictable and will depend on the student and the circumstances.

Ref. Helmut Muscheid, Rotary Youth Exchange Officer, Germany

Appendix E

It's OK

It's okay to be afraid
of things we don't understand

It's okay to feel anxious
when things aren't working our way.

It's okay to feel lonely.....
Even when you're with other people

It's okay to feel unfulfilled
because you know something is missing
(even if you're not sure what it is)

It's okay to think and worry and cry.

It's okay to do
whatever you have to do, but

Just remember too....

That eventually you're going to
adjust to the changes life brings your way.
and you'll realize that,

It's okay to get to love again and laugh again,

It's okay to get to the point where
the life you live is full and satisfying and good to you...

And it will be that way
because you made it that way.

Appendix F – 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, hyper-sensitivity and loss of perspective are common symptoms. Often the victim doesn't know what's the matter with him. 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

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 of 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

full of goodwill he may be, a series of props has

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 overwhelming. 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 G

The Values Americans Live By

By Robert Kohls

Introduction

Most Americans would have a difficult time telling you, specifically, what the values are which Americans live by. They have never given the matter any thought. Even if Americans had considered this question, they would probably, in the end, decide not to answer in terms of a definitive list of values. The reason for this decision is itself one very American value their belief that every individual is so unique that the same list of values could never be applied to all, or even most, of their fellow citizens. Although Americans may think of themselves as being more varied and unpredictable than they actually are, it is significant that they think they are. Americans tend to think they have been only slightly influenced by family, church or schools. In the end, each believes, ***“I personally choose which values I want to live my own life by.”***

Despite this self-evaluation, a foreign anthropologist could observe Americans and produce a list of common values which would fit most Americans. The list of typically American values would stand in sharp contrast to the values commonly held by the people of many other countries. We, the staff of the Washington International Center, have been introducing thousands of international visitors to life in the United States for more than a third of a century. This has caused us to try to look at Americans through the eyes of our visitors. We feel confident that the values listed in this article describe most (but not all) Americans. Furthermore, we can say that if the foreign visitor really understood how deeply ingrained these 13 values are in Americans, he or she would then be able to understand 95% of American actions - actions which might otherwise appear strange, confusing, or unbelievable when evaluated from the perspective of the foreigner’s own society and its values.

The different behaviors of a people or a culture make sense only when seen through the basic beliefs, assumptions and values of that particular group. When you encounter an action, or hear a statement in the United States which surprises you try to see it as an expression of one or more of the values listed in this article.

For example, when you ask Americans for directions to get to a particular address in their own city, they may explain, in great detail, how you can get there on your own, but may never even consider walking two city blocks with you to lead you to the place. Some foreign visitors have interpreted this sort of action as showing Americans’ “unfriendliness.” We would suggest, instead, that the self-help concept (value number 6 on our list), is so strong in Americans that they firmly believe that no adult would ever want, even temporarily, to be dependent on another. Also, their future orientation (value 8) makes Americans think it is better to prepare you to find other addresses on your own in the future.

Before proceeding to the list itself, we should also point out that Americans see all of these values as very positive ones. They are not aware, for example, that the people of many third world countries view change (value 3) as negative or threatening. In fact, all 13 of these American values are judged by many of the world’s citizens as negative and undesirable. Therefore, it is not enough simply to familiarize yourself with these values. You must also, so

far as possible, consider them without the negative or derogatory connotation which they might have for you, based on your own experience and cultural identity. It is important to state emphatically that our purpose in providing you with this list of the most important American values is not to convert you, the foreign visitor, to our values. We couldn't achieve that goal even if we wanted to, and we don't want to. We simply want to help you understand the Americans with whom you will be relating from their own value system rather than from yours.

1. Individualism and Privacy

The individualism which has been developed in the Western world since the Renaissance, beginning in the late 15th century, has taken its most exaggerated form in 21st century United States. Here, each individual is seen as completely and marvelously unique, that is, totally different from all other individuals and, therefore, particularly precious and wonderful. Americans think they are more individualistic in their thoughts and actions than, in fact, they are. They resist being thought of as representatives of a homogeneous group, whatever the group. They may, and do, join groups - in fact many groups - but somehow believe they're just a little different, just a little unique, just a little special, from other members of the same group. And they tend to leave groups as easily as they enter them.

Privacy, the ultimate result of individualism, is perhaps even more difficult for the foreigner to comprehend. The word "privacy" does not even exist in many languages. If it does, it is likely to have a strongly negative connotation, suggesting loneliness or isolation from the group. In the United States, privacy is not only seen as a very positive condition, but it is also viewed as a requirement which all humans would find equally necessary, desirable and satisfying. It is not uncommon for Americans to say - and believe - such statements as "If I don't have at least half an hour a day to myself, I will go stark raving mad!"

Individualism, as it exists in the United States, does mean that you will find a much greater variety of opinions (along with the absolute freedom to express them anywhere and anytime) here. Yet, in spite of this wide range of personal opinion, almost all Americans will ultimately vote for one of the two major political parties. That is what was meant by the statement made earlier that Americans take pride in crediting themselves with claiming more individualism than, in fact, they really have.

2. Personal Control over the Environment

Americans no longer believe in the power of fate, and they have come to look at people who do as being backward, primitive, or hopelessly naive. To be called "fatalistic" is one of the worst criticisms one can receive in the American context. To an American, it means one is superstitious and lazy; unwilling to take any initiative in bringing about improvements. In the United States people consider it normal and right that humans should control nature, rather than the other way around. More specifically, people believe every single individual should have control over whatever in the environment might potentially

affect him or her. The problems of one's life are not seen as having resulted from bad luck as much as having come from one's laziness in pursuing a better life. Furthermore, it is considered normal that anyone should look out for his or her own self-interests first and foremost.

Most Americans find it impossible to accept that there are some things which lie beyond the power of humans to achieve. And Americans have literally gone to the moon, because they refused to accept earthly limitations. Americans seem to be challenged, even compelled, to do, by one means or another (and often at great cost) what seven eighths of the world is certain cannot be done.

3. Change

In the American mind, change is seen as an indisputably good condition. Change is strongly linked to development, improvement, progress, and growth. Many older, more traditional cultures consider change as a disruptive, destructive force, to be avoided if at all possible. Instead of change, such societies value stability, continuity, tradition, and a rich and ancient heritage - none of which are valued very much in the United States.

These first two values - the belief that we can do anything and the belief that any change is good - together with an American belief in the virtue of hard work and the belief that each individual has a responsibility to do the best he or she can do have helped Americans achieve some great accomplishments. So whether these beliefs are "true" is really irrelevant; what is important is that Americans have considered them to be true and have in fact acted as if they were, thus, in effect, causing them to happen.

4. Time and Its Control

Time is, for the average American, of utmost importance. To the foreign visitor, Americans seem to be more concerned with getting things accomplished on time (according to a predetermined schedule) than they are with developing deep interpersonal relations. Schedules, for the American, are meant to be planned and then followed in the smallest detail. It may seem to you that most Americans are completely controlled by the little machines they wear on their wrists, cutting their discussions off abruptly to make it to their next appointment on time. Americans' language is filled with references to time, giving a clear indication of how much it is valued. Time is something to be "on," to be "kept," "filled," "saved," "used," "spent," "wasted," "lost," "gained," "planned," "given," "made the most of," even "killed." The international visitor soon learns that it is considered very rude to be late - even by 10 minutes for an appointment in the United States. (Whenever it is absolutely impossible to be on time, you should phone ahead and tell the person you have been unavoidably detained and will be a half hour - or whatever - late.)

Time is so valued in America, because by considering time to be important, one can clearly accomplish more than if one "wastes" time and does not keep busy. This philosophy has proven its worth. It has enabled Americans to be extremely productive, and productivity itself is highly valued in the United States. Many American proverbs stress the value in

guarding our time, using it wisely, setting and working toward specific goals, and even expending our time and energy today so that the fruits of our labor may be enjoyed at a later time. (This latter concept is called “delayed gratification.”)

5. Equality / Egalitarianism

Equality is, for Americans, one of their most cherished values. This concept is so important for Americans that they have even given it a religious basis. They say all people have been “created equal.” Most Americans believe that God views all humans alike without regard to intelligence, physical condition or economic status. In secular terms this belief is translated into the assertion that all people have an equal opportunity to succeed in life. Americans differ in opinion about how to make this ideal into a reality. Yet virtually all agree that equality is an important civic and social goal. The equality concept often makes Americans seem strange to foreign visitors.

Seven eighths of the world feels quite differently. To them, rank and status and authority are seen as much more desirable considerations—even if they personally happen to find themselves near the bottom of the social order. Class and authority seem to give people in those other societies a sense of security and certainty. People outside the United States consider it reassuring to know, from birth, who they are and where they fit into the complex system called “society.”

Many highly placed foreign visitors to the United States are insulted by the way they are treated by service personnel (such as waiters in restaurants, clerks in stores, taxi drivers, etc.). Americans have an aversion to treating people of high position in a deferential manner, and, conversely, often treat lower class people as if they were very important. Newcomers to the United States should realize that no insult or personal indignity is intended by this lack of deference to rank or position in society. A foreigner should be prepared to be considered “just like anybody else” while in this country.

6. Self-help Concept

In the United States, a person can take credit only for what he or she has accomplished by himself or herself. Americans get no credit whatsoever for having been born into a rich family (in the United States, that would be considered an accident of birth). Americans pride themselves in having been born poor and, through their own sacrifice and hard work, having climbed the difficult ladder of success to whatever level they have achieved all by themselves. The American social system has, of course, made it possible for Americans to move, relatively easily, up the social ladder. Take a look in an English language dictionary at the composite words that have the word “self” as a prefix. In the average desk dictionary, there will be more than 100 such words, words like self-confidence, self-conscious, self-contented, self-control, self-criticism, self-deception, self-defeating, self-denial, self-discipline, self-esteem, self-expression, self-importance, self-improvement, self-interest, self-reliance, self-respect, self-restraint; self-sacrifice—the list goes on and on. The equivalent of these words cannot be found in most other languages. This list is perhaps the best indication of how seriously Americans take doing things for oneself. The “self-made man or woman” is still very much the ideal in 21st Century America.

7. Competition and Free Enterprise

Americans believe that competition brings out the best in any individual. They assert that it challenges or forces each person to produce the very best that is humanly possible. Consequently, the foreign visitor will see competition being fostered in the American home and in the American classroom, even on the youngest age levels. Very young children, for instance, are encouraged to answer questions for which their classmates do not know the answers. You may find the competitive value disagreeable, especially if you come from a society which promotes cooperation rather than competition. But many U.S. Peace Corps volunteers who were teaching in third world countries found the lack of competitiveness in a classroom situation equally distressing. They soon learned that what they had thought to be one of the universal human characteristics represented only a peculiarly American (or Western) value.

Americans, valuing competition, have devised an economic system to go with it - free enterprise. Americans feel very strongly that a highly competitive economy will bring out the best in its people and ultimately, that the society which fosters competition will progress most. If you look for it, you will see evidence in all areas, even in fields as diverse as medicine, arts, education, and sports - that free enterprise is the approach most often preferred in America.

8. Future Orientation

Valuing the future and the improvements Americans are sure the future will bring means that they devalue the past and are, to a large extent, unconscious of the present. Even a happy present goes largely unnoticed because, happy as it may be, Americans have traditionally been hopeful that the future would bring even greater happiness. Almost all energy is directed toward realizing that better future. The present condition is seen as leading to a later and greater event, which will eventually culminate in something even more worthwhile.

Since Americans have been taught (in value #2) to believe that Man, and not Fate, can and should be the one who controls the environment, this has made them very good at planning and executing short term projects. This ability, in turn, has caused Americans to be invited to all corners of the earth to plan and achieve the miracles which their goal setting can produce. If you come from a culture such as those in the traditional Moslem world, where talking about or actively planning the future is felt to be a futile, even sinful, activity, you will have not only philosophical problems with this very American characteristic, but religious objections as well. Yet it is something you will have to learn to live with, for all around you Americans will be looking toward the future and what it will bring.

9. Action/Work Orientation

“Don’t just stand there,” goes a typical bit of American advice, “do something!” This expression is normally used in a crisis situation, yet in a sense, it describes most Americans’ entire waking life, where action - any action - is seen to be superior to inaction.

Americans routinely plan and schedule an extremely active day. Any relaxation must be limited in time, pre-planned, and aimed at “recreating” their ability to work harder and more productively once the recreation is over. Americans believe leisure activities should assume a relatively small portion of one’s total life. People think that it is “sinful” to “waste one’s time,” “to sit around doing nothing,” or just to “daydream.” Such a “no nonsense” attitude toward life has created many people who have come to be known as “workaholics,” or people who are addicted to their work, who think constantly about their jobs and who are frustrated if they are kept away from them, even during their evening hours and weekends. The workaholic syndrome, in turn, causes Americans to identify themselves wholly with their professions. The first question one American will ask another American when meeting for the first time is related to his or her work: “What do you do?”, “Where do you work?”, or “Who (what company) are you with?” And when such a person finally goes on vacation, even the vacation will be carefully planned, very busy and active.

America may be one of the few countries in the world where it seems reasonable to speak about the “dignity of human labor,” meaning by that, hard, physical labor. In America, even corporation presidents will engage in physical labor from time to time and gain, rather than lose respect from others for such action.

10. Informality

If you come from a more formal society, you will likely find Americans to be extremely informal, and you will probably feel even disrespectful of those in authority. Americans are one of the most informal and casual people in the world, even when compared to their near relatives, the Western European. As an example of this informality, American bosses often urge their employees to call them by their first names and even feel uncomfortable if they are called by the title “Mr.” or “Mrs.”

Dress is another area where American informality will be most noticeable, perhaps even shocking. One can go to a symphony performance, for example, in any large American city nowadays and find some people in the audience dressed in blue jeans and tieless, in short sleeved shirts. Informality is also apparent in Americans’ greetings. The more formal “How are you?” has largely been replaced with an informal “Hi.” This is as likely to be used to one’s superior as to one’s best friend. If you are a highly placed official in your own country, you will probably, at first, find such informality to be very unsettling. Americans, on the other hand, would consider such informality as a compliment. Certainly it is not intended as an insult and should not be taken as such.

11. Directness, Openness and Honesty

Many other countries have developed subtle, sometimes highly ritualistic, ways of informing other people of unpleasant information. Americans, however, have always preferred the direct approach. They are likely to be completely honest in delivering their negative evaluations. If you come from a society which uses the indirect manner of conveying bad news or uncomplimentary evaluations, you will be shocked at Americans’ bluntness.

If you come from a country where saving face is important, be assured that Americans are not trying to make you lose face with their directness. It is important to realize that an American would not, in such cases, lose face. The burden of adjustment, in all cases while you are in this country, will be on you. There is no way to soften the blow of such directness and openness if you are not used to it except to tell you that the rules have changed while you are here. Indeed, Americans are trying to urge their fellow countrymen to become even more open and direct. The large number of “assertiveness” training courses which appeared in the United States in the late 1970s reflected such a commitment. Americans consider anything other than the most direct and open approach to be dishonest and insincere and will quickly lose confidence in and distrust for anyone who hints at what is intended rather than saying it outright. Anyone who, in the United States, chooses to use an intermediary to deliver the message will also be considered manipulative, untrustworthy and downright sneaky.

12. Practicality and Efficiency

Americans have a reputation of being an extremely realistic, practical and efficient people. The practical consideration is likely to be given highest priority in making any important decision in the United States. Americans pride themselves in not being very philosophically or theoretically oriented. If Americans would even admit to having a philosophy it would probably be that of pragmatism. Will it make any money? Will it pay its own way? What can I gain from this activity? These are the kinds of questions which Americans are likely to ask in their practical pursuit, not such questions as: Is it aesthetically pleasing? Will it be enjoyable?, or Will it advance the cause of knowledge? This practical, pragmatic orientation has caused Americans to contribute more inventions to the world than any other country in human history. The love of “practicality” has also caused Americans to view some professions more favorably than others. Management and economics, for example, are much more popular in the United States than philosophy or anthropology. Law and medicine are more valued than the arts.

Another way in which this favoring of the practical makes itself felt in the United States, is a belittling of “emotional” and “subjective” evaluations in favor of “rational” and “objective” assessments. Americans try to avoid being too sentimental in making their decisions. They judge every situation on its merits.

The popular American “trial and error” approach to problem solving also reflects the practical. This approach suggests listing several possible solutions to any given problem, then trying them out, one by one, to see which is most effective.

13. Materialism / Acquisitiveness

Foreigners generally consider Americans much more materialistic than Americans are likely to consider themselves. Americans would like to think that their material objects are just the natural benefits which always result from hard work; a reward, they think, which all people could enjoy were they as industrious and hard-working as Americans. But by

any standard, Americans are materialistic. This means that they value and collect more material objects than most people would ever dream of owning. It also means they give higher priority to obtaining, maintaining and protecting their material objects than they do in developing and enjoying, interpersonal relationships.

The modern American typically owns: one or more color television sets, an electric hair dryer, a VCR or DVD player, a CD player, a clothes washer and dryer, a vacuum cleaner, a powered lawn mower (for cutting grass), a refrigerator, a stove and a dish-washer, one or more automobiles, and a telephone. Many also own a personal computer and a personal cellular telephone. Since Americans value newness and innovation, they sell or throw away their possessions frequently and replace them with newer ones. A car may be kept for only two or three years, a house for five or six before trading it in for another one.

Summary

Now that we have discussed each of these 13 values separately, if all too briefly, let us look at them in list form (on the left) and then consider them paired with the counterpart values from a more traditional country (on the right):

| <u>U.S. Values</u> | <u>Some Other Country's Values</u> |
|--|---|
| 1. Individualism/Privacy | Group's Welfare |
| 2. Personal Control over the environment | Fate |
| 3. Change | Tradition |
| 4. Time & Its Control..... | Human Interaction |
| 5. Equality | Hierarchy/Rank/Status |
| 6. Self-Help..... | Birthright Inheritance |
| 7. Competition | Cooperation |
| 8. Future Orientation | Past/Present Orientation |
| 9. Action/Work Orientation | "Being" Orientation |
| 10. Informality | Formality |
| 11. Directness/Openness/Honesty | Indirectness/Ritual/"Face" |
| 12. Practicality/Efficiency | Idealism |
| 13. Materialism/Acquisitiveness | Spiritualism/Detachment |

Application

Before leaving this discussion of the values Americans live by, consider how knowledge of these values explains many things about Americans. One can, for example, see America's impressive record of scientific and technological achievement as a natural result of several of these 13 values:

First of all, it was necessary to believe (2) these things could be achieved, that man does not have to simply sit and wait for fate to bestow them or not bestow them, and that man does have control over his own environment if he is willing to take it. Other values which

have contributed to this record of achievement include (3) an expectation of positive results to come from change (and the acceptance of an even faster rate of change as “normal”); (4) the necessity to schedule and plan one’s time; (6) the self-help concept; (7) competition; (8) future orientation; (9) action work orientation; (12) practicality; and (13) materialism.

You can do the same sort of exercise as you consider other aspects of American society and analyze them to see which of the 13 values described in this article apply. By using this approach you will soon begin to understand Americans and their actions. And as you come to understand them, they will seem less “strange” than they did at first.

This article is reprinted with permission. Dr. Dennis White, Psychologist, has prepared a one hour lecture on these concepts for presentations to groups dealing with international and multicultural issues. Dr. White may be reached at :

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Appendix H

It's Time to Go Home

Traci Fordham, M.A.

Syracuse University, Maxwell School of Citizenship and Public Affairs

Context

You're sitting in "your" room. In any case, it's the room that you've come to know as your own. You have, after several months, adjusted to your host culture. You probably feel as if you have finally become a member of this new culture. You have made friends, gone to school, become a member of a family. Many people don't even believe that you are American.



Remember how you felt when you first arrived in this new place? You knew that you would experience "culture shock," but you had no idea just how intense those feelings would be. For the first part of your year you had moments where you wanted nothing but to go home. But you stuck it out. You don't know when it happened, but one day you realized that you had made it. You woke up from a dream in another language. You were mistaken for a "native" in a restaurant. You forgot certain things about the United States. You changed.

Now it's almost time to go home. Once again you are on a roller coaster of emotions. You are excited to see your American family and friends again, but at the same time you are filled with feelings of anxiety and fear. You are starting to experience the initial phase of "re-entry shock."

What to Expect

Because no two people are exactly alike, it's hard to predict exactly what you will go through when you return home. It's important, however, to anticipate and to prepare yourself for the possibilities. If you feel that you have adjusted well to your host culture, if you feel that, in many ways, you have "become" French, or Belgian, or German, or Mexican, etc., you will most likely have a more challenging time coming home. It is ironic that the more "successful" you have been as an exchange student, the more difficult it will be for you to adjust to being American again. Just as you survived and indeed excelled as an exchange student, so too will you re-adjust to being back home.

This isn't Home!

You have probably constructed all kinds of mental pictures about what coming home will be like. You know you have changed. Be prepared for things at home to have changed as well. Your siblings have grown, your friends have moved on, your parents may have renovated the house. The home that you return to can never really measure up to the "home" that has existed in a dream-like quality in your head for all of these months.



A valuable aspect of living in another culture is that it provides you with another perspective of the United States. What you have

learned about the U.S. while you have lived abroad may, in fact, be negative. You may find, especially for the first month or so back home, that nothing is as you remembered and nothing is as wonderful as it was in your host country. You may find that most Americans are too consumer-oriented, too fast-paced, too overtly friendly, insincere, or too whatever. You may feel as if you just want to withdraw and day dream about your host country. Don't.

Know that, in time, you will readjust. Try not to constantly complain to your friends and family. Remind yourself how you felt the first month or so of your exchange. Reread your journal. It may help keep your perspective.

You're a Different Person

Be prepared. Your parents may not recognize you at the airport. You may have put on weight, changed your hairstyle. You have physically matured. You have adopted the fashions of your host culture. For the past few months, you probably didn't want to "look" like an American. And now you don't. You may want to send a current photo of yourself to your family. That way how you look when you come home won't be a tremendous shock for them!



You have changed inside as well. You are not the same person you were before you left. You have experienced many things. You have learned so much about others and about yourself. Your insights have been challenged and broadened. You will now see the world from another perspective, and you won't even realize how much your insights and values have changed until you come home. It is important that you understand that those back

home have not experienced what you have. Your friends and family will not necessarily appreciate being told that they have silly habits, or that what they eat is disgusting,

or that you disapprove of how they do or see things. You must remember to be diplomatic and not negative.

It is true that sometimes you will feel isolated and misunderstood. Your friends and family will tire of hearing about your year abroad. They will become exasperated every time you bring up your host country. They may tune you out. Try not to wallow in self-pity. Don't withdraw. Keep the lines of communication open with your family and friends. They can't understand what you're feeling if you don't tell them. Keep in touch with your friends and family in your host country. Try to make contacts with other exchange students. They will be valuable resources and provide support for you.

Readjusting Socially

When you first arrived in your host culture, you probably stood out. Everyone recognized you as American. You dressed funny, your accent was strange, or you could hardly speak the language at all. Sometimes you may have felt like a freak. It took some time, but you were finally accepted by your peers in your host culture.

Friends back home have written to you or may even have visited. To some extent they have kept you informed about what's going on back home. There is no way that you could possibly know everything, and you will find that you are a bit behind on the social scene back home.



Styles will have changed, different music will be on the radio, slang expressions will be different, new people will be popular. Once again, you may find yourself

feeling like an outsider. Some people will think that you're really cool, while others may make fun of you. In fact, you may find that you don't have a lot in common with the people who were your best friends before you left.

Prepare yourself for this; readjusting to social life can be a difficult process for you. Realize that, in some ways, you can reinvent yourself. You have developed a different personality as a result of your year abroad. Embrace the new "you." You have gained valuable insight and maturity--others will surely come to appreciate this about you, especially if you appreciate it about yourself.

Is That English You're Speaking?

If you have been immersed in a language other than English, you may have difficulty expressing yourself appropriately; at least for the first few weeks back home. You will have forgotten words, expressions, slang. You may "go blank" when trying to communicate. It may be frustrating sometimes. Sometimes, though, it will be amusing to you and to your loved ones. Utilize the process of re-learning English as a way to re-establish relationships. This way, others will feel as if they are contributing to your successful readjustment.

If you have lived in a country where English is spoken, you have most likely developed an accent that is unique to that country. You have learned different terms, different slang, new expressions. Some people back home may find your new way of speaking to be interesting and unique. Others may think you're "faking it" or that you have a superior attitude. Don't be discouraged. Others will adjust to your new language mannerisms, and you will soon fall back into an American accent. Remember, all of these adjustment processes require time and patience.

It's important to note that you have developed different non-verbal habits as well. How closely (or not) you stand to someone, the gestures that you use while speaking, how you move your eyes, whether-or-not you make eye

contact and with whom, how frequently you touch others, all of these patterns of non-verbal communication may be different for you now.

Americans generally maintain a greater spatial distance when interacting than do Western Europeans and South Americans, for instance. Females in Japan do not maintain eye contact with males in the same ways as American females do. You may find that your patterns of non-verbal communication send different "messages" back home. Be aware of this. You will soon re-adjust your movements to your surroundings.

What to Do

Expect the Unexpected

As soon as you realize that coming home will be different from what you had imagined, you will have made an important step. Most likely, by now, you are an expert on change. You have experienced many ups and downs and felt like you were on a roller coaster. You have adapted to many kinds of changes and you have succeeded. Realize that change is inevitable and can ultimately be beneficial to you and to your life. See change as a teacher, as yet another adventure for you to experience.



Your Health Matters

For the first two weeks back home, you will be exhausted, both physically and emotionally. It may be tempting for you to jump into a busy schedule of parties, get-togethers and reunions. Try to "take it slow" for awhile to give yourself time to readjust. You may also feel depressed and anxious from time to time. These feelings are inevitable results of re-entry. They are also temporary.

In time you will feel more comfortable with and relaxed in your surroundings.

Be Open in Your Communication

Some of the frustrations that you will feel as a result of your re-entry can be remedied with thoughtful and open communication. You will occasionally feel out-of-place and misunderstood by your friends and family. Discussing how you feel in a loving way will better ensure that you receive the support you need. Being constantly critical and negative will only serve to further alienate you from your loved ones.



Create a Balance

You now have a dual identity, a bi-nationality. You are American, but in very real ways, you are also French, German, Austrian, Mexican, etc. Realize how wonderful that is. You will never be "just" American again.

You have been exposed to a whole new world of being and seeing.

YOUR NEW WORLD



Take a mental inventory of those things about being American that are important to you and combine them with those things that you value about your "new" cultural identity. Be proud of who you are. The experiences that you have had will make you a more well-rounded person and a more sensitive member of our global community.

Welcome home.

Appendix I

So You Think You Are Home Again

Some Thoughts for Exchange Students Returning “Home”

By Dennis White, Ph.D.

Initial Culture Shock

Remember what it was like those first few weeks and months going abroad? It was new, exciting, often confusing, and always changing. And while your whole year may have been exciting, it wasn't always pleasant. You probably became irritated with, and even hostile to, your host culture when the deeper differences between your culture and their culture became apparent. As you began to develop real language skills, and you better understood fundamentally different cultural values, you began the slow process of adapting. Eventually, maybe only at the end of your stay, you began to realize how you could really fit in – adapting fairly well to your adopted culture, while maintaining your own native cultural identity. You became bicultural. And then, just when it was getting good, the year was over and you had to go “home”.

Most people who live abroad for an extended time go through similar successive stages of culture shock. These stages are generally recognized as being:

1. Initial Excitement or Euphoria
2. Irritability and Hostility
3. Slow and Gradual Adaptation
4. Eventual Adjustment to Biculturalism

If your experience was anything like this, you learned that culture shock is not just adjusting to jet lag and different food. It is an on-going process of developing increased cultural competence, by being “shocked” by differences, adjusting to them, learning new skills and eventually adapting. And when you prepared for going abroad, you had some expectation that you would experience culture shock. It is not possible (or even desirable) to avoid culture shock, but at least anticipating it made it somewhat easier -and kept you from thinking it was all your fault, or all the new culture's fault.

Reverse Culture Shock

As you return home, you are likely to experience some very similar, but possibly surprising reactions that are part of what is known as reverse culture shock, or re-entry shock. In the first few weeks back, many people feel the effects of jet lag, general exhaustion from lots of changes, fatigue from an overdose of “welcome home” parties and trying to do and see everything and everyone at once. This flurry of activity can cause a significant degree of disorientation, making it difficult to tell exactly what thoughts and feelings you are having.

But mixed in with all of this are two distinct and often conflicting reactions. One is the same excitement stage as in initial culture shock. It may be very exciting to be back, to see family and friends, to tell about your adventures and to do things you have missed for a year. If this reaction occurs, it fairly quickly wears off, and is replaced by the second stage of culture shock - irritability and hostility. This stage often comes much more quickly than in initial culture shock, and can be much more severe and disturbing. It also may be the first reaction you have to coming home, with no excitement stage at all.

There are several reasons that you may not feel excitement at all, or for very long. Remember, when you went abroad initially:

1. You wanted to go.
2. You expected and looked forward to learning about different things.
3. You were warned to expect culture shock.
4. Though you may have been sad to leave family and friends, you knew it wouldn't be forever—you knew you were coming back.

Now that you are returning at the end of your exchange year:

1. You may not want to come home.
2. You may expect things to be just like they

were when you left (or at least that things will be very familiar)

3. You may not have been sufficiently warned about reverse culture shock (or you didn't think it would happen to you).
4. You may be very sad to leave friends and "family" in your host culture because you know there is a possibility that you may never see them again.

If reverse culture shock is so unpleasant, why not try to avoid it? Because it is impossible if your exchange year was successful. In fact, the extent to which you immersed yourself in your host culture, and truly adapted, is probably the best indicator of how much reverse culture shock you will experience. People who don't have much trouble re-adapting to their native culture probably didn't get very involved in their host culture. They didn't change much, so they don't have to readjust much.

The Extent of Change

If your exchange year was a success, you have changed in ways that you probably cannot describe, or completely understand yet. You have become a skilled world traveler. You are a skilled bicultural person. You can actually get along quite well, not just be a tourist, in another culture. You have learned to think of things differently by looking at the world from someone else's point of view long enough to really understand it. In a sense, you have become a citizen of the world, so it may be more than a little confusing to think of where "home" is.

Some of these things will probably happen to you. You will find yourself thinking or dreaming in your new language. You will try to explain something to someone back home and not be able to give a precise translation of what you are talking about. You will talk to your parents about one of your host parents, calling the host parent "mom" or "dad". You will think your hometown is very small, or that your friends think in "small" ways.

So don't be too surprised if your family and friends seem a bit uncomfortable with you. They probably are, because you aren't the same person who left them a year ago. Don't underestimate how much you have changed and how strange you may seem to those who knew you before. You may be very proud of your independence, self-confidence and internationalism. But they may see you as self-absorbed, critical of everything and not interested in fitting in.

Remember that those around you may have changed as well, if not in the same ways you have. If you are expecting things to be the same, you will have more of a shock than if you are looking for changes. Your friends have had a year of growing and maturing, and your family situation may have changed (deaths, divorces, moves, job changes). You missed some important events in their lives, just as they missed some important ones in yours. Even those things that haven't really changed may seem quite different, because you see them differently. Though you may love your native country more than ever, you are also much more likely to be critical of it, and question common cultural practices that you took for granted before you left.

Ways to Deal with Reverse Culture Shock

The single best thing you can do is to anticipate and accept that you will experience some degree of reverse culture shock. The worst thing you can do is to deny it, or try to avoid it. People often try to deny it because they think there might be something wrong with them if they admit it. It is, in fact, very normal, and you will have more problems than necessary if you try to deny it.

More than anticipating and accepting reverse culture shock, you can actually view it as a positive, if sometimes painful, growth experience. It is, and can be, the completion of the circle of change in an intercultural experience. I like to think of it as the third year of your exchange. The first was the year preparing to go abroad. The second was the actual exchange. The third is the year when you can more completely appreciate the changes you have made, the readjustment to your native culture, and the fact that you will be bicultural for the rest of your life. In subsequent years you will have times when you re-experience reverse culture shock, and when you feel like you just got home again; but it will never be as shocking an experience as that first year back.

You can also help yourself by talking about your feelings as often as you can. You may wear out lots of initially sympathetic ears doing this. You may notice that you seem to have an almost incessant need to talk about your experiences. Your friends, especially, may get impatient with you, so you may need to learn to be selective with whom you share your experiences. There is often a conflicting urge to keep it all to yourself, because you think people won't understand or don't care, or because you

think that talking about it in the past tense confirms that it is over - and you don't want to accept that. (Many students don't completely unpack for months, for the same reason - they don't want to admit that it is over.) Of course, that's the issue - it's over and it isn't. The experience is over, but not the memories and the impact on your life.

Sometimes it's best to find other recently returned students, or even people who have been back for years. You can tell how this feeling lingers when exchange students, Peace Corps Volunteers or missionaries start talking about their experiences, even if many years ago. They get excited, they can't stop talking, and they get a glassy, far-off look on their faces. And don't underestimate your parents as listeners. Sometimes they are the only ones who will politely listen as you tell a story for the hundredth time. But however you do it, talk. It is in this way that you can help others understand you, and more importantly, learn to clarify your thoughts and feelings and better understand yourself.

You can also make things easier for yourself by trying not to make too many big decisions, unless you absolutely have to. Don't be impatient with yourself if you have trouble making decisions. Your goals in life may have changed. Because you have a new perspective, some of the plans you made a year or more ago may not seem as relevant now. Remind yourself, your family and friends that you are going through a period of adjustment; and it may take time for you to sort things out.

Finally, don't be too concerned if the course of your reverse culture shock doesn't seem to follow the pattern described here. Each of your experiences abroad was unique, and so will be your re-entry. While your year abroad was probably of great value to you, you may not have had the same emotional attachment to people that other students describe. So you may not have as much trouble letting go of those attachments and getting on in life with new and renewed friends. Going on to

college or university is also quite different than returning to high school, and some of the issues are different for these two situations.

Feeling "At Home"

Reverse culture shock subsides, though it never disappears. Eventually you will come to terms with yourself and your "new" native culture, incorporating the fact that you are now a member of another culture as well. You can learn to be at peace with true biculturalism. This is the ability to move from cultural practice to cultural practice, with skill, as the situation calls for it. And while you may somewhat sadly come to accept that you can never truly come "home" again, you can learn to feel "at home" in the world at large.

Dr. Dennis White is a clinical psychologist, returned Peace Corps Volunteer, and Rotarian in District 6220, Sturgeon Bay, Wisconsin.. He has worked in many exchange programs dealing with preparation for exchanges as well as returning home. He is a program consultant to the District 6220 Rotary Youth Exchange Program as well as to the Central States RYE Program. He has written several other articles on the exchange experience and produced a 45-minute videotape on the same topic. Dennis is frequently contacted to discuss re-entry problems by students, parents and Rotarians. He may be reached at:

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Appendix J – Rotary Support System Matrix

| RESOURCE | WHEN NEEDED | CONTACT FREQUENCY | COMMENTS |
|--|--|----------------------|---|
| Host Family | Every day | Daily | Your first point of contact with most simple needs. For problems you will need to use your Host Club YEO or Counselor in conjunction with your host family. |
| Host Club YEO or Rotarian Counselor | Problems, Successes, Social Occasions, Club Meetings | Bi-Weekly / Monthly | This is your main Rotary contact for your day-to-day problems and well-being. |
| Inbound or Outbound Coordinator | Most problems, travel permission, routine reporting | Monthly Minimum | All students send your quarterly reports to one of these individuals. |
| Host District YE Chairman | Serious Problems or Routine Reporting or travel permission | As needed | Begin first by talking with your host family, Rotarian Counselor, Club President for answers to routine questions. |
| Sponsor District Counselor | Serious Problems and Routine Reporting | Monthly / Bi-Monthly | Periodic progress reports and updates are always appreciated. This is not the first person who should learn of a problem you are having! |
| Sponsor District Chairman | Serious Problems | As needed | Begin first by talking with your host family, Rotarian Counselor, Club President for answers to routine questions. |
| ROTEX | Emotional and YE Support | As needed | ROTEX will not be able to help you with technical YE problems. They are for your emotional support and mentoring only. |
| Sponsor Club YEO | Preparation and then report about your experience | Monthly | You should write to your club regularly telling of your experiences and showing your appreciation for this amazing experience. |
| Parents | Routine, non-YE problems, health emergencies | REGULARLY | LIMIT EMAIL AND PHONE CONTACT. WRITE LETTERS INSTEAD OF EMAILING, PHONING AND USING SKYPE! |

Appendix K

Rotary Youth Exchange Inbound Month-by-Month Student Calendar

| MONTH | PHASE | WHAT YOU SHOULD BE DOING | REMINDERS |
|-----------------|--|--|---|
| JULY- AUGUST | TRAVEL & HONEYMOON | Get busy. Remember that these first few weeks are your chance to make life-long friends. It is not the time to be shy. Take it all in and get to know your surroundings. Meet your Rotary Club members. Find your routine. Work on your language skills. Identify your cultural mentor. | Don't overdo the phone calls and e-mails |
| SEPTEMBER | END OF HONEYMOON / START OF ADAPTATION | Start with good habits. Write in your journal every night. Mark on a calendar what you did every day. Answer the phone from time to time. Get to know your host parents. Learning the language is your priority. Watch for homesickness. Use your support system. Keep busy. Cook a "home-country meal" for your host family. | Write home |
| OCTOBER | ADAPTATION | Homesick? Don't call home! Talk to your Rotary or ROTEX support people. Don't dump it on your parents. Get out of that funk. Break the routine a little every day to keep things fresh. Avoid spending long amounts of time by yourself. Having trouble with the language? Find someone to talk to; a host sibling, a "cultural mentor", or even your Rotary Counselor. Give and take. | SEND 1 ST QUARTERLY REPORT TO YOUR INBOUND COORDINATOR & SPONSOR CLUB |
| NOVEMBER | ADAPTATION | Have you made many friends yet? If not, get out there and mingle. Remember, you want to make as many people miss you as you can when you leave. There is nothing better to make you stop thinking about yourself than to help someone else. If you are feeling a little lost, find someone in need and give him/her a hand. You will get it back 10X. You might hit a language plateau here. Keep working the language. Try something new. Speak at your Rotary Club. If you move host families, you might have another challenge. Make the best of it. Enjoy (and participate in) Thanksgiving. | Send Holiday presents home early. By November 15 th . |
| DECEMBER | ADAPATION/ ASSIMILATION TRANSITION – HOLIDAY BLUES | Time to stay focused. You need to get through the period from the end of November until January 1 st strong. Don't get hung up with missing the holidays at home. Keep ROTEX in mind here. They will help. The more you contact "home" though, the worse it will be. Tell your host family how you celebrate the holidays. | Limit phone calls and e-mails to "home." |
| JANUARY | ADAPTATION/ ASSIMILATION | Now for the good stuff. You should feel good speaking the language and you should have made some friends. Make the most of it. From now on, you are on a roll. Hey! Where's my report? | SEND 2 nd QUARTERLY REPORT TO INBOUND COORDINATOR & SPONSOR CLUB |
| FEBRUARY | ADAPTATION/ ASSIMILATION | You should be busy now. Friends, school, lots of activities. Don't forget host families (including the first one). | Call your host counselor and check in with him/her |

| | | | |
|--------|----------------------------------|---|---|
| MARCH | ASSIMILATION | Are you giving as well as taking? Don't just be doing your own thing. You speak the language and you know some people. You fit in. Use it to help other people. Speak to little kids in schools, volunteer in your community, teach someone your language, help with your Rotary Club's projects. This is the part of the roller coaster ride when you get to let go of that safety bar, put your hands in the air and scream as loud as you can. This is "The Monster Hill" of your exchange. | <u>Make your flight reservations home.</u> Don't rush home, but don't stay too long. |
| APRIL | ASSIMILATION | Are your parents visiting? Plan it out for them. Remember, you are the one who is in charge of their having a good experience. Let them into "your world". Introduce them to your host family, your host Rotary Club, your friends and your town. Let them see you as the mature tour guide, master of the language. They aren't coming? No problem - you have a lot going on. Dig in and make the most of it because this time is fleeting! Hey, don't you owe someone a report?! Now is a good time to box up and ship home winter clothes you no longer need to make more room in your suitcases for later. | SEND 3 rd QUARTERLY REPORT TO YOUR INBOUND COORDINATOR & SPONSOR CLUB |
| MAY | ASSIMILATION & RE-ENTRY ANXIETY | This should be as good as it gets; you love your host country and you are starting to get that dreaded re-entry anxiety. It has to happen, you know that. Don't waste one second wishing it won't. Spend as much time as you can with friends, host families and the people you will miss most. You can spend time with other exchange students when you get home, so spend what little time you have with people who you won't see for a while. Send home another box of things you won't need in your last 2 months. | Make time for your host families! |
| JUNE | ASSIMILATION & RE-ENTRY ANXIETY | Get ready to leave. Make sure that you are not putting off spending time with people. If you want to buy things to take with you, start early. Don't go rushing around the night before you leave. You will be cheating your friends and family out of your time. Leave gracefully. Don't leave a mess. Pay your obligations. Return what you've borrowed. Say "thank you" as many times as you can. | Read "So You Think You're Home Now" |
| JULY | RE-ENTRY & REVERSE CULTURE SHOCK | Pack early. Get rid of things that are just clutter. Make sure you have your passport, tickets and that your bank account is closed (if you had one). Exchange money. Don't come home with a lot of American money you might not need for a while. Have some U.S. currency with you in case you need it at the airport. Remember, the success of an exchange is measured in the number of tears when you leave; yours and theirs. Smile when you get back to your country. Thank your parents for your year. Spend some time with them (at least two days) before you go running around finding and connecting with your friends. | SEND FINAL QUARTERLY REPORT TO YOUR INBOUND COORDINATOR & SPONSOR CLUB |
| AUGUST | REVERSE CULTURE SHOCK | Get into your new life at home. Listen to what you are saying. Are you being critical about "home"? Are you telling everyone you can find about your year or are you keeping it to yourself? Have you referred to your friends as "Those stupid kids?" at all? Are you keeping busy or are you moping around the house missing "home"? Was it really easy for you to come back? Do you not miss your host country and host families? Think about why that is so. Get ready for school to start. Make little steps each day to get back into your culture. Talk to Rotex and to your District and Club Counselors about what you did and what you are doing now. Remember that the deeper you were able to assimilate into your host culture, the longer it will take you to find that "bi-cultural balance" between your host country "self" and your original "self". This is the start of your third year as an exchange student. | Contact your Sponsor Club and offer to give a club program on your exchange experience. Join ROTEX. Help continue to build the YE program! |

Appendix L

Travel Policy for D5160 Inbound Exchange Students

The following is District 5160 Travel Policy for our Inbound Students. It is intended to comply with the Rotary Code of Policy 2.110 Youth Protection and Rotary Code of Policy 41.080 Youth Exchange. Each Rotary District has its own travel policy. Outbound Students should refer to their host district's travel policy before planning any travel, but this policy may serve them as a general guideline.

The Rotary Youth Exchange Programs are educational and vocational exchanges as well as being cultural exchanges. Exchange students should have no expectations of being a tourist. The Host Rotary Club and the Host Families are under no obligation to provide or approve such travel. However, some travel opportunities through the generosity of Host Families, Host Clubs and individual Rotarians are encouraged. Rotary-sponsored travel is also encouraged.

In the United States it is required that we have the ability to contact any exchange student and know the general location of each exchange student at any time so as to be able to locate and contact them in case of an emergency. A student traveling outside their local host community should have a fully operational, charged and turned on cell phone by which they can be contacted at any time during such travel.

As a general policy, transportation for any travel shall consist of a properly licensed operator in a properly equipped, licensed and insured vehicle.

TRAVEL TO DISTRICT 5160 YOUTH EXCHANGE SPONSORED EVENTS

Travel to District 5160 Youth Exchange events, activities, trips and tours does not require approval.

TRAVEL WITHIN LOCAL COMMUNITY

Local travel is within the exchange student's host city or town or immediate surrounding area for going to school, church, shopping, etc. Approval for this type of travel is left to the discretion of the current Host Family unless it is determined that they have been neglectful in supervising the activities and travel of their exchange student.

DAY TRIPS

Travel for less than a day within the geographical boundaries of District 5160 and within a radius of 50 miles of the Host Family's home is at the discretion of the Host Family.

Travel less than a day which goes outside geographical boundaries of District 5160 or exceeds a 50-mile radius from the Host Family's home requires the student's Rotary Counselor be notified and provided travel itinerary and emergency contact information. If the Rotary Counselor is unavailable, notice can be given to the Inbound Coordinator or District Chair.

OVERNIGHT TRIPS

Overnight trips with the current Host Family outside boundaries of District 5160 require the student's Rotary Counselor be notified with travel itinerary and emergency contact information. If the Rotary Counselor is not available, notice may be given to the Inbound Coordinator or District Chair.

INDEPENDENT TRAVEL

Independent Travel is traveling outside the boundaries of District 5160 and which is not to a District 5160 Youth Exchange event or trip, is not a school event or activity, and is not with the Host Family. Independent Travel is not encouraged. We take seriously our responsibility and liability for the safety of our exchange students. Independent Travel removes most of the safety precautions that we put in place and removes the student from our direct supervision and care. Day trips to San Francisco are not considered Independent Travel for District 5160, however, student's host family must give their permission and the student's Counselor must be notified and provided travel itinerary and emergency contact information. If the Rotary Counselor is unavailable, notice can be given to the Inbound Coordinator or District Chair.

To obtain approval for Independent Travel, the student must complete a Request for Student Travel (RST) form. This form requires a detailed list of who the student will be traveling and staying with at all times, the purpose of the trip and contact information throughout the trip. The student must obtain written approval from their natural parents or guardians, their Host Family, their Rotary Counselor, the District 5160 Inbound Coordinator and the District 5160 Youth Exchange Chairperson. Additionally, each adult the exchange student will be traveling or staying with must complete and sign an Authorization / Consent form authorizing a background check be completed on them. The background checks are at the expense of the student and must be completed before the District 5160 Inbound Coordinator and District Chair will give their approval. This process may take several weeks. There is no obligation to approve independent travel, and such approval may be revoked after it has been given.

Independent Travel will not be authorized for students known to have disregarded the Rotary International and District 5160 Policies or who are not performing adequately at school.

Independent Travel will not be authorized in conjunction with either the student's travel to their host country or the student's return home. It is Rotary International policy and a requirement of the exchange insurance program that Youth Exchange students must depart their home country and travel directly to their host country. They must also depart from their host district and return directly to their home country.

AIR TRAVEL

During their exchange, students are permitted to travel by air on commercial flights and in privately owned and piloted aircraft.

Adopted: 5 Aug 2014

Appendix M

2015 Western Safari Tour

For Rotary Exchange Students

Should the 2015 Western Safari Tour materialize, a District 5160 Committee member will email details to all students and their Counselors.

The Western Safari Tour is a camping tour, which begins and ends in the City by the Bay – San Francisco. Tour itinerary includes Los Angeles for Disneyland and California Adventure Park and Universal Studios, Sea World and California beaches in San Diego, Grand Canyon, Las Vegas and Yosemite National Park. Cost of Tour has traditionally been \$1,500, however, the price for the 2015 Western Safari Tour has not been determined as of the printing of this handbook.

Appendix N

Request for Student Travel (RST) Form

Please request from your Rotarian Counselor to email the keyboard fillable version of this form to you to ask permission for non-Rotary Youth Exchange scheduled travel, outside the local area surrounding Rotary District 5160 (ref. RCOP 2.110.4) This is a reference illustration to show you the information needed. Do not submit this page. Instead, please use the official form from your counselor.

Step 1. Inbound Student: Allow 4 weeks or more prior to your intended travel date. First, have a verbal conversation with all host parents, school teachers, Rotarian Counselor and YE leaders about your purpose and if there is going to be any date conflict with school or Rotary scheduled activities. Email and ask your natural parents in your sponsor country. Check your YE calendar, too. If no problems are anticipated after talking with the above people then you may proceed with this form. Type-in full and complete explanations to the questions below and print it out. Attach supporting documents, if any. Then obtain your host parent & Rotarian Counselor signatures and email to your host RYE District 5160 Inbound Coordinator, Memory Woodard at memorywoodard@sbcglobal.net.

Step 2. RYE D5160 Inbound Coordinator: Allow 1 week. Memory Woodard will review this and confirm clearance of the LS's, VAF's and DS-2019 R.O. signature if needed. Memory will then email this form to your natural parents or legal guardians in your sponsor (home) country for their signatures.

Step 3. Natural Parents of our Inbound Students: Allow 1 week. When you receive this from our Inbound Coordinator here in California, review it and if the arrangements are agreeable, sign your authorization at the bottom and email to the District 5160 RYE Chairperson Do not email it back to your student son or daughter.

Step 4. RYE D5160 Chairman: Allow 1 week. The Chairman has final authority to review and approve or disapprove the proposed travel.

Specific Details of Proposed Student Travel:

- a) My name, country, host club, email and US phone:
- b) Program intent/objective:
- c) Location of event:
- d) Travel itinerary:
- e) Travel method:
- f) Sleeping accommodations:
- g) Contact information of program organizers before departure:
- h) Continuous adult supervision will be provided by:
- i) Cell phone numbers of accompanying supervising adults:
- j) Names of all people 18 years of age or older I expect to have one-on-one, alone, contact with:
- k) Authorization Consent (LS) forms for these adults, 18 or older, were submitted on (date):
- l) Volunteer Affidavit Forms (VAF) for these adults were submitted on (date):

RYE Student Signature: _____ Date: _____
Host Parent Approval: _____ Date: _____
Rotarian Counselor Approval: _____ Date: _____
Inbound Coordinator Approval: _____ Date: _____

By signing below, I give permission for my child to participate in the proposed non-Rotary supervised student travel event.
Parent or Legal Guardian: _____ Date: _____
Host RYE District Chair Approval: _____ Date: _____

Appendix O

WESSEX Allegation Reporting Guidelines

Introduction

Rotarians, their families, and non-Rotarian volunteers are expected to use their best efforts to safeguard the welfare of and prevent the physical, sexual or emotional abuse or harassment of every student with whom they come into contact.

Rotary International and WESSEX are committed to protecting the safety and well-being of students in Youth Services programs and will not tolerate their abuse or harassment. All allegations of abuse or harassment will be taken seriously and must be handled within the following guidelines. **The safety and well-being of students should always be the first priority.**

Definitions

Emotional or verbal abuse: Incidents in which an adult uses fear, humiliation, or verbal assaults to control the behavior of a young person in his or her care. Examples include rejecting the young person, preventing him or her from developing normal social relationships, and making derogatory statements about the youth's race, religion, or personal appearance.

Physical abuse: Mistreatment of a young person by use of physical contact intended to cause pain, injury, or other physical suffering or harm.

Neglect: Failure to provide (for no apparent financial reason) adequate food, clothing, shelter, or medical care necessary for a youth's well-being.

Sexual abuse: Sexual abuse refers to engaging in implicit or explicit sexual acts with a student, or forcing or encouraging a student to engage in implicit or explicit sexual acts alone or with another person of any age, of the same sex or the opposite sex.

Additional examples of sexual abuse could include, but are not limited to:

- Non-touching offenses
- Indecent exposure
- Exposing a child to sexual or pornographic material.

Sexual harassment: Sexual harassment refers to sexual advances, requests for sexual favors or verbal or physical conduct of a sexual nature. In some cases, sexual harassment precedes sexual abuse and is a technique used by sexual predators to desensitize or "groom" their victims.

Examples of sexual harassment could include, but are not limited to:

- Sexual advances
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life, and comments about an individual's sexual activity, deficiencies, or prowess
- Verbal abuse of a sexual nature
- Displaying sexually suggestive objects, pictures or drawings
- Sexual leering or whistling, any inappropriate physical contact such as brushing or touching, obscene language or gestures and suggestive or insulting comments

Is it Abuse or is it Harassment?

Whether the alleged conduct amounts to sexual abuse or sexual harassment is not to be determined by the adult to whom allegations are made. After ensuring the safety of the student, all allegations should be immediately reported to appropriate District Officers and to local law enforcement authorities as required by law.

Allegation Reporting Guidelines

For use by all adults to whom a student reports an incident of abuse or harassment

1. Report from Student

- a. **Listen attentively and stay calm.** Acknowledge that it takes a lot of courage to report abuse. It is appropriate to listen and be encouraging.
- b. **Assure privacy but not confidentiality.** Explain that you will have to tell someone about the abuse/harassment to make it stop and to ensure that it doesn't happen to other students.
- c. **Get the facts, but don't interrogate.** Ask the student questions that establish what was done and who did it. Reassure the student that s/he did the right thing in telling you. Avoid the asking 'why' questions. Remember your responsibility is to present the student's story to the proper authorities.
- d. **Be non-judgmental and reassure the student.** Do not be critical of anything that has happened to anyone who may be involved. It is especially important not to blame or criticize the student. Assure the student that the situation was not their fault and that they were brave and mature to come to you.
- e. **Record.** Keep a written record of the conversation with the student as soon after the report as you can, including the date and time of the conversation. Use the student's words, and record only what has been told to you. This record shall be provided to the District Abuse Prevention Coordinator and local *law enforcement authorities as required by law*.

2. Protect the Student

Ensure the safety and well-being of the student. Immediately remove the student from the situation and from all contact with the alleged abuser or harasser. Give reassurance that this is for the student's own safety and is not a punishment.

3. Report to Appropriate Law Enforcement Authorities

Immediately report all allegations of sexual abuse or harassment to the responsible District Officer for investigation. These individuals will provide guidance on reporting to appropriate law enforcement authorities. All allegations must be reported to RI and in the case of Inbound Youth Exchange students to the U.S. Department of State within 72 hours; the person responsible for doing so is the District Youth Exchange Chair or the District Governor.

4. Avoid Gossip and Blame

Do not tell anyone about the report other than those required by the guidelines. Care must be taken to protect the rights of both the victim and the accused during the investigation. Rotary maintains the privacy (as distinct from confidentiality) of any accused person.

5. Do Not Challenge the Alleged Offender

The Adult to whom the student reports must not contact the alleged offender. In cases of abuse, interrogation must be left entirely to law enforcement authorities. *In cases of non-criminal harassment, the responsible District Officer will investigate, and will be in contact with the alleged offender after the student has been moved to a safe environment*

6. Follow-Up

After reporting allegations to the responsible District Officer, he or she will follow up to make sure steps are being taken to address the situation, including an independent and thorough investigation into any claims of sexual abuse or harassment. Any adult against whom an allegation of sexual abuse or harassment is made shall be removed from all contact with youth until the matter is resolved.

Post Report Procedures

For Use by Rotarian Counselors and District Abuse Prevention Coordinator

The student's Rotarian Counselor and the District Abuse Prevention Coordinator are responsible for ensuring that the following steps are taken immediately following an abuse allegation is reported.

1. The adult to whom the student reports the abuse should follow the *WESSEX Allegation Reporting Guidelines*.
2. Confirm that the student has been removed from the situation immediately and all contact with alleged abuser or harasser.
3. Contact appropriate law enforcement agency as directed by the District Abuse Prevention Coordinator (if not already done). If law enforcement agencies will not investigate, the club or District Abuse Prevention Coordinator will coordinate an independent investigation into the allegations.
4. Ensure the student receives immediate support services.
5. Offer the student an independent, non-Rotarian counselor to represent the interests of the student.
6. Ask social services or law enforcement to recommend someone who is not a Rotarian or in any way involved with Rotary.
7. Contact the student's parents or legal guardian. If away from home, provide the student with the option of either staying in country or returning home.
8. Remove alleged abuser or harasser from all contact with the specific student and other youth while investigations are conducted.
9. Cooperate with the police or legal investigation.
10. The District Abuse Prevention Coordinator, the District Youth Exchange Chair or the District Governor must inform Rotary International and the U.S. Department of State (in the case of Inbound Youth Exchange students) of the allegation within 72 hours, and provide follow-up reports of steps taken, the outcome of all investigations, and resulting actions.

Post Allegation Report Guidelines

Responding to the Needs of the Student

There will need to be a cohesive and managed team approach to supporting the student after an allegation report. The student is likely to feel embarrassed, confused, and may become withdrawn and appear to be avoiding members of the host family or club. After a report of harassment or abuse, Youth Exchange students may or may not want to remain on their exchange. If they do, they may or may not want to continue their relationship with their hosting Rotary club depending on the circumstances. In some cases, a student may wish to remain in country, but change to a different host club.

It may be difficult for club members and host families to understand how the student is feeling, but it would be helpful for the student to know that the club remains a support for them. Club members and host families may experience ambiguity toward their roles and may feel unclear regarding their boundaries. However, they need to do whatever is necessary to reassure the student of their support at all times.

Appropriate Response for Addressing Issues Within the Rotary Club for Allegations Made Against Rotarians or Non-Rotarians

When addressing an allegation of abuse or harassment, the most important concern is the safety of the students. Club members should not speculate, make editorial comments, or offer personal opinions that could potentially hinder any police or criminal investigations. Club members should be cautioned about speculating or commenting on the matter during the investigations. Comments made about alleged victims in support of alleged abusers do not support our statement of conduct or Rotary ideals. Comments made against an alleged abuser could lead to a slander or libel claim filed against Rotarians or clubs by the alleged abuser.

Statement of Conduct for Working with Youth

Rotary International is committed to creating and maintaining the safest possible environment for all participants in Rotary activities. It is the duty of all Rotarians, Rotarians' spouses, partners, and other volunteers to safeguard to the best of their ability the welfare of and to prevent the physical, sexual, or emotional abuse of children and young people with whom they come into contact. *Adopted by the RI Board of Directors, November 2002*

Appendix P

ABUSE AND HARASSMENT PREVENTION POLICY

Rotary clubs place great emphasis on their work with people in the community, including young people, through its many programs including Rotary Youth Exchange, Interact, Camp Royal, Camp Venture, and all youth serving programs. These volunteer efforts are vital to the quality of life in our communities and to the good reputation of Rotary and Rotarians. For these good works to continue it is extremely important that our Rotary clubs protect the interests of everyone involved, and create and maintain a safe and respectful environment for all participants in Rotary activities.

It shall be the duty of all Rotarians, their spouses or partners, and all other volunteers to safeguard, to the best of their ability, the welfare of every person with whom they come in contact and especially young people. It shall further be the duty of all Rotarians, their spouses or partners, and all other volunteers to prevent, to the best of their abilities, all forms of physical, sexual or emotional abuse to those who may be vulnerable. Fulfilling this duty safeguards the interests of Rotary Clubs and Rotarians by minimizing their risk of liability, including legal liability, should any participant in a Rotary activity become a victim of abuse. And to also safeguard the Rotarians from unfounded charges against them.

Rotary District 5160 Policy Statement

It shall be the responsibility of every Rotarian to safeguard the welfare of every person with whom s/he comes into contact during all activities as a Rotarian. Special attention shall be given to the protection of young people. This responsibility shall include the prevention of physical, sexual or emotional abuse, all forms of harassment or neglect.

Rotary District 5160 Position Statement on the Prevention of Abuse or Harassment

Rotary District 5160 will, insofar as possible:

1. Ensure the young people who are involved with Rotary District 5160 programs, activities or events, are protected from abuse, harassment or neglect.
2. Ensure that Rotary District 5160 programs are provided to young people in a safe and caring environment.
3. Prevent contact by persons who are prohibited by law, or who are considered by Rotary District 5160 to be inappropriate persons, from working with young people.
4. Establish, encourage and facilitate a program for the timely reporting of incidents where young people are at risk of harm.
5. Adopt a program that will ensure the prompt notification of any allegations of abuse, harassment or neglect to young people where such allegations involve a Rotarian or staff or volunteers associated with Rotary programs.
6. Report any allegations of abuse pursuant to appropriate State laws.
7. Provide an effective method for Rotarians falsely charged to be promptly reinstated consistent with the Four Way Test.

Rotary District 5160 Position Statement on the Prevention of Harassment and Sexual Harassment

Rotary District 5160 will, insofar as is possible:

1. Ensure that individuals involved in Rotary District 5160 programs are not subject to harassment, which includes conduct that erodes the dignity of the victim, particularly based on the victim's color, race, national origin, religious persuasion, ethnic origin, age, sex, gender, physical characteristics, sexual orientation, or physical or mental disability. Types of prohibited behavior that constitute harassment include unwelcome remarks and jokes; displaying or distributing racist, pornographic or other offensive material; practical jokes based on race, sex or other prohibited grounds; verbal abuse or threats; inappropriate gestures, touching, or physical assault.
2. In accordance with its legal obligation ensure that individuals who are involved in Rotary District 5160 activities are protected from sexual harassment. Sexual harassment includes making sexist jokes; leering; displaying sexually offensive material; using sexually degrading words to describe a person; making sexually suggestive or obscene comments or gestures; making unwelcome inquiries or comments about a person's sex life; making unwelcome sexual flirtations, advances or propositions for sexual favors; unwanted touching; verbal abuse or making threatening reprisals after a negative response to sexual advances; and sexual assault.
3. Provide a prompt review process for persons accused of inappropriate conduct to insure reinstatement if the disqualification is not justified

Rotary District 5160 will NOT:

1. Allow a known "prohibited person" to participate in any Rotary program related to young people.
2. Permit any person to become a counselor, a mentor, or to host a Youth Exchange student, volunteer or staff at Camp Royal, Camp Venture or Interact, whether as a home-stay parent or as an adult living in the same home as the Youth Exchange student, without a prior determination of the suitability of that person through the District's screening process.
3. Independently investigate any allegations of possibly criminal behavior but will instead defer to law enforcement agencies as appropriate.

Prohibited Person

For the purpose of this Policy, a "Prohibited Person" is anyone who:

1. Has been convicted of any offense which resulted in harm to an individual, including, but not limited to, assault, battery, sexual assault, sexual harassment or neglect.
2. Has been involved in any incident, which in the opinion of the District Abuse Prevention Coordinator, suggests an unacceptable risk of harm to a person in the care of that individual.
3. Is a person subject to a court order prohibiting that person from being in contact with another individual or being at a specific location if that order might suggest a proscription of youth contact.

Scope of Policies

These policies and procedures shall apply to all District 5160 Rotarians and Volunteers who wish to

become Club counselors, Camp Royal or Camp Venture counselors or staff, Interact Advisors, or host families in club—sponsored programs. These policies shall also apply to all adults over the age of 18 who reside in the home of the host family.

Screening Program

For Club Counselors and/or Youth Exchange Officers at Club level

Each Rotary Club that participates in the Rotary Youth Exchange Program will have a designated Club Counselor. Each Club Counselor will be required to sign and complete the District 5160 Youth Volunteer Affidavit, a copy of which is attached to these policies. The completed forms are to be submitted to the District Abuse Prevention Coordinator for pre-screening.

Subsequent to the Prescreening, all Club Counselors must submit to a Security Clearance (Live Scan) that has been duly processed by an agency approved by the California Department of Justice. The Security Clearance results shall be submitted directly to the District Abuse Prevention Coordinator for his or her assessment.

For Mentors, Camp personnel, Interact Advisors and Host families and volunteers who will be in contact with youth participants

Each person who is a mentor, Camp Royal or Camp Venture volunteer or staff, Interact Advisor and host family member or will be in contact with any participant in any of our youth programs, will be required to sign and complete the District 5160 Youth Volunteer Affidavit, a copy of which is attached to these policies. Once the Volunteer Assessment form has been completed and given to the Club Counselor, that person will in turn determine, based on interviews and information provided, whether the applicant and/or the applicant's family is/are suitable people to be a mentor and/or a host family. That information and recommendation will then be forwarded to the DAPC for review and approval.

Once deemed suitable, the Rotarian or volunteer or staff and each person over the age of 18 living in the family home must submit to a Security Clearance (Live Scan) that has been duly processed by an agency approved by the California Department of Justice. Screening must be done not less frequently than once every three (3) years. The Security Clearance results shall be submitted directly to the District Abuse Prevention Coordinator for his or her assessment.

No Rotarian or other volunteer or staff shall act as a mentor or host family until the District Youth Volunteer Affidavit and the Security Clearance results have been completed and accepted by the District Abuse Prevention Coordinator.

Club Counselors, Camp Directors, etc.

Every person acting in the capacity of Club Counselor or Camp Director or Interact Advisor will be required to participate in a Training session, which will include, but not be limited to the counseling of youth and their host families, the reporting of incidents of abuse and determining situations where removal of the youth is imperative. Each Counselor, Director and Advisor shall read and be familiar with the Rotary Youth Exchange publication "A Primer for Host Families", a copy of which is attached to these policies. In addition, each Counselor, Camp Director and Interact Advisor shall be familiar with these District Policies and those of Rotary International with regard to abuse and harassment.

Prior to any Youth Exchange placement, each Club Counselor or Camp Director or Interact Advisor will be responsible to hold an orientation/training session for each Rotarian and host family where applicable. That session will involve, among other things, the review of the Rotary International Policy

on abuse and harassment, the review of these District Policies and a familiarization with the publication, "A Primer for Host Families".

District Abuse Prevention Coordinator

The District Governor shall appoint a District Abuse Prevention Coordinator (DAPC) who will be responsible for the implementation and enforcement of this policy. The DAPC shall have experience working with people at risk such as young people, the elderly and people with disabilities, either in their professional capacity or as an experienced Rotary Volunteer. At his or her discretion, the District Governor may also appoint an Assistant District Abuse Prevention Coordinator, who will act as the DAPC, in his or her absence. The ADAPC will have the same duties and responsibilities of the DAPC when acting in that capacity.

1. The appointment of the DAPC will be made annually; however, it is expected that the DAPC will hold that office for at least two years and no longer than three years.
2. The DAPC must be familiar with the Rotary International Child Protection System, other relevant Rotary International policies, and relevant State and Federal legislation.
3. The DAPC shall review and maintain an archive of Security Clearance forms and District 5160 Screening forms submitted in accordance with the requirements of this policy and in compliance with the rules of the California Department of Justice.
4. The DAPC shall maintain strict confidentiality of such forms in compliance with State and Federal legislation and with this policy.
5. In the event that the DAPC determines that an individual is not acceptable as a Club Counselor, Camp counselor or volunteer or staff, Interact Advisor or mentor or as a host due to the background information submitted, he or she shall first advise the District Governor and then advise the applicant in writing that he or she is not acceptable. If asked the DAPC will state briefly in writing the reason for the disqualification. The individual may seek appellate review as of that decision as set forth below in paragraph 10.
6. The DAPC shall be the first point of contact should any Club Counselor or other Rotarian or volunteer receive a complaint of abuse or harassment, and shall be responsible to ensure that such complaint(s) are dealt with according to applicable laws and that the interests of the affected person are protected to every extent possible.
7. The DAPC will work with District Clubs to inform each Rotarian of his/her obligations under this policy; of all relevant legislation, and insure that appropriate prevention training is available to each Club.
8. The DAPC shall annually review the credentials of each Club Counselor to ensure that the goals and requirements of this policy are complied with.
9. The DAPC shall be responsible to facilitate an annual training seminar for Club Counselors, Camp staff and volunteers and Interact advisors and set implement these policies and guidelines to insure that each host family is familiar with "A Primer for Host Families" and the scope of these District Policies.
10. Appeal/Review. Any person who wishes to appeal to any decision of the DAPC, must do so in writing within thirty (30) days of receipt of the notification set forth in paragraph 5 above. The District Governor will set a reasonable time line by which any information is to be submitted by the appellant and the DAPC for consideration as a new matter hearing. S/he may choose or not to have a hearing before determining the appeal. The decision of the District Governor will be final and binding.

Screening Process

Once the Volunteer Assessment Form has been completed and given to the Counselor, Camp Director

or Interact Advisor, s/he must determine whether the applicant and the applicant's family are suitable people to be a host family and/or work with youth, based on the information provided.

A copy of the Volunteer Assessment Form is then provided to the District Abuse Prevention Coordinator (DAPC).

If the pre-screening is acceptable, then the applicant must complete a Live Scan application, with the results being provided directly to the DPAC.

The Live Scan form and instructions will be available on the District website: <http://rotary5160.org/>

The DPAC then reviews the Volunteer Assessment Form and the Security Assessment information and advises the Counselor as to whether the applicant(s) is/are deemed to be acceptable as a Club Counselor, mentor, or host family for a young person participating in the Rotary Youth Exchange Program.

| APPLICANT STATUS | REQUIREMENT | ACTION |
|------------------|--------------------------------|--|
| All Applicants | Volunteer Assessment Form | Submitted to Club Youth Exchange Officer |
| | LiveScan Request Form | Results submitted to District Abuse Prevention Coordinator |
| | Personal Interview | Conducted by Counselor or Youth Exchange Officer |
| | Home Visit (for host families) | Conducted by Counselor or Youth Exchange Officer |
| | List of 3 Personal References | Contacted by Counselor or YEO |

Statement of Conduct for Working with Youth

Rotary International is committed to creating and maintaining the safest possible environment for all participants in Rotary activities. It is the duty of all Rotarians, Rotarians' spouses, partners, and other volunteers to safeguard to the best of their ability the welfare of and to prevent the physical, sexual, or emotional abuse of children and young people with whom they come into contact.

Appendix Q



United States Department of State

*Bureau of Educational and Cultural Affairs
Washington, D.C. 20547*

www.state.gov

July 24, 2009

Dear Student,

On behalf of the U.S. Department of State, welcome to the Secondary School Student exchange program. This program is a great opportunity for you to experience first-hand the culture and diversity that the United States has to offer. As a valued participant in this program, you are among thousands of high school students from around the world serving as your country's citizen ambassador in the United States. We want your experience to be both positive and rewarding.

As a participant in a formal exchange program you will attend an accredited public or private secondary school, while living with an American host family who has opened their home and hearts to welcome you to the United States. We know that with a positive attitude and respect for others you will achieve a close and successful relationship with your host family.

We understand that you may have concerns about leaving your family and friends at home to come to the United States and those are very normal concerns to have. I want you to know that your decision to come to the United States is important to us and that your health, safety and well-being are our highest priority. It is extremely important that you notify your sponsoring organization with any concerns or problems you might have, especially if you find yourself in a circumstance that threatens your personal health, safety or well-being or a situation that makes you uncomfortable. If your sponsor organization is not responsive to your concerns, you should not hesitate to contact the Department of State directly through the phone number or email address provided below. A Department staff person will be available to hear your concerns and assist you.

Your sponsoring organization will provide you with an identification card, which lists your host family placement address and telephone numbers, a telephone number which affords immediate contact with the program sponsor, the program sponsor's organizational representative, and the Department of State's toll free number (1-866-283-9090) and email address (ivisas@state.gov). You should keep this card with you at all times and contact us if you have any concerns about your health, safety or well-being.

Best wishes for a rewarding and fun experience. Welcome to the United States!

Sincerely,

Stanley S. Colvin
Deputy Assistant Secretary
for Private Sector Exchanges

Appendix R



United States Department of State

*Bureau of Educational and Cultural Affairs
Washington, D.C. 20547*

www.state.gov

July 24, 2009

Dear American Host Family,

On behalf of the U.S. Department of State, I welcome your decision to host a Secondary School Student exchange participant. This is a unique opportunity for you to experience first-hand the richness and diversity of a culture different from your own. Through this program, you are among thousands of American families who volunteer to serve as citizen ambassadors of the United States.

Secondary School Student programs have been a part of U.S. public diplomacy efforts since 1949. Approximately 30,000 secondary school students from around the world participate in this program each year. The good will of American host families in opening their homes to these young international visitors is essential to the success of this program. Thank you!

The health, safety and well-being of the young people who participate in this program are, collectively, our highest priority. A host family has many responsibilities, the most important of which is the care and well-being of a young person from a foreign country for an academic semester or academic year. The foreign student is a guest in your home and in our country and you may be the first "real Americans" this young person encounters. How you interact with this student will create a powerful image about our country and its people.

I hope this will be a positive and rewarding experience for you and the exchange student. It is extremely important that you notify your sponsoring organization if you have any concerns or if the student's personal health, safety or well-being is threatened in any way. If the sponsoring organization is not responsive to your concerns, you should contact the Department of State directly at our toll free number (1-866-283-9090) that has been established for this purpose. In addition, your sponsoring organization will provide your student with an identification card, which lists your address and telephone numbers, a telephone number which affords immediate contact with the program sponsor, the program sponsor's organizational representative, and the U.S. Department of State's toll free phone number and email address (ivisas@state.gov). The exchange student should keep this card with him/her at all times and contact us if they have any concerns about their health, safety or well-being.

The U.S. Department of State is deeply appreciative of your kindness and generosity in making this educational and cultural experience possible.

Sincerely,

Stanley S. Colvin
Deputy Assistant Secretary
for Private Sector Exchanges

Appendix S



ROTARY INTERNATIONAL YOUTH EXCHANGE COMMITTEE District 5160 – Northern California FIRST QUARTER REPORT

These reports are to be e-mailed to the Youth Exchange Committee Inbound Coordinator (Memory Woodard at memorywoodard@sbcglobal.net). A separate report is due September 15, December 15, February 28 and May 31. Please answer all questions fully and honestly so we can understand your particular circumstances.

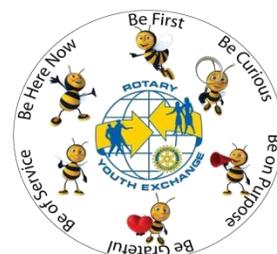
Reminder! If you have any concerns that need immediate attention, do not wait for your quarterly report to contact with your in country counselor or your outbound coordinator.

First Quarter Report - DUE September 15

You have now been in the United States for a month; everything is new! Remember – it's not right; it's not wrong; it's just different! ☺

We are interested in your experiences to date, and look forward to reading your responses to these questions:

1. **TRAVEL** – Tell us about your travel experience to the United States and your first few days/weeks with your host family (Visa process, flights, greeting at the airport, first few nights). Please highlight what went well and what could have gone better. Did you go through the first night questions? Is there anything that concerns you?
2. **ROTARY** – Describe your Rotary Club, (ie: your counselor, [have you met?], your Club members, club attendance requirements) and any special events you are looking forward to attending.
3. **SCHOOL** – Describe a typical day at school (classes, friends, teachers, other exchange students). What were your first impressions of school in the United States as compared to school in your home country? What are you looking forward to and does anything concern you? Was language testing required before entering school?
4. **INTERACT CLUB/COMMUNITY SERVICE** – If your school has an Interact Club, get involved! ☺ Community Service and friends; a great combination!
5. **HOST FAMILY** – What have you learned about your host family (occupation, ages, hobbies, Rotarians, siblings)? Did your host family ask about your interests? How is your relationship with your host family? Are there any issues with your host family that concern you? Do you feel comfortable talking to your in country Counselor about any problems that you may experience?
6. What else? What are we forgetting to ask?





ROTARY INTERNATIONAL YOUTH EXCHANGE COMMITTEE District 5160 – Northern California SECOND QUARTER REPORT

These reports are to be e-mailed to the Youth Exchange Committee Inbound Coordinator (Memory Woodard at memorywoodard@sbcglobal.net). A separate report is due September 15, December 15, February 28 and May 31. Please answer all questions fully and honestly so we can understand your particular circumstances.

Reminder! If you have any concerns that need immediate attention, do not wait for your quarterly report to contact with your in country counselor or your outbound coordinator.

Second Quarter Report - DUE December 15

You have now been in the United States for approximately four months. You have either moved to your next host family or are about to move.

We are interested in your experiences to date, and look forward to reading your responses to these questions:

1. Tell us about your greatest surprise living in a different culture – differences and/or similarities to your home country, family life, school – whatever.... Was it a pleasant surprise, or one that required you to re-evaluate how you've thought about things?
2. Give us some insight into your new relationships with your host families, school friends and Rotary Club. Have you changed host families? How was the transition? Who do you hang out with at school? How is attending school on a daily basis? How involved are you with your Rotary Club/Counsellor?
3. Community Service Projects are a great way to get involved in your community and make new friends. What community service projects have you been involved with? What was the most rewarding part of your experience?
4. Christmas is just around the corner, and typically this is the time most students feel homesick. If you are experiencing homesickness, how are you handling it? Let us know what works for you.
5. Looking forward, what are you and your friends/host family planning for the spring? Are there any Rotary events coming up or school/host family trips? Knowing that you will need to book your return flights after Christmas, do you have a sense of what the year-end dates might look like (i.e.: When does school let out? Is there a year-end tour/trip you are planning on taking with the other exchange students?)
6. Reflecting on the past four months, is there anything you would have done differently? Could Rotary have done anything differently to make the experience better?
7. What else? What are we forgetting to ask?





ROTARY INTERNATIONAL YOUTH EXCHANGE COMMITTEE District 5160 – Northern California THIRD QUARTER REPORT

These reports are to be e-mailed to the Youth Exchange Committee Inbound Coordinator (Memory Woodard at memorywoodard@sbcglobal.net). A separate report is due September 15, December 15, February 28 and May 31. Please answer all questions fully and honestly so we can understand your particular circumstances.

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Third Quarter Report - DUE February 28

You have now been in the United States long enough that you are speaking English (dreaming in English!), comfortable in the culture, and you also may be realizing there is little time left to do all the things you have left on your “bucket list.” This is generally the time of year where the exchange is comfortable, and thoughts of going home are exciting, but also scary.

We are interested in your experiences to date, and look forward to reading your responses to these questions:

1. You are in the home stretch! Tell us about your accomplishments to date (including community service), and what you hope to do before getting on the plane home. Include ideas on how you will tackle those activities, who you will you ask for help, and who has been your biggest supporter through this journey - in the United States or at home.
2. How has Rotary supported you during your exchange both in the United States and back at home? Let us know about your relationship with your in-country club, counselor, sponsoring club and inbound coordinator. Are you getting the support you were expecting? If not, what can be done differently?
3. At this point you are probably registering/booking/planning for your year-end trip with the rest of the exchange students. Did the District gatherings help or hinder your exchange? Who are the friends you think you will keep in touch with after your exchange (exchange students and/or locals)? Would you recommend this program to your friends and family members?
4. Reflecting on your exchange, how would you suggest the Inbound Coordinator/Counselor better prepare the next group of Inbound students? There are four stages of the exchange:
 1. First few months – everything is new and exciting. You feel lost and unable to communicate and you are constantly tired trying to take it all in.
 2. Homesickness starts to set in as the shine wears off and Christmas approaches.
 3. Language and friends are more familiar. You are starting to feel comfortable in the culture and things are becoming more familiar.
 4. Preparation to go home – mixed feelings, excited, sad.

Do agree with these stages? Were you prepared to deal with them? If not, please make suggestions on how we can improve our Inbound Orientations. If you don't agree with these stages, please give us a better sense of your reality.

5. What else? What are we forgetting to ask?





ROTARY INTERNATIONAL YOUTH EXCHANGE COMMITTEE

District 5160 – Northern California

FOURTH QUARTER REPORT

These reports are to be e-mailed to the Youth Exchange Committee Inbound Coordinator (Memory Woodard at memorywoodard@sbcglobal.net). A separate report is due September 15, December 15, February 28 and May 31. Please answer all questions fully and honestly so we can understand your particular circumstances.

Reminder! If you have any concerns that need immediate attention, do not wait for your quarterly report to contact with your in country counselor or your inbound coordinator.

Fourth Quarter Report - DUE May 31

At this point, your exchange is starting to wind down. You are planning your final good-byes, going on your year-end trip, and squeezing in the last of those “must do or must see” activities. You are probably flipping between excitement to be home with your family and friends, and reluctance to leave those you have become very close to in your new home. We are interested in your experiences to date, and look forward to reading your responses to these questions:

1. It’s time to think about returning home. What excites you the most about your return? What concerns you the most?
2. What are your plans after you return to your country? What have you learned while on exchange that will help you with your future plans?
3. You have changed through this experience, and you will soon realize that most things at home will appear to have stayed the same. What do you think your biggest challenge will be returning to your life at home? How will you handle it? Attending a Rebound Weekend will help if your District has one! 😊
4. Looking back on the year, were there any issues that you dealt with on your own (not already discussed in an earlier report), that you feel could have been better handled by yourself/Rotary? Please describe the issues and suggest the changes you would make.
5. Tell us a story about your exchange. What are you most proud of? What will you remember most? How has this exchange changed you?
6. What else? What are we forgetting to ask?

