A HANDBOOK FOR

Host Families

2019-2020
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<tr>
<th>POSITION</th>
<th>NAME</th>
<th>EMAIL ADDRESS</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Youth Exchange Officer (YEO)</td>
<td>Brenda Woods</td>
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<td>573-619-3822</td>
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<td>816-582-2834</td>
</tr>
<tr>
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<td>417-214-0243</td>
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<td>660-864-4045</td>
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<td></td>
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<td><a href="mailto:patrick.prenger@countryfinancial.com">patrick.prenger@countryfinancial.com</a></td>
<td>573-301-8690</td>
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<td><a href="mailto:cisiwebadmin@culturalinsurance.com">cisiwebadmin@culturalinsurance.com</a></td>
<td>1-800-303-8120, ext. 5121, 1-203-399-5556</td>
</tr>
<tr>
<td>Non-Rotarian Resource</td>
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<td>Lisa Thomas</td>
<td><a href="mailto:lisa.thomas@mchsi.com">lisa.thomas@mchsi.com</a></td>
<td>573-268-8019</td>
</tr>
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## District Calendar of Events

<table>
<thead>
<tr>
<th>Month</th>
<th>Event Details</th>
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<tbody>
<tr>
<td><strong>August</strong></td>
<td><strong>Inbound Orientation#1</strong>&lt;br&gt;August 23-25, 2019 (Tentative)&lt;br&gt;REQUIRED event for all Inbound students. Students arrive on Friday and depart on Sunday. Counselors and YEOs are encouraged to attend.</td>
</tr>
<tr>
<td></td>
<td><strong>Promoting RYE / Receiving Applications for 2020-21 Exchange</strong>&lt;br&gt;All month&lt;br&gt;Conduct civic/school programs to increase awareness of program &amp; to find Outbound Applicants for the next exchange year.</td>
</tr>
<tr>
<td><strong>September</strong></td>
<td><strong>Promoting RYE / Receiving Applications for 2020-21 Exchange</strong>&lt;br&gt;All month&lt;br&gt;Conduct civic/school programs to increase awareness of program &amp; to find Outbound Applicants for the next exchange year.</td>
</tr>
<tr>
<td><strong>October</strong></td>
<td><strong>Club Outbound Interviews</strong>&lt;br&gt;Before October 31, 2019&lt;br&gt;Conduct Club level interview and selection for potential 2020-2021 Outbound students.</td>
</tr>
<tr>
<td></td>
<td><strong>Preliminary Outbound Applications Due</strong>&lt;br&gt;October 15, 2019&lt;br&gt;Preliminary applications for outbound students for 2020-21 are due to the District Rotary Youth Exchange Committee.</td>
</tr>
<tr>
<td></td>
<td><strong>Inbound Orientation #2</strong>&lt;br&gt;October 25-26, 2019 (Tentative)&lt;br&gt;REQUIRED event for all Inbound students. Counselors and YEOs are encouraged to attend.</td>
</tr>
<tr>
<td><strong>November</strong></td>
<td><strong>Club Sponsorship and Commitment Forms Due</strong>&lt;br&gt;November 1, 2019&lt;br&gt;RYE commitment for 2020-2021 due by each club willing to sponsor/host students in 2020-2021</td>
</tr>
<tr>
<td></td>
<td><strong>District Outbound Interviews</strong>&lt;br&gt;November 23, 2019&lt;br&gt;Interviews and selection of 2020-2021 of Outbound students. Current Inbound encouraged to attend.</td>
</tr>
<tr>
<td><strong>December</strong></td>
<td><strong>Outbound Orientation #1</strong>&lt;br&gt;December 6-7, 2019 (Tentative)&lt;br&gt;REQUIRED for all Outbounds and their parents. OB Counselors are encouraged to attend. Current Inbound encouraged to attend.</td>
</tr>
<tr>
<td><strong>January</strong></td>
<td><strong>SCYRE Meeting in Tulsa</strong>&lt;br&gt;January 10-12, 2020&lt;br&gt;REQUIRED event for IB Students. Friday thru Sunday. Saturday – YEO/Counselor Training Session. All YEO/Counselors are encouraged to attend.</td>
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<tr>
<td>February</td>
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<td>----------------------------------------------</td>
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<tr>
<td>Outbound Orientation #2</td>
<td>Date / Time / Location TBA</td>
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<tr>
<th>March</th>
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<tr>
<td>YEO/Counselor Training Sessions</td>
<td>Various Dates / Times / Locations TBA</td>
<td>YEOs and Counselors MUST attend one of the sessions. RYE committee club members also welcome.</td>
</tr>
<tr>
<td>North American Youth Exchange (NAYEN) Conference</td>
<td>Monterrey, Mexico Date/ Time TBA</td>
<td>Any RYE volunteers welcome to attend. Many great break-out sessions about RYE best practices and a chance to meet international exchange partners.</td>
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<tr>
<th>April</th>
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<tr>
<td>Outbound Orientation #3</td>
<td>Date / Time / Location TBA</td>
<td>REQUIRED for all Outbounds and their parents. OB counselors are encouraged to attend.</td>
</tr>
<tr>
<td>District 6080 Conference / Inbound Orientation #3</td>
<td>April 17-18, 2020</td>
<td>REQUIRED event for Inbounds. Students will be part of the conference program. Counselors and YEOs are welcome.</td>
</tr>
<tr>
<td>Promoting RYE / Receiving Applications for 2021-22 Exchange</td>
<td>All month</td>
<td>Conduct civic/school programs to increase awareness of program &amp; to find Outbound Applicants for the next exchange year.</td>
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<tr>
<th>May-June</th>
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<tbody>
<tr>
<td>Rotary-Approved Inbound Student Optional Summer Trips</td>
<td>June</td>
<td>Must be approved by Inbound Coordinator. (Usually 10-14 days in mid-June)</td>
</tr>
<tr>
<td>Inbound Student Departures</td>
<td>Varies</td>
<td>Inbound students must leave 7-10 days after school ends unless traveling on a summer trip.</td>
</tr>
<tr>
<td>Promoting RYE / Receiving Applications for 2020-21 Exchange</td>
<td>All month</td>
<td>Conduct civic/school programs to increase awareness of program &amp; to find Outbound Applicants for the next exchange year.</td>
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<tr>
<th>July</th>
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<tbody>
<tr>
<td>Splash Down Rebound Orientation</td>
<td>Date / Time / Location TBA</td>
<td>REQUIRED for all returning 2019-20 Outbound students and parents.</td>
</tr>
<tr>
<td>SCRYE Summer Meeting:</td>
<td>July 17-18, 2020</td>
<td>Recommended for YEOs/Counselors. Cedar Rapids, IA.</td>
</tr>
</tbody>
</table>

***Non-required Inbound and Outbound student events as scheduled***

***Rotary activities and presentations in school and community as scheduled***
Chapter 1: What is Rotary? What is Rotary Youth Exchange?

Rotary clubs are service organizations that strive to improve the quality of life in their communities, promote high ethical standards in all vocations, and help build goodwill and peace.

There are over 33,000 Rotary clubs in the world. Club members, called Rotarians, are business, professional, and community leaders who volunteer their time and talents to serve others. Rotary Youth Exchange is one of their service activities.

A district is a group of Rotary clubs that are linked for administrative purposes. Sometimes districts join together to form multidistricts that coordinate exchanges in a larger geographic area. District 6080 is apart of a multidistrict--South Central Rotary Youth Exchange (SCRYE)--which has over 38 member districts that cover over 18 states and parts of Canada. In addition to working closely with other districts in SCRYE, District 6080 complies with rules, regulations, and "best practices" set by the U.S. Department of State, the North American Exchange Network, and Rotary International. This network of support ensures exchanges that are safe, reliable and, overall, successful.

For more information about Rotary and Youth Exchange visit: www.rotary.org and www.rotary6080.org/rotary-youth-exchange
Rotary Youth Exchange Objectives

Rotary Youth Exchange is the premier youth exchange program in the world with approximately 8,000 students from over 70 countries participating annually. The goal of the RYE program is to further international goodwill and understanding by enabling students to study, first hand, the cultural differences of people in countries other than their own. It enables students to advance their education by attending high school for a year in an entirely different environment and undertaking courses and subjects not typically available to them in secondary schools in their own countries.

By having to cope with the everyday life difficulties in an environment completely unfamiliar from the one they are used to, students mature and learn to understand varying points of view - helping them to learn tolerance and accept differences. These students also serve as Ambassadors for their own countries by sharing as much knowledge as they can about their own communities and cultures with the people and groups they meet during their 10-11 month exchange. As a result of observing the varied facets of life and culture in our country, it is hoped that when these students return to their native countries they can share the knowledge they have gained - to make the world a little smaller.

Diversity Statement

Rotary Youth Exchange in D6080 is committed to providing an environment in which all students, host families, volunteers and Rotarians are treated with respect and dignity. Each individual has the right to participate in a Rotary atmosphere that promotes goodwill and prohibits discriminatory practices, including harassment. The district expects that all relationships among persons participating in Rotary Youth Exchange will be respectful and free of bias, prejudice and harassment.

Purpose of this Manual

While we recognize that there are many different ways to parent a teenager, we have prepared this manual specifically to explain how the RYE program operates. In addition to covering the program rules, we have also included suggestions to help you deal with issues that might arise during the year. These are not meant to be dictatorial, but to serve as guidelines to address situations created by different cultures, backgrounds, values and expectations. In our attempt to provide consistency, we have tried to thoroughly explain our positions on a wide variety of topics. If you have questions, please contact your student’s Rotary Club Counselor or the Club’s Youth Exchange Officer (YEO) for additional clarification. (The District Youth Exchange Committee is also available if the situation warrants.)

(Note: Some of the information in this manual relates to the responsibilities of the Rotary Counselor. However we are including it in this manual so that you will have a better understanding of his/her duties to the student and you, the host family.)
Getting Started

Hosting a Rotary Exchange Student begins with having the desire open your heart and home to a teenager from another culture and the willingness to undertake the responsibility of helping him/her learn about our culture. As a reward for your involvement, you will be adding a member to your family and, at the same time, learning about the student and his/her country.

Each host family will undergo an In-Home Interview/Inspection with a Rotary Representative. The host parents must then complete a Host Family Application (HFA). In addition, anyone over 18 years of age living in the home will be required to submit an application Volunteer Application (V-1) for a Criminal Background Check (CBC). Finally, prior to the student’s arrival, the host family will receive a Host Family Orientation from the Rotary Counselor or YEO. This orientation will cover much of the information in this manual. It will also address how to deal with any issues of sexual abuse or harassment. All of these steps are required by Rotary International and CSIET, the entity that certifies that the Rotary Youth Exchange Program is in compliance with requirements from the U.S. Department of State. You will be visited again while hosting.

As a general rule, each student will be hosted by three families during their 10-11 month exchange. A host family does not need to have children of the same age (or any children, in fact) in the home. The only requirements are an open heart and the interest, time, room, and energy to care for a young person.

Rotary prides itself on providing a safety network and a high degree of care for each of its students.

For that reason, special rules apply to students involved in this program and it is important that each host family understands them. Initially your time will be spent getting acquainted with your student, figuring out what they like and dislike, laying down boundaries and working out rules for living together. The repayment for your energies will be a life-long friendship experience with the knowledge that you did your part to help promote world peace and understanding.
Chapter 2: Preparing for Arrival

Pre-arrival Communication

Before the Inbound Student arrives in the United States, it is important that communications have been established between the student and AT LEAST the first host family. (The District 6080 Youth Exchange Office will already have received the application package from the overseas Rotary District and will have been in contact with the student regarding insurance and visa requirements.)

After the application has been reviewed and archived, the RYE Office will forward a Host Club Packet – including the student’s application and other required documents to the Club Youth Exchange Officer (YEO) or Inbound (IB) Counselor who will then provide a copy of the application to you.

We encourage you to review the application and discuss any concerns you might have with these Rotarians. Reviewing the application will help to make the initial meeting between you and the student more comfortable – for both of you. This will also help your student feel more confident in YOUR interest in being his/her host parents.

Once you have been accepted as a Host Family, you should send an e-mail to your student. We recommend having each member of your family contribute something to the email or, if time allows, assign each member of your family a subject and have each write a separate email. If there are children in your family, communications from them is also very important. It allows them to feel more involved in the hosting experience and helps them to develop a separate and special relationship with the Inbound Student. (If you are the second or third Host Family, it is also appropriate for you to make contact with the student at this time.)

Below are some suggestions for things to include in the communications:

- Describe your family (number of children, their ages, family interests, what you do for a living, grandparents)
- Talk about any pets (what kind, their names, how many, do they live inside or out)
- Talk about our state (where we are in the U.S.-send a map showing major cities)
- Describe your community (i.e. country, city, or small town; how far are you from other cities; population; major features, etc.)
- Describe your home (how close is it to school/shopping/etc., special features such as a swimming pool, separate bedroom for the student, etc.)
- What weather can be expected in each different season.
- What types of activities your family enjoys
- Discuss any family traditions or weekly observances (church, Easter egg hunts, Thanksgiving, family reunions, Halloween, “family time” etc.)
- Describe the school your student will attend (size, how far from home, how they will get there, sports and extra-curricular activities, and types of classes available, etc.)
- Send photos of your family, your home, and your community
- Exterior aid, if available, interior pictures of the student’s school
- Information on extra-curricular activities and sports available at the school.
Although some of this information will have already been provided to the student by the YEO/Counselor, your descriptions and discussions can be more personal. The significance of writing this e-mail is to reinforce that you and your family are genuinely looking forward to your student’s arrival. The welcome email will help to establish a foundation on which a strong relationship can be built.

**Gathering and Communicating Information**

Prior to your student’s arrival, your family should work together to gather as much information about your community as possible. Some of this information can be included in the initial letter, and the rest can be given to them on their arrival.

Community information that will be helpful to the student can include:
- A map of your city or area, with the locations of your home, the school, recreation areas, etc. marked
- Pictures and brochures depicting your community
- Information on nearby points of interest, or places you intend to visit

**The Student’s Living Space**

The issue of whether students need to have their own room is debatable. On one hand, if an extra bedroom is available, it will give the student a place where they can feel at home and where they can retreat to if the whirlwind of new experiences becomes too much to handle. On the other hand, sharing a room with a sibling can help the student to become a closer part of the host family more quickly. Sharing a room also prevents the student from withdrawing and shutting themselves off from the rest of the host family, which can be a symptom of homesickness. In any case, the District does require that the student has his/her own bed (it may not be an inflatable mattress), and should have adequate storage space for clothes and personal belongings, and as well as a desk or quiet area in which to study.

We recommend that you NOT provide a television, telephone, or computer for your student in his/her room so that you can monitor what he/she sees or does and encourage him/her to share free time with the family instead of being alone. If your student does have his/her own room and is showing signs of withdrawing, insist that he/she participate in as many activities as possible. Invite him/her along on errands when you run down to the store, go to the Mall, etc.

**Telephone / Computer**

It is reasonable to expect that your student will want to make telephone calls home to speak with his/her parents from time to time. It is also reasonable to expect that your student will want to utilize the computer for email and research purposes. For that reason, if your student does not have his/her own personal cell phone or laptop, it is important that you understand the scope of your service package and be prepared to discuss it with your student after he/she has arrived. (See Appendix C)

Most students will purchase a cell phone and plan soon after arriving. If you add the student to your cell plan, be sure and monitor data use so there are no surprises.
Family Preparation

As a host family, you are about to accept a new member into your lives. However, this new member has had a completely different social upbringing. What you take for granted as socially polite or acceptable may not be so obvious to your student. Go over list of First Night Questions. (See Appendix F)

These questions SHOULD BE, but are not always, provided to the outgoing exchange student by his/her sponsoring Rotary Clubs overseas prior to their arrival. We recommend that you use these questions as a guideline, along with the Rotary rules, to discuss family responsibilities and expectations. Your family should decide together your stances on issues such as curfew, chores, television, telephone use, email, and bedtimes. (It is also recommended that these same issues be discussed with the other host families so that there is some continuity of rules and expectations.)

Discuss issues you believe may arise during the exchange and think about the most effective way of handling those circumstances. Remember - the student is here to become an integrated member of your family and should not be treated like a guest.

If there is a child in the host family that is the same general age of the Inbound Student, DO NOT EXPECT this child to assume responsibility for the Inbound student throughout his/her stay in your home. The two MAY become best friends, or they MAY NOT. We generally ask host siblings to make a special effort during the first two weeks to help the Inbound Student adjust to school, figure out where things are and how things work. Hopefully this will give the student time to begin to develop his/her own circle of friends. After that, the sibling relationship should develop naturally.

We have found that expecting the natural children to be best friends and take care of the Inbound Student for an extended period of time can result in hostility or jealousy or resentment.

The topics discussed in this manual are relevant to each and every member of your family, and all family members should learn to rely on one another for support and assistance during this challenging experience. When everyone works together to strengthen and keep the lines of communication open, problem resolution will be much easier, and the hosting experience is much more likely to be rewarding.

Travel to the USA

All students will be advised by the hosting Rotary Club when (within 5 - 7 days) and where (St. Louis, Kansas City, Columbia or Springfield) they should arrive. However, the final arrangements should be made between the host family, the Rotary Counselor and the student. You should ask your student to let you know his/her complete arrival itinerary as soon as he/she knows it. When you have this schedule, please make sure that it is shared with the club YEO/Counselor.

If you will be involved in meeting your student at the airport, make sure you have communicated a specific place and way to locate one another. Do NOT assume that any pictures you might have exchanged will be sufficient when trying to identify one another. Also, make sure your student has your home and cell phone numbers, as well as detailed instructions on what to do if a flight is delayed or cancelled or he/she misses a flight.
Chapter 3: The BIG Day

We recommend that the student’s Rotary Counselor meet the student at the airport and that the student spends the first 2-5 days with him/her. Since the Rotary Counselor will be the one constant throughout the student’s exchange, we think this is a good way for the student and Counselor to get acquainted and develop a relationship - prior to the student moving in with the first host family.

Reconfirm the Arrival Time

Early arrivals, delays, or flight cancellations are not uncommon, especially where international travel is concerned. Flights in the summer are often overbooked, so it is very important that you call ahead to reconfirm your student’s flight time. Call the airline (or US partner airline) your student is using, and verify that the flight departure and arrival times are still accurate. Give the student your cell phone number, or the number for the YEO/Counselor, to call if a delay occurs after you have left for the airport. If there is a last minute delay on a short domestic flight, or some other problem, you need to have some way for the student to get word to you.

If You Are Meeting Your Student’s Flight

Your student is walking off the plane from eight to twelve hours (or longer) of travel. Imagine that he/she can’t understand but a few a words of what people are saying, that he/she is probably exhausted, confused, and possibly scared. Imagine how good it would feel to step past Customs wearing his/her Rotary blazer to see a friendly person (or group of people) he/she recognizes from a photograph, holding up a huge welcome sign with his/her name on it! A sign is very important since there will probably be a lot of people milling around the airport. It helps start the experience on a positive note for your student and helps him/her feel welcome in his/her new country. In addition to a sign, balloons or flowers help to add an extra note of welcome.

Be sure someone is taking pictures, as the student will want a record of his/her arrival later on. If you – rather than the Counselor - will be meeting the student, it’s important to have as much of your family at the airport as possible. Recognizing brothers and sisters will help your student’s confidence, especially when they’re smiling! Plus, the conversation will be easier with several people talking and asking questions on the way home.

What to Do if Your Student Is Not on the Plane

If your student is not on his/her scheduled flight (and you have not received a call explaining why), contact an airline representative immediately to see what might have happened. Due to privacy rules, the airline may or may not be helpful in helping to locate the student. The more concerned and respectful you are, the more likely they will make an effort to assist you. Next, contact the YEO or Counselor, who can then contact the District Inbound Coordinator or the student’s family to see if a last minute problem arose. DO NOT PANIC!!!! All students do arrive eventually and there is usually an explanation for the confusion.
Claiming Luggage

Help your student claim his/her luggage and transport it to the car. If any luggage is lost, immediately contact the airport personnel to file a claim. Frequently baggage is left behind at the airport where customs were cleared. The student will need to give descriptive information such as color, size, shape, the flight route, and whether an address and name was affixed, etc. Do not leave the airport until the procedure for claiming lost luggage has been completed. The airline typically will deliver the bags to your home when they arrive, so you should not have to go back to the airport to pick them up. To make it simpler to reclaim lost luggage, suggest to your student in one of your pre-arrival communications that he/she takes photos of his/her luggage before leaving home and carry the pictures in his/her carry-on luggage. Also suggest that he/she make a list of what each bag contains in case they cannot be found, and the airport has to estimate a value.

Calling Home

If possible, have your student call his/her parents as soon as possible after you have met him/her at the airport - to let them know they have arrived safely. It may be an emotional call as your student will be tired, disoriented, and will have just realized how far away they are from friends and family. Be prepared for this and offer appropriate empathy when they hang up the phone. You should also notify the YEO or Counselor who will then notify the District Youth Exchange Office that the student has arrived.

The Abbreviated House Tour

After arriving home from the airport, show your student his/her bedroom and conduct a brief tour of your home. Show him/her where the bathroom is located, and where to come for breakfast in the morning. Do not try to orient him/her to everything in your home at this time as he/she may likely be exhausted and in need of sleep. Show him/her where the necessities are kept (shampoo, towels, water glasses, etc.), and let him/her know that these are as much theirs as anyone else in the family. Make sure he/she knows how to work the toilet, sink and bath fixtures (hot and cold), showers, and hair dryer. Don’t try to discuss family rules and jobs at this time because your student will be too disoriented to absorb much information.

Sleep

The main thing on your Inbound Student’s mind when he/she arrives will probably be sleep. Waiting in huge airports surrounded by strange languages, carrying heavy luggage, crossing time zones, dealing with customs and passports, and sitting on the plane for hours and hours will have left your student exhausted. In addition, your student will be experiencing many different emotions that can be confusing and stressful. It is recommended that if your student arrives early in the day, he/she stay awake until at least 8:00 p.m. That way he/she will start to adjust to the new time zone, and jet lag will be minimized. You could suggest that they unpack and store his/her clothes and luggage.
Chapter 4: The First Week

The Expanded House Tour

As a means of integrating your student and making him/her feel more a part of the family, give him/her a detailed tour of your house. Schedule a time to discuss The First Night Questions. (Appendix F) Be sure to show your student how everything works - from running the dishwasher and laundry machines to locking the front door at night. Discuss the different electric service that we have (with its different wall plugs) and determine if any appliances that he/she brought along will not work due to that factor. Explain how the microwave oven and the stove work. Explain to a female student how to dispose of sanitary products. Take nothing for granted.

Your student may feel embarrassed or be too self-conscious about their language skills to ask questions. Putting sticky note signs on things with the English and native language words for that object will be a big help in language development for a student with weak English skills. (It will also be a way for the host family to learn some of the Inbound Student’s vocabulary and language.) Watching Sesame Street with a younger sibling could be a great boost in language and bonding. A little extra time spent orienting your student at first will help to save embarrassing misunderstandings in the future. Discuss empathy with your children and warn them not to laugh or make fun of language errors. What may seem funny to them can be extremely embarrassing to the student. However, it is not unusual for students to laugh at themselves when they make an error.

The Neighborhood Tour

Show your student around your immediate neighborhood and the community to familiarize him/her with their new surroundings. Feeling comfortable in their new town will happen gradually. Encourage them to ask questions. Introduce them to your neighbors and other members of your community. Provide them with a small map of where you live and your home and cell phone numbers to keep in their wallet or purse to use if necessary. Show them where the school bus stops and where the market or corner store is located. Let them know if there are any dogs to be cautioned about. Orient them to several landmarks in case he/she becomes lost. Talk about the different traffic signs we use so that they don’t make any mistakes. If you live in a larger town, warn them against talking to strangers, going into bars or nightclubs, trespassing on private property, what sections of town to avoid, etc. Stress the need for safety. Again, take nothing for granted.

Registering for School

The Rotary Counselor will most likely be the person to help the student register for school. Each school system differs in registration requirements, but the Rotary Counselor will discuss registration details with the counseling staff at the school. The Rotary Counselor will introduce the student to the school counselor and assist the student in the selection of classes, keeping in mind that this is a cultural exchange program, with an emphasis on academics. If you or the Rotary Counselor knows a Rotarian who works at the school, be sure the student is introduced to him/her so that there is additional help in getting the student oriented.
Some countries have very specific requirements for the classes that students must take to receive credit for the school year. If this is the case, your student will probably already know what classes they are.

Sometimes the student needs to be reminded that the Youth Exchange program places a significant focus on the cultural aspect of the youth exchange experience rather than the academics. Make sure the student understands this so that he/she does not feel obligated to assume an almost impossible academic load. It is not unknown for exchange students to want to take four or five highly academic classes. On the other hand, some students will want to take as few courses as possible, hoping for a vacation year. Striking a reasonable balance is important.

Guidance, with the help of a high school counselor, is necessary in such matters. We encourage all students to take English grammar and US Government. A class that focuses on current events can also be worthwhile, as can a speech or drama class. Work with the counselor to try to create a schedule that will allow your student to attend the weekly Rotary meeting without upsetting the school staff.

Most students will receive no credit for this school year. It is also possible that the student may already have graduated from high school in his/her home country. For that reason, grades should not be the primary focus. HOWEVER, the student is bound by the rules of the exchange to attend high school during their entire exchange year AND to make a concerted effort to do well in all classes.

If the first host family does not have similar aged children in the home that will be attending the same school, perhaps some friends or neighbors do. Try to introduce them to your student ahead of time so they can be helpful during the first few days of school. Be sure to ask them to show the student where his/her classes are located and, if possible, to introduce him/her to the teachers.

Let the teachers know that your student is a Rotary Exchange Student and offer to be a buffer when expectations on either side get a bit strained. (The Rotary Counselor will also be available to assist with any school issues that might arise.) If the school has a language class or club for the student’s native language, suggest the student get enrolled and that he/she make a presentation to the class. This will help the student meet new people and help the other students in the school learn about him/her.

If there are other foreign speaking students in the school, discourage your student from spending too much time with those students who might also speak their native language. This will delay them from learning English and experiencing all the student body has to offer.

If transportation arrangements can be made, strongly encourage your Inbound to become involved in extracurricular activities. After school language clubs, drama, music groups, intramural and varsity sports (if allowable) will expand your student’s group of new friends rapidly. He/she came to experience as much of our culture as we can expose him/her to. His/her ability to make friends quickly will give him/her opportunities for experiences that otherwise may not come their way, such as choir or band trips, theater productions, or community projects. New friends can take a lot of the burden of entertaining off your backs. However, don’t let your family be ignored in favor of too many friends.

*** Please note that the host family is NOT responsible for paying for the costs to participate in these extracurricular activities including sports uniforms or equipment, musical instruments, transportation expenses, registration fees or other similar type items. These costs should be discussed with the student PRIOR to this/her getting involved. ***
Emergency Funds, Bank Account, Return Tickets, Passport

Emergency Fund: As part of the Rotary program, students are required to arrive with an emergency fund of $300. This money will be collected and safeguarded by the YEO/Counselor. This money is to be used ONLY in case of an emergency, such as needing replacement of eyeglasses, medical care or emergency dental work. New clothes do not fall under the category of emergency needs. If the emergency fund is used during the year, it must be replenished by the natural parents as soon as possible. If it is not used during the year, the YEO/Counselor will return the funds to the student to go gift shopping before returning home or pay for luggage or shipping fees for his/her return home.

Bank Account: Soon after arrival, the student’s Rotary Counselor will establish a checking account for the student. Since the student will not have a Social Security Number his/her Counselor will also be a signatory on the account. The account will be set up with Debit/ATM access only – no checks. Most students ARE already familiar with how a Debit or Credit Card works. Additionally, a checking account with Debit Card/ATM capabilities ensures that the student can’t spend more than is in the account. We have found that this is a good thing. If the student’s bank account runs low on funds, we recommend the use of a cash advance on a credit card provided by the natural parents. (Most students come with this additional access to funds from home.) If necessary, funds can also be sent via a wire transfer from home. In that case, it will be necessary to find out the local bank’s wire number and address and have the student provide it to his/her natural parents.

Return Ticket: When your student arrives, he/she will most likely have a return ticket with the wrong return date. (Airlines generally will not book open ended tickets nor are they able to book flights more than 320 in advance.) It is IMPORTANT that the desired actual return flights are booked at least one month prior to the tentative date. If the change is not made prior to the current date on the return ticket, the ticket will become void and a NEW return ticket will have to be booked. This would be VERY expensive!!! The YEO or Counselor will remind or assist the student to make his/her ticket change.

Passport/Visa: Upon his/her arrival, the student will have several important government documents - passport, visa, and DS2019. Students are always now expected to keep these documents in their possession. However, we do not recommend that they carry these documents on them. Rather, they should be placed in an envelope and kept in a safe place in your home where the student will have easy access to them. Your student’s counselor will suggest that the student carry a photocopy of his/her passport with them at all time, along with his/her insurance card. The Rotary Counselor will provide you with a copy of the student’s passport, information and permission for medical treatment (which is part of the student’s application) and insurance card and information.

Expenses and Allowances

Your student will receive a monthly allowance (which ranges from $100-$150 depending on the club) from the Rotary Club to cover his/her basic expenses. However, school lunches are to be paid by the Host Family. Many Clubs will expect the student to submit his/her monthly report to the Inbound Coordinator before receiving his/her monthly allowance check.

Host parents are not expected to purchase clothing, souvenirs, postage, pay for the student’s long-distance phone calls, provide a cell phone or pocket spending money. If the host parent chooses to
provide an allowance as they do for their natural children, it is at their discretion. The student’s natural parents may desire to provide additional funds to their child to cover additional needs by providing the student with a credit/debit card to purchase things like winter clothing or school supplies.

The student should be tutored on the use of his/her new debit card and encouraged to plan for “special” expenses such as school dances or school-sponsored trips that will have an associated cost. Host families are not expected to pay for prom/homecoming dresses, graduation announcements or senior pictures.

Some students will participate in one of the optional Rotary Tours. (Several trips in the spring, a trip to the East or West Coast tour in June, or a USA Tour of major cities in June-July.) Host parents should assist the student in budgeting for this expense if he/she desires to participate. The travel and housing expenses, while reasonable, are still considerable, and must be planned for in advance.

Medical Insurance

The student has paid for a health insurance policy through CISI-Bulduc. (See Appendix E). The Club YEO/Counselor should provide you with a copy of your student’s RYE application which includes a treatment permission form signed by the biological parents. Any major medical expenses incurred will be submitted for payment under the policy, and any remainder will be the responsibility (after deductible) of the natural parents or their personal insurance. Students are responsible for their own medical deductible and any non-accident related expenses, e.g. routine dental expenses, sports physicals, etc.

Any medical claim should be made using the Club YEO/Counselor as the contact address so that any paperwork gets handled and does not get lost due to the student moving on to another host family. The most current information (policy outline, claim forms, etc.) will always be available on the District website at www.rotary6080.org/rye.htm or CISI-Bulduc website at www.culturalinsurance.com. Should any questions arise about any insurance issues, our Rotary District has an insurance specialist that will be able to assist.
Chapter 5: Living Within the Guidelines

A common mistake made by new host families is to treat their exchange student like a visitor, guest, or tourist instead of a family member. While you may be enthusiastic about his/her arrival into your home, it is important to spread the enthusiasm throughout their stay. Although your student will want to see as much of the area as possible during their time with you, he/she also expects and should share in your family life. If you have children living at home, the easiest way to prevent future problems is to remember to treat your student the same way you would treat your own children of the same age. If your student learns early in the exchange year that he/she will be treated no differently than anyone else in the home, he/she will have a much better understanding of the reality of being an exchange student. At first your student may seem to need nurturing and mothering as much as a small child might because he/she may feel insecure, vulnerable and confused in their new setting. The typical sixteen to eighteen-year-old looks (and tries to act) like an adult, but most are struggling with the fear of embarrassment and homesickness. A little tact and empathy combined with a willingness to keep the lines of communication open (even if it gets a little uncomfortable) will go a long way toward creating a family harmony and ensuring a rich and fulfilling exchange experience for both the student and the host family.

Please remember that cultural differences may come into play early on during their stay at your home. A Brazilian who is used to getting ready for a party at midnight and then staying up until 5 A.M. will have a difficult time dealing with our curfews and going to bed at 10 P.M. Another student may have 2 servants back home and won't have the foggiest notion of cleaning, cooking, or chores. Communicate, carefully but quickly!

The Basics

School: The student must attend school full-time and try in all classes. If the student is having difficulties with specific classes, discuss this with the Inbound Counselor. Consideration might be given to changing the class to something more manageable.

Work: The student is not allowed to secure employment except under certain non-competitive, noncompulsory conditions (baby-sitting, yard work, etc.) where payment is in cash and no Social Security card is required. Students are here to experience our culture, not to work. Although volunteer work is encouraged, care should be taken to limit the amount of time spent so that it does not become a burden on the host family relationship and take the student away from important school activities and assignments.

Tobacco: Use of tobacco products and smoking is not allowed.

Orientations/RYE Meetings: All students are required to attend two orientation meetings and several other events scheduled by the District during the year. Student attendance will also be required at Club level sponsored events. Prior permission from the Inbound Coordinator must be granted for any Inbound student to miss any of the District Rotary events.

Laws of the United States MUST always be observed. In case of a violation, the student cannot expect assistance to come from his/her home country. If detained or arrested by police officials, the student will be returned home as soon as possible after being released. No Exceptions.
The 4 + D’s: (Discussed in more detail in Chapter 7)

Drugs: Using controlled substances of any kind, except those prescribed for the student by a physician for valid medical reasons, is forbidden.

Drinking: Although many Inbound Students are accustomed to drinking alcohol in their home countries, they are prohibited from doing so while on exchange. The only exception is for religious observance.

Driving: Students are not allowed to drive any motorized vehicle during the exchange year (including motorcycles, off-road vehicles, snowmobiles, boats, tractors, wave runners etc.). Students may not obtain a driver’s license in the USA, nor are they allowed to take Driver’s Education UNLESS Driver’s Education is mandatory for high school graduation. They may take the class but not drive.

Dating: Although casual dating in groups and dates for special occasions (Homecoming/Prom) is permitted, romantic attachments should not be allowed. Stress group activities and involvement with many friends. We do not want students getting involved with one person to the exclusion of others as this can result in their missing the opportunity to experience their exchange fully.

Boy or girlfriends from back home should be downplayed. Do not ever encourage them to come for a visit as this is NOT allowed.

Three other D’s that are not a specifically stated part of “The Rules”, but that are important are:

- No Downloading inappropriate materials on to the computer
- No Decorations – no piercings or tattoos
- Do not Disgrace yourself or Rotary by posting inappropriate pictures or comments on Facebook or on any other social media

Returning Home

The student must return home within 7 days after the end of the school year or, if participating in one of the year-end Rotary Tours, within two weeks after the end of the tour. Students should not assume that they are welcome to spend the entire summer with their hosts and should be sensitive to the wishes of the host family. Flexibility on the part of the student and host family may be required. Students may extend their stay slightly if they are invited to go on vacation with any of their host families. This must be approved by the District Inbound Coordinator.

Costs related to an early return home, for whatever reason, are the sole responsibility of the student and their natural parents.

District Travel Guidelines

These guidelines provide a safe environment for our students and help host families determine which travel activities are allowed and which should be avoided. The District Inbound Coordinator must receive a written/emailed request (Travel Request Form – see Appendix A) for any proposed travel involving travel outside of the State of Missouri.
The District Inbound Coordinator must approve all out of state travel.

The Club YEO/Counselor must approve any overnight travel within Missouri. This includes any sleepover with any other exchange students. Any co-ed sleepover will be denied approval. He/she should be informed of day trips with the host family or travel outside of the student’s community.

The District Inbound Coordinator must be informed at least 7 days prior to and have the opportunity to discuss and approve plans for:

- The purchase of an airline ticket for a planned future vacation
- Exchange student group birthday parties and larger gatherings
- School trips to participate in sports or other competitions
- Visits from natural parents (Any visit from a boyfriend/girlfriend will be denied.)
- Extended travel during scheduled school days
- Travel that will interfere with a scheduled activity of the District.

All airplane travel requires prior written authorization from the natural parents. If a student is traveling without a chaperone, the flight must be NON-STOP, and an approved adult must be at the other end to meet the plane and provide housing for the student. Information about this host family must be provided.

Students are not allowed to travel to or through St. Louis or Kansas City, or outside of the community unless accompanied by an adult of at least 25 years of age. We require this person to be a responsible adult; if in your opinion, the person is not completely trustworthy, don’t approve the trip. Any bus trip requires an adult chaperone.

Religious Observances

Religious observances may be very important in both your own family and in the culture from which your student comes. This may be one of the most important issues in your relationship. Many areas of the world practice religions other than the Catholic/Christian faiths. Some may have strict dietary guidelines or customs with which you may not be familiar. It is important that you be sensitive and open on this subject.

You should invite your student to attend different services with other families. Respect your student’s beliefs and, whenever possible, aid him/her in making arrangements for the religious observances of his/her choice. If the student is of the same religion as your family, participation must still be his/her choice. Although differences related to religious beliefs can be a source of tension, they can also provide richness to the exchange experience by sharing some of your student’s culture and observances.

Although it might be a goal of one’s religious faith to convert others, attempting to convert an exchange student who is subject to your control is the height of breach of the student’s family’s trust and could cause the student great internal turmoil and conflict. No such attempt should be made. Flexibility and tolerance are the watchwords.
Chapter 6: Living with Your Student

Family Rules and Routines

It is very important to discuss the rules and expectations with your student soon after they arrive. By familiarizing your new family member with your rules and routines you can avoid many misunderstandings.

Before your student arrives, have a family meeting to discuss the family and Rotary rules (both spoken and unspoken). Spoken rules will be easy to identify, i.e. weekday and weekend curfews, everyone eats dinner together, no television until after homework is finished, etc. Unspoken rules, such as no texting while I’m talking with you, please don’t talk with your mouth full, don’t slam the door, ask to be excused from the table, always put the toilet seat down afterwards, etc., may present a greater challenge. Family routines such as – what is the order for using the bathrooms in the morning, how long does each person get? how long can showers last? does the family regularly eat out Friday nights? when does the family get up on weekends? how late can friends call me? may be the most difficult to address, because they will already be second nature to you. Clear-cut mutual agreements will help avoid misunderstandings that can make both parties uncomfortable during the exchange.

Be understanding about mistakes (i.e. swearing without knowing what the word really means, putting their feet on the coffee table and their elbows on the table, texting when it is family time, etc.) But, in the enforcement of the rules, be up-front and consistent about the consequences. Let your student know how you will treat your own children in the same situations, and if it happens again, enforce the consequences. This will make for a much smoother and more positive experience for you and your student, as well as preventing feelings of jealousy and negative feelings from your own children. We suggest implementing the theory of tough love to enforce your rules fairly and evenly.

Remember that the Inbound Student is not unlike any other American teenager, and all adolescents are difficult to cope with at times. Your student may need limits set as to where they can go and what hours to keep, may need reminders to clean up after him/herself and may seek discussions on the “why’s” of the house rules. The situation is complicated by the fact that, no matter how good the student’s preparation was for their exchange, they remain a stranger in a strange land. Appreciation for the beauty of the English language, as well as its inconsistencies, is gained from constant communications between the host family and the student. At some time during the exchange both the family and the student will come face to face with each other’s prejudices. This may be an uncomfortable experience since most of us are sure that we don’t have any prejudices!

The vast majority of problems that arise between the host family and the student are due to communication misunderstandings. This is no time for subtlety. If something happens that bothers you, don’t assume the student is being inconsiderate or selfish. Discuss the issue as soon as possible rather than letting it fester. Approach the issue as a communication problem. Tell the student that whatever he/she is doing bothers you or makes you feel uncomfortable or angry, or worried; and then suggest a better way for the student to act. This type of discussion can be less confrontational and will most likely have better results. Even if the discussion does become a little heated, it is better than trying to bury your feelings and hoping things will get better. If necessary, reach out to the Club YEO/Counselor as your
resource. He/she will help you to work out any problems. Frequently, it is assumed that if they hear nothing from you, all is well.

First Night Questions

We strongly encourage you to go through these questions (See Appendix F) with your student within the first few days of his/her arrival in your home. We have found that discussing these questions, in advance, serves to eliminate many common misunderstandings. These questions are also available online in the language of your student at http://fnq.yeoresources.org/

Rotary Inbound Guidelines and Conditions of Exchange

All Inbound Students and their parents are required to sign a document outlining the Guidelines and Conditions of their Exchange. For reference, this document is included as Appendix B.

Explaining Chores

Along with the discussion of family rules comes the distribution of household chores. You should expect your student to contribute their equal share to the running of the household. To expect anything less will not only prevent the student from making the transition from guest to family, but it will also risk jealousy and resentment from your own children.

Some students come from countries where having servants to do the manual housework is typical. These students may need a little extra encouragement, as well as basic instructions on things such as how to run a vacuum cleaner, how to dust, and how to wash their own clothes. Be patient but firm, and don’t mistake lack of experience for laziness.

It often helps to create a list that includes each family member’s responsibilities and how frequently you expect the chores to be accomplished. Post this list in a place where the whole family will see it. It would be helpful if this were an established custom when your exchange student arrives, so others in the family are used to checking the list to make sure chores are done and can guide your student in doing the same.

Discussing Transportation Options

Transportation issues can sometimes be a source of tension between students and their host parents. At times Host Parents may feel that their student is being too demanding and expecting them to take them wherever and whenever they wish to go. Conversely, students sometimes feel frustrated by the fact that Rotary does not allow them to drive during their exchange year. Additionally, many students come from cities where they grew up relying on a well-developed system of public transportation and they find it difficult adjusting to placement in areas that are not well serviced by public transportation. Host parents, being sensitive to this background and these limitations, need to discuss and arrange school, after school and weekend transportation with and for the student. Certain guidelines regarding transportation should be set to prevent misunderstandings and unrealistic expectations. One possible option is for the host family to help the student secure a bicycle for use during their exchange if safe use can be assured. Also, remember that the student’s Counselor or other Rotary members may be able to assist with transportation – IF they are given notice.
The following points will help clarify some transportation issues:

- School related transportation is generally the responsibility of the host parents.
- Arranging transportation to District RYE events and meeting is the responsibility of the YEO/Counselor.
- If your student is invited to visit another student within the district, the host parent of that student should arrange transportation, or at least split the chore.
- Car pools are sometimes possible to the optional District events. Other Rotary Clubs in the general area that are also hosting an Inbound Student may provide transportation.

The host family must approve of all drivers providing transportation for the student. If you would not allow your own child to ride with the driver, please don't allow your student to either. Students are not allowed to leave the community in a car with other students.

**Rotary Orientation Meetings**

Your student’s Counselor or YEO should have conducted a Host Family Orientation session for you – outlining your role as a host family. The Rotary District will also provide several opportunities during the year for you to become more familiar with the Youth Exchange Program and how it is operated. These informal sessions will be held in conjunction with some of the required meetings for your exchange student. Host families are welcome to participate in these events. Although there is no formal training at these get-togethers, you will have the opportunity to talk with experienced Youth Exchange Committee Members and discuss any issues that may have surfaced. Remember, the entire Rotary support system is ready to help you resolve any problems.
Chapter 7: Challenges You May Face

Conflict of Expectations versus Reality

Your exchange student will undoubtedly experience a great deal of excitement and anticipation prior to their arrival in the United States. This enthusiasm has probably been growing ever since the moment of their acceptance into the program. On arrival, they will find their new environment positive and interesting, and will most likely be eager to see and do everything they can in the shortest amount of time. However, as the novelty wears off, your student may begin to feel confused as he/she confronts new lifestyles, value systems, behaviors and beliefs. It is important for host families to realize this is a normal reaction. The transition phase of an exchange is a critical, yet often confusing, period for the international student. Offering your support and understanding will be the most effective way to help them deal with the conflicting emotions they will be experiencing.

Eventually, your student will adapt and reach a level of understanding and respect for our culture. Only then will their mind be able to accommodate both the positive and negative aspects of the culture and allow them to function effectively within it. Frustrations that occur after this transitional period will be handled much more easily by your Inbound. You, too, may experience a conflict between your expectations and reality. Finding out that your student is different than what you expected can be disappointing, too. This is particularly challenging for host parents who have had a more positive hosting experience in the past. Keep in mind, each student is very much an individual, just as are your own children. Try to evaluate your expectations and make sure that they are realistic and compassionate.

Culture Shock

This phenomenon will occur and is related to being confronted by differences in language, surroundings, food, customs and education. Parents may notice the development of some hostility, irritation or aggression leading to uneven school performance and confrontation with those differences. Parents may also notice the student exhibiting withdrawal, excessive sleeping, fits of crying, loss of concentration and tension with others. Some of these traits are also indicative of homesickness.

The term “culture shock” is used to describe the feelings of disorientation experienced by people when living in a culture different from their own. It results from the awareness that one’s basic assumptions about life and one’s familiar ways of behaving are no longer appropriate or functional.

When international students experience culture shock, they may exhibit one or more of the following behaviors:

- Criticize the American educational system
- Avoid attending classes because they feel that their peers are not friendly enough
- Exhibit irritability over minor events
- Withdraw and spend extended periods of time alone
- Email, write or call home excessively
- Express feelings of being misunderstood
- Increase food consumption
- Exhibit complete loss of appetite
- Complain of insomnia
- Sleeping excessively
This list is, by no means, complete. And, as you can see, behavioral patterns at either end of the spectrum can be indicative of culture shock. The best assessment of whether your student is experiencing culture shock is to ask yourself if they seem to be exhibiting any unusual behavior that you consider extreme or out of the ordinary.

When experiencing culture shock, your student may feel as though there is something wrong with him/herself and the way he/she is handling the adjustment. Your student needs to be reassured that these feelings are normal and should not be viewed as a weakness on his/her part. Try to explain and discuss the cultural differences with your student. Remind them that these feelings are a normal and necessary part of their learning experience. No one is trying to change the student (program them into being American) but one of the benefits of the exchange program is the opportunity to experience these differences. Try to listen and explain what America is “all about” and where our sense of nationalism is derived. Explain our viewpoint on sex and nudity, time and punctuality and informalism so that they can better understand our moral boundaries.

The key to dealing with culture shock is helping the student adjust to new ideas and to adapt, adapt, adapt. Challenge them to point out all the differences and then discuss which ones merit a closer look. Host families need to be prepared to offer emotional support to their student during this difficult time. The more active your student is, the quicker they will adjust to the new culture. If they have too much time to think about how different everything is, the recovery process will take much longer.

If your student has access to people who speak his/her native language, he/she may spend excessive amounts of time with these people conversing in that language and avoid learning English. This activity should be strongly discouraged. Avoiding practicing English, even though speaking in English may be very stressful to the student, will significantly prolong the student’s adjustment period. The more quickly the student masters English and becomes familiar with colloquial phrases and slang, the faster he/she will be able to make friends and open the door to many positive experiences during the exchange year.

Two issues that may be a challenge related to cultural differences are drinking alcohol and smoking. Missouri has laws restricting smoking and tobacco use to those 18 or older, and alcohol consumption to those 21 and older. District 6080 is tobacco and smoke free and will not accept students who indicate on their application that they are smokers. If a student is not honest on their application and it is discovered that they do smoke, the Counselor should be contacted. The Counselor will then contact the District Inbound Coordinator to discuss how to address this issue.

Since the drinking age is younger in most other countries, many exchange students will be accustomed to drinking with their friends on a regular basis. Students need to understand that this practice is NOT allowed in the U.S. and is against the law. This topic will be discussed IN DEPTH with the students at the Inbound Orientations.

Students can also expect to experience reverse cultural shock when they reenter their native culture at the end of their exchange. Discussing this eventuality prior to their departure will help them prepare for and handle this situation better.
Homesickness

Another aspect of culture shock and the adjustment process is homesickness. Most students experience homesickness at some point during their exchange. This is a normal reaction to the separation from family, friends, and familiar surroundings.

Symptoms of homesickness may include crying or moping around the house, wanting to be alone, wishing to go home, not liking school, the inability to make new friends, loss of appetite, and withdrawal from family activities.

Recommended solutions include:

- Keep the student busy and involved with family activities.
- Encourage your student to become involved in activities sponsored by the school, park district, local recreation center and/or your church. Not only will this help to facilitate the formation of friendships, it will foster an atmosphere of acceptance. This will help your student to feel like a member of a group and help to take his/her mind off their friends and family back home. The more active and involved your student becomes, the less time he/she has to think about the things they miss.
- Limit phone contact with friends and family back home. (One or two calls per month.) Allowing more frequent phone calls can deepen the feelings of sadness and separation. It isn’t the words as much as just the sound of loved ones’ voices that triggers the feelings of isolation.
- Be an empathetic listener.
- Allow some time for the student to work out the problem by him/herself.
- Restrict use of Internet e-mail communication. An instant message on how miserable the student is today will upset his/her parents long after the student has already moved beyond the immediate crisis. An hour or two a week is more than adequate to chat with friends and family. Tough love dictates an evenhanded approach to limiting the use of both communication systems.

Host families may interpret their student’s homesick behaviors as a negative reflection on their efforts. This may lead them to the conclusion that the student misses their natural parents because of unhappiness with their new American family. Most often this is not the case. However, this kind of misunderstanding can cause tension between host family members and the student. Host families must remember that working with the student toward decreasing their feelings of homesickness and providing them with a warm and supportive environment will do much to alleviate this situation.

Comparisons of Your Home to Their Native Country

Your exchange student will naturally compare different aspects of American life with their life at home. This is a normal reaction of students during their adjustment process. These comparisons can be healthy observations when phrased in a positive, non-judgmental manner (i.e., In my country, families buy the groceries they need daily, while I’ve noticed that here, in the U.S., families only shop once a week). When phrased in a judgmental manner (i.e., If you shopped for the groceries you needed every day, like we do back home, then we would always have fresh food in the house) may be difficult for you to tolerate.
A productive way to deal with this situation is to communicate how it makes you feel when they offer their comparisons between their country and the United States in a critical manner. Once your student becomes more conscious of this behavior and sensitive to your feelings, hopefully subsequent comparisons will be expressed in more non-judgmental terms. Keep in mind, though, that you are dealing with a teenager who probably speaks first and thinks later - especially when he/she is feeling frustrated. Be empathetic and patient, while continuing to suggest ways to share aspects of their home life in a more positive manner.

There are sure to be differences between your family’s lifestyle and the way other host families live, or how other Rotary Clubs treat their students. Your exchange student may verbalize their observations regarding these differences to you. It is easy to hold your discomfort inside because you do not want to offend your student or compare your lifestyle with others (the keep up with the Jones’s syndrome). Don’t avoid the issue. Doing so only increases, not alleviates, tensions between you and your student. Again, the most effective way to handle this situation is to make them aware of your feelings. Be sure to listen to what they have to say before just dismissing any request. Sometimes compromise is also effective.

One significant issue that may occur springs from the fact that many exchange students come from large, urban cities. Some of our Rotary host parents live in rural settings. When they are interviewed for the program, students are told that they must be prepared to accept a placement in any one of a number of different environments (i.e., city, suburb, small town, or rural), and that some students will go to a rural setting. Often, they are surprised when they arrive at their new home and discover it is in a much more remote location than they had envisioned. One example is a student from downtown Tokyo being placed in a small community where their first host family lives on a farm a ¼ mile from the nearest paved road. Imagine the adaptation required and culture shock experienced on the student’s part.

Host families need to prepare themselves for any negative reaction and try not to feel offended by it. To help your student adjust, point out to them the activities that are unique to your area that they may not have had the opportunity to participate in at home. Accentuate the positive aspects of living in a smaller community. Explain to your student that there are many fun things to do in your area, they just may be different than the things they considered fun in their own country. Try to make an extra effort to accommodate your student in participating in extracurricular activities at school to increase their circle of friends. If you become defensive and hostile, the opportunity for your student to have a genuinely different experience will be significantly impacted.

**Bonding with Your Student**

The close relationship that can form between you and your student is one that may well last a lifetime. For this reason, Rotarians, as well as most host families, believe that this is the most important byproduct of the hosting experience.

It is quite common for an exchange student to build a closer relationship with one host parent than with the other and with one family more than another. In some instances, your student will form a close bond with one of your children. However, it is also possible that no bond is ever formed. Please realize that this can happen. Try not to be disappointed if this happens to you. Focus on the many other positive aspects of the experience, such as the chance to learn about another culture.
After your student has arrived, you should begin to help them make the transition from guest to family member right away. To do this, host families should start treating their exchange student in the same manner as they do their own children.

As mentioned previously, an important aspect of this is assigning your exchange student their share of the household chores. In doing so, you are communicating to your student that he is an important part of your family, one who shares equally in the responsibility of maintaining the home. Furthermore, by making it clear to your student that they are to abide by the same rules as other members of the family, their place within your family structure is again reinforced.

We encourage you to provide a bedroom area free of a television, telephone, and computer. The absence of these time consumers will draw your student out into the family environment to enjoy interaction and inclusion with the family. You are not doing them a favor by allowing them to be isolated away from the rest of your family.

As a parent, you must be careful to not fall into the habit of making exceptions for your student when they break the rules. To do so will cause tensions to develop and will put a strain on all the relationships within the home.

**Encourage Sharing**

Because each student comes from a different background, it is possible that your student may not be accustomed to sharing certain things. It may be a difficult transition for an only child to now share a room, the bathroom, household items, and even your attention, with their new host sibling(s). Being aware of this can help you identify and address conflicts before they become serious problems.

**Sibling Jealousy**

If there are other children in your family, there is the possibility for sibling jealousy to surface. Typically, when your exchange student first arrives in America, they will receive a great deal of attention from their host parents, the community, and the faculty and students at school. Unfortunately, this special treatment may cause their host sibling(s) to experience feelings of neglect and abandonment. As a result, jealousy may develop toward the exchange student and a rivalry may emerge between them. Host parents should be aware of these potential problems and monitor their own behavior, as well as the behavior of the natural children. As a host parent, be careful not to contribute to the development of jealousy by comparing your children to your student. Additionally, avoid showing any unfair favoritism to the student.

Keeping the lines of communication open and encouraging discussions of any negative emotions early in the transition process can greatly decrease the possibility of conflict. By addressing this challenge and removing this barrier, the avenues are open to facilitate the development of a good relationship between your children and the student. Don’t assume that the kids will be best friends or that one will take care of the other. Let nature take its own course.
Unwillingness to Recognize Authority

The roles of authority within the American family structure may be very unfamiliar to your international student. In many cultures, the idea of a woman taking charge in the home, much less at work, is unheard of. Therefore, some students may feel they do not have to listen to or obey the requests of their host mothers. It may be necessary for the host father to strongly explain this aspect of American culture so that the host mother’s authority is not questioned. If needed, involve the Club Counselor and YEO in this discussion as we take it seriously and have had students returned home because of this type of conflict. It is not that unusual to have strong chauvinistic behaviors exhibited by boys from some other cultures. Take quick action to educate your student about what behavior will be acceptable in your home.

Curfews and Whereabouts

You may find that your exchange student was allowed a greater amount of freedom by their natural parents than you feel comfortable permitting while they are living with you. This is not unusual. In many cultures, children are accorded more responsibility, and as a byproduct, more freedom and independence, than their American counterparts of similar age. Do not feel pressured by this fact to alter your rules. As host parents, you are entrusted with the responsibility of looking after this student as you would your own children. Many of our restrictions are based upon safety issues. Emphasize that fact when discussing this with your student. We suggest that the host families discuss this prior to the student’s arrival to establish a consistent curfew from family to family.

Be clear with the student, from the beginning, what your requirements are regarding curfews and whereabouts. By communicating these restrictions to your student, you are confirming to them that you believe they are responsible enough to follow your rules. Let them know what time you expect them in on school nights and on weekends. Let them know that you would like them to call if they are going to be late and let them know if there are any places or areas that are off-limits. Clearly set reasonable parameters for them and require a respect for these rules.

Hygiene and Bathroom Etiquette

This is an issue that many host families do not realize can become a problem. In some cultures, people do not bathe as often as most Americans. This can cause problems for the student with their host families and their peers. One useful intervention is to purchase certain toiletries for all family members, including your exchange student. You can pass these items out, explaining to your children that you bought these for each of them to use daily. By directing these comments to the entire family, and not just your exchange student, you will avoid making them feel as though they are being singled out and criticized.

Alternatively, explain in privacy with your student the American customs and toiletries. It typically is best if the host parent of the same sex as the student handle this discussion. This would also be an appropriate time to discuss feminine hygiene products with a female exchange student. Be sensitive to embarrassing your student, but don’t avoid the issues because it will only make things more difficult later. Avoiding a discussion about deodorant usage may simply make a poor situation worse for both you and your student. Also, discuss your expectations for shaving and haircuts.
Use of the Bathroom

In most households, mornings are a hectic and rushed time of the day. Furthermore, because sharing a bathroom is typical in most homes, it is necessary for the host family to discuss with their exchange student what the best time would be for them to use the bathroom in the morning. Frequently, students can be persuaded to shower before bed at night to help avoid bathroom crush in the morning. Be sure there is a mirror in your student’s bedroom as this will help to eliminate their monopolizing the bathroom for primping. It is also a good idea to set a limit on how long they can stay in the bathroom and how long your hot water will last in the shower since others will probably be waiting to take their turns. Be sure to let your student know in what condition they should leave the bathroom when they are finished.

Cleaning Up

This issue should be discussed when explaining the household rules to your exchange student. Make sure your student knows what it means to pick up or clean up. Use specific examples: clothes thrown on the floor are to be picked up before leaving and put in the proper place, dishes are to be put in the sink or the dishwasher, homework is to be cleared from the kitchen table before dinner, etc. Do not allow your student to live like a “pig”. The more precise and clear you are when establishing these rules, the more consistently you enforce them, the better your student will perform and respect your guidelines.

Household Responsibilities

The importance of assigning chores has been mentioned several times. However, you may find that your student has never had to help out at home before. Therefore, it may be necessary for you to demonstrate and explain how to perform certain tasks. Your student should be quite willing to help, but if they are unsure of what you want them to do or how to do it, a misunderstanding may occur. Be sure to clearly explain what you expect them to do, and maybe walk through the tasks the first time or two with them. If they question the reason for doing chores, let them know that everyone in the family carries an equal share of the burden. To be a family member, they need to do their share. Ask them to fix a meal to share their culture.

Drinking

It is not at all unusual for students to be quite experienced with drinking alcoholic beverages. However, all students and their parents have acknowledged in the written application that the RYE rules prohibit them from drinking during their exchange year. Host parents are the first line of defense with this problematic area.

- Reject the idea that it’s ok to drink if nobody knows.
- Limit access to beer and wine in your home during their stay.
- Allow only the most trustworthy student to attend a party that they suspect will have alcohol available. Apply the tough love rule again. If they do attend the outing, provide transportation and a bail-out phrase that the student may use to call you at any time to signal that you need to come and pick them up when they are in danger or an uncomfortable situation. Make sure the student understands guilt by association.

It is always better to just say no and leave it at that. If your family attends a party of friends where alcohol is available, the answer is a resounding no to any drinking.
Drug Use

All illegal drugs must be avoided completely. Host parents are requested to monitor the use of prescription drugs for any potential abuse. A student with a medical problem should arrive in the USA with enough of their prescription drugs to last the year. During medical emergencies, or if a student gets sick, a new prescription may be ordered. Most schools will not allow such drugs to be brought on campus, so a call to the school nurse is appropriate. With the ease of obtaining drugs such as ecstasy, atterol, marijuana, etc., parents must be extra vigilant, and always know who the student is with and where they will be going. Any student found breaking this rule will be sent home as soon as return flights can be arranged. If the student is arrested for drug possession, Rotary cannot interfere with the court system and will not intercede on the student’s behalf.

It has been suggested that drug use stems from boredom and high stress. Some students seem more likely to be stressed by social pressures. Talking to your student and keeping them involved in activities will help avoid both of these pitfalls. Please take the time to know their friends and keep up on what they are doing.

Dating

It is safe to assume that the issue of dating will arise at some point during your student’s exchange. You should handle this matter with your student in the same way you would handle it with your own children. Our policy may be stricter than what you have for your own children regarding dating. Rotary prohibits developing a strong romantic attachment by the student, i.e. going steady (or the current word for exclusiveness) or becoming engaged. This is to protect the exchange student from emotional hardship when they must return to their home country and has significant legal ramifications. Our stance is that if your student concentrates on one individual, they will avoid other contacts and cultural events that could help make their exchange experience more rich and complete. Contrary to what the student may think, romantic attachments don’t just happen. The student, with help from the host parents and Counselor, can avoid these entanglements.

- Remind the student that at the end of the exchange year they are going to return home even if they are in love.
- Encourage group outings. This way the student will develop many boy and girl friends, but no steady relationship with one person. If asked to go to the movies, suggest inclusion in a larger group. If one person persists to seek a relationship, insert parental influence to cool things off to friendship level.
- Always know who is out with your student and avoid the less desirable influences.

One way to meet and learn about your student’s friends is to open your house to them. As soon as your student starts to talk about a few friends at school, suggest he/she invite them over. Have a pizza party (let them pop frozen pizzas in the oven and have plenty of soft drinks in the fridge), a Halloween party, a birthday party, or just a movie night. That way, when they want to go to the Mall with so-and-so, you’ll know who they are talking about and will be able to approve the ride based upon what you know. You may also want to invite some of the friends you hear discussed of the opposite gender, so you know them as well.
We want our students to attend social functions - such as Homecoming or Prom - that typically require a date. However, we encourage these dates to be in groups, so the experience will be fun and not romantically charged.

Explain that a steady boy/girlfriend will limit their ability to fully participate in the benefits of the program and will interfere with their responsibilities to the program. Experience has shown that when a steady relationship occurs the student wants to spend all their free time with that person and neglects their host families, Rotarians, school, and the responsibilities of the RYE program.

Sex

Sex is a delicate issue regardless of the country of origin. The Rotary Youth Exchange program prohibits sexual activity of any kind, and we define sex acts in broad terms. You may choose to address this topic soon after your student arrives- simply apply your best judgment. In talking with your student, try to establish an atmosphere where they feel comfortable approaching you with future questions. Try to help them understand the current social morals of American teenagers. Impress upon them the need to say no and resist their own hormonal challenges. If a difficult situation arises that you do not feel comfortable handling, call the Rotary Counselor for assistance. You may want to set up an emergency code for your student to use in the event they find themselves in a difficult or threatening situation. Also, watch for any inappropriate physical attachment that may be developing with a host sibling.

Time Awareness

The concept of time varies widely among the countries of the world. Most Americans are very time conscious and we expect others to be, as well. Yet, for the international student, arriving thirty minutes late for an appointment may be completely acceptable in their culture. The concept of being prompt is frequently unknown or ignored.

It is important for you to recognize this difference and to work with your student as they attempt to overcome a lifetime of learned habits. This process can become significantly easier if the student knows their host family is aware of these cultural differences, and that they will support them in making the appropriate adjustments.

Diet, Meals, and Weight Gain

As host parents, you may find yourselves concerned with what and how often your exchange student eats. Some international students are overwhelmed by the variety and quantity of food available to Americans. It is not uncommon for exchange students to average between a 10 to 20-pound weight gain during their stay in America. Overeating can also be the student’s way of dealing with the stress of new surroundings.

Regardless of the reasons, the host family can help regulate their student’s diet by designating specific times when meals with the family will be eaten. Make sure your exchange student understands that they are expected to be present for these meals. In addition, it is helpful to encourage your student to engage in regular physical activity as a means of controlling their weight. Regulating snacks and soda pop may help as well. Please help your student buy larger clothing if they start to gain weight. Or, help them to develop an exercise plan to assist them in trying to lose weight.
Student Illness

If your student falls ill, it is your responsibility to excuse them from school attendance and, if necessary, seek appropriate medical attention. If a serious problem develops, please inform the YEO/Counselor immediately who should then inform the District Inbound Coordinator. See Appendices F for insurance information. Be sure to file an insurance claim promptly and have your student pay the deductible fee to the doctor’s office.

Watch your student - they may be unwilling to tell you they're ill - and treat them as necessary either by keeping them out of school and activities (despite storms of protest), by taking them to the doctor (again, despite fear or protest), or both. Realize that in some countries going to the doctor is frightening since it is reserved for severe illnesses. Reassure them that, here, such visits are routine and often preventative.

The student’s application contains a statement from the natural parents releasing their guardianship and establishing guardianship with the current host parents to make all decisions related to schooling, medical treatment, and social activities. This form should be taken along on any trip the family and student take together so that any medical decisions made by the host parents will be accepted by the authorities.

If a student should die or be involved in a serious accident during their exchange year, the District Chair will put the District Crisis Plan into action.

Language Skills

It is likely that your exchange student will arrive with a limited grasp of English and, in many cases, a minimal ability to converse. Even students with many years of instruction in English may have difficulty in understanding and speaking American English initially. Shortly after meeting your student at the airport make it a point to emphasize that they should never shake their head in a 'yes' nod motion when they really have not understood what you have asked them.

During the first few weeks, much of this difficulty can be attributed to the speed at which most Americans speak and the tremendous amount of slang we use. Also, no matter how good the student's language skills are, if English is a second language, the student must mentally translate every word into their native language before responding. Therefore, in addition to having a little extra patience when dealing with the student, try to make an effort to speak clearly, and avoid using slang, as these unfamiliar expressions will confuse your student. Remind them to avoid the head nod unless they DO understand. Another habit that is common among Americans is the use of acronyms. Instead of stating “I would like you to set the table now,” you might be inclined to say, “Can you get that table set ASAP?” For someone who is still learning how to speak English, abbreviations and acronyms can often prove to be meaningless and ambiguous.

In the beginning, host families should be careful to articulate their speech clearly and speak slightly slower to their student. You should not raise your voice, nor should you speak in broken English the way your student may do, as this will only confuse the student further and undoubtedly make them more self-conscious about communicating. As your student’s proficiency increases, begin helping them improve their English by correcting their word usage if he/she requests help in this area. An old trick, but one that has proved highly effective, is to use cards or sticky notes with both their word and the English
translation taped on common household objects (chair, bathroom, refrigerator, etc.) to aid your student to progress more quickly in their English. You can even make a game of it with the family – you learn the name of the object in your student's language, and the student learns the name in English! On occasion it may be necessary to seek help from someone fluent in the student’s native language to discuss issues that the student’s English is just not up to handling. This can be a teacher, a returned exchange student from that country (probably the best source of help!), a family friend, or someone from Rotary. This may be the best way to help the student deal with the frustration of knowing that a problem exists, but not being able to communicate with the host family about it. On occasion a student may try to avoid dealing with a problem by pretending to not understand.

On the other hand, if you speak your student’s language, refrain from using it frequently and encourage their use of English instead.

Tutors

Most American schools are happy to host an exchange student because of the benefit it provides to other students in their school. However, if the student’s lack of English skills is impacting teachers by requiring a significant amount of additional help, special tutoring may be required. Use of an English tutor is an excellent way to conquer our language. Any cost for special tutoring will be the responsibility of the natural parents. Contact your student’s Rotary Counselor or the school counselor for recommendations.

High School

While academic success is important for all students, it is even a greater challenge for an exchange student who is learning English as well. Classes should be selected so that they are not too difficult and so that the student will have the opportunity to both meet the most people and to experience our culture. Classes designed for heavy homework should be avoided so the student has more time to interact with their new family and friends. Enrolling the student in language appropriate classes is very important. Often, a student who earned high marks in his/her native country will perform poorly at the beginning of their exchange. Encourage your student to work with his/her peers in study sessions or doing homework together. Not only will this help your student academically, but it will also help to increase his/her circle of friends. Also, it might be nice to offer to help your student understand his/her homework assignments – especially early in the exchange.

The host family should remind their student that Rotary is a cultural exchange FIRST and an academic exchange SECOND. If the student seems to be trying but continues to do poorly, provide support for the student by speaking with his/her teachers and/or school counselor. Or contact your student’s Rotary Counselor for assistance.

Most students will receive no credit for the courses taken while on exchange; and most will not be allowed to graduate. However, stress that full attendance and effort in school is absolutely required. Failure to TRY is grounds to be sent home.

A host of small problems can be avoided by asking how school is different here than at home.... And then LISTENING.
Attendance

The rule for school attendance is based upon what you, as the Host family, would find appropriate for your own child. Attendance in school is required every day the school is in session unless a scheduled Rotary function falls on a school day. Host parents are responsible for calling the school when the student is ill or needs to be involved in an activity that will be culturally educational and beneficial for the student. If you would excuse your own child for the day or part of the day in question, it is then also appropriate for you to take your student out of school. Consult your student’s Rotary Counselor when in doubt. If your student is planning to miss school to travel with their biological parents, prior approval must be obtained from the Club Rotary Counselor and District Inbound Coordinator.

Establishing Friendships

Exchange students may or may not have a difficult time establishing friendships. They soon discover that American teenagers typically form small social groups, or “cliques,” and are often not very accepting of new people. International students need to be assured that this is quite common in the United States, and that it is no reflection on them, as individuals. Encourage your student to take the first step by approaching new people and trying new activities. Make sure they know you are supporting them in their efforts. Often, this can be the most intimidating part of their exchange, particularly if the student is somewhat shy. Your student may take refuge in associating primarily with other international students, but he/she must be encouraged to cultivate new American friends. Becoming a part of school clubs or theater groups, or participating in band or choir, and sports teams will help provide an instant bond with some of the students and will help the student to make friends.

Sports Eligibility – MSHAA.org

If your student is interested in participating in sports, please make sure you understand the eligibility requirements – including, but not limited to, restrictions on age and students who have previously graduated from high school.

Money

The host parents are not required to provide pocket money for the exchange student. If they normally provide an allowance for their natural children, and wish to do so for the student, it is at the host family’s discretion. Because the student is not allowed to work at a regular paying job while in America, the Rotary provides a monthly allowance stipend to provide for the student’s basic needs. The student should be encouraged to develop and stick to a budget to get the most benefit from the stipend.

The student’s natural parents may also provide additional funds and/or a credit card for the student’s use. If the host parents are concerned that their student is making inappropriate use of the charge card or not appropriately managing money, they should discuss their concerns with the student and, if necessary, communicate their concern to the Rotary Counselor or Club YEO. Trips, gifts and special events can be costly, and you may need to be the primary financial counselor for your student.

Discourage your student from borrowing money from friends or siblings. Additionally, advise them NOT to lend their money - even if they want to be generous. They may not understand if they don’t get it paid back.
If your student runs out of money, he/she must contact his/her natural parents and have them send extra funds.

End of the Year Tours

Each student has the opportunity to participate in several optional trips during the year. All students receive information about these tour options prior to their arrival in the United States and again during their orientation. The costs for these tours range from $1600 -$3000 plus airfare to the tour departure city. Students must realize that there are 300 students eligible to participate in these tours and only about 150 bus seats available, so applications and deposits must be handed in promptly. Complete payment is due in early spring. There are only two tours are approved by District 6080.

1. USA Tour (http://www.usatour.us)
2. BELO USA Travel (www.belousa.com)

The District is charged with endorsing each applicant as to their ability to follow the rules and general behavior. It should always be assumed that your student must obtain the money from their natural parents and all of it must be available to be sent in with the application. Also, a color photo is required to be attached to the application for identification purposes.

Telephone Plan and Usage

As telephone charges vary from country to country, your student will not be familiar with what types of calls cost money in the U.S. It is important to explain to your student what types of calls are free, and what types of calls incur charges. Also, be sure to discuss such things as 800 numbers, 900 numbers, 976 numbers, 411 and 911. We also encourage you to have the student stay in your household common area, so they are not isolated in their bedroom away from you.

Visits from Biological Parents

We find that the natural parents frequently want to come and visit their child during the exchange year. This visit can either be either a wonderful experience or a significant inconvenience and disruption. Visits early in the exchange are not allowed as they often create waves of homesickness, conflicts of authority, and interference with the host family developing a relationship with the student. However, meeting with the parents of your student CAN be a truly rewarding experience too.

All family visits must be approved by the host Rotary Club and the District Inbound Coordinator IN ADVANCE (See Appendix H). If the student has not been a stellar performer, is doing poorly in school, etc., the request for a visit may be denied. This denial may also be made at the request of the Club or host parents.

An approved visit may only take place during the last quarter of the year or during a spring school break. Any visits during the holiday season are not allowed. Prior approval from the District must be obtained if the student will miss any school while traveling with the parents.

No host parent is required to provide housing or meals for visiting parents.
Visits from Boyfriends / Girlfriends

Under no circumstances will the student's boyfriend or girlfriend from home be allowed to visit during the student's stay in District 6080.

Priorities

Your student may find that many opportunities will be available for them to explore during their exchange year. It is important that the host family understands how to help the student prioritize these obligations and invitations. Here are several guidelines to apply:

- The first priority is always District RYE events and activities
- Local Rotary Club activities have second priority
- The current host family has third priority - followed by former host families

Consideration must be given to special dates - Christmas, family birthdays, special family trips, spring break, Prom - while the student is being hosted.

Review the District calendar of events (included in this manual) as host families should not schedule activities that will conflict with scheduled District events. REQUIRED District events have a greater priority than any other activities - including Homecoming, a football game, and even Prom. However, with proper notice to the District Inbound Coordinator, arrangements and compromises may be made so a student who is participating in a special school event can possibly attend both events.

Moving to a New Host Family

It is typical in the Rotary Youth Exchange program for the exchange student to stay with three families over the course of their 10-11 month stay. That means that the student, who has become accustomed to one family’s ways of doing things, must start over with a new family several times. The first transition to a new family usually occurs after Thanksgiving. The second transition usually occurs in early-mid March. However, these dates are flexible and can be adjusted to accommodate the wishes of the various families.

The current host family can do a great deal to ease the transition to a new host family. It is important for the student to meet and get to know the new host family in advance of the move. Invite them over for dinner or have the new host family invite the student for dinner. Let the student see the room they will be staying in and meet their sibling(s). Current host parents should share the exchange student’s food likes and dislikes with the next family and share the more positive aspects of their hosting experience. Try to keep negative comments to a minimum because your horror stories may cause the new host family to form a negative preconception of what their experience will be like. That being said, advice on areas of concern should be communicated to the next family as well as what worked in resolving difficulties. This will make the new host family feel more comfortable.

Plan the move early, meet the date agreed upon by the families and prepare the student. Talk about the move a few weeks before it occurs and start getting the student packed and ready to make the change. The student may have some fears about leaving, so you should try to reassure him/her. The student may
be reluctant to move because they have become comfortable with your family and anxious about having to go through the frustration of learning new ways of doing things again. It is not unusual for the student to become quite attached to the first host family. By arranging contact with the subsequent host family ahead of time, you can help to make the transition less stressful. Explain to the student that you cannot interfere with his/her developing a relationship with the new family and although you can see them occasionally, they are to try to focus on the new family. Don’t encourage the student to call you and limit your calls to them.

Comparisons are inevitable and should be handled by pointing out that each family's rules and lifestyles are different and that adjustment to them is part of Rotary's purpose. The student's Counselor will discuss the new host family with the exchange student, accenting the positive aspects of learning a new viewpoint of American culture.

If you become aware that there is a serious problem with another host family, you should encourage the student to talk, not with you, but with the YEO/Counselor. Often the student is reluctant to do so (What will the new family think if I tattle on them? Will the YEO think I'm a wimp for not handling it myself? etc.). Insist that they bring the Rotary support network in, and if you see that they haven't, YOU talk to the YEO about your concerns, so they can handle any transition issues.
Chapter 8: Dealing with Challenges

Steps Toward Resolution

The most important tool in resolving conflicts and misunderstandings is to be adaptable and to stress communication. If there is a problem with something your student is doing or saying, we urge you to discuss this with him/her directly and immediately. Failure to do so will most likely result in an even greater problem later.

Approach your student in a non-threatening manner so that he/she does not instinctively become defensive. Work toward finding a mutually agreeable resolution to the problem. No purpose will be served by tiptoeing around a developing problem because someone’s feelings will be hurt. If either you or the student is uncomfortable about something, bring up the subject and address it frankly.

Allow the student to state his/her point of view and the rationale behind it. You may be able to reach a compromise, which should then be strictly followed by both of you. By doing this, you may also hear about things that distress the student that you did not even realize were a problem and can make some adjustments accordingly. Be sure to listen carefully and encourage your student to express how he/she is feeling during this process.

Remember, if the problem is one reported to you by a sibling or someone at school, the truth is probably somewhere between the complaint and the exchange student’s version of what happened. However, the final determination is yours—what makes you and your family comfortable—not the student’s. If you do not feel comfortable talking with your student about an issue, or if you are unable to achieve an equitable resolution with your student, contact the Club YEO/IB Counselor. Rotary has a procedure in place to help resolve problems. In addition, Rotary has identified and trained several non-Rotary volunteers throughout the District who are available to help mediate or provide an independent viewpoint.

If a serious problem is encountered, the YEO/IB Counselor will involve District level RYE Committee Members before the situation gets out of hand. The student’s lack of command of the English language often complicates resolution of a problem. This is where bringing in someone who speaks the student’s language fluently can be a big help.

Only Resolution - Changing Families

At times, certain issues arise between students and their host families that cannot be resolved. Although this can create a very difficult situation, it is not unheard of for a student to change host families ahead of schedule.

This is a very serious step to take; and changes will not take place until ALL avenues of resolution have been explored and no other options exist.

Below are several reasons where changing host families might be acceptable:

- A death or serious illness occurs in the host family;
- A change in the financial circumstances within the host family;
• Damage to the home due to a natural disaster or fire;
• The host family is relocating out of the school district due to work;
• The host family is requesting that a student be moved;
• Irreconcilable differences between a student and the host family.

There are also many issues that are considered to not be significant enough to warrant changing host families - although it is always within the power of the Club YEO/Counselor to direct a change whenever they deem it warranted. Below are some of those possibilities:

• The student complains that the placement is too rural;
• The student refuses to adjust and adapt to the host family;
• The student is too attached to a previous host family;
• The student is unwilling to share a bedroom;
• The student desires to be in another school, city, or state;
• The student desires to be closer geographically to a friend or relative;
• The student is dissatisfied with the school they are attending;
• No public transportation is available;
• The student is unhappy with the presence or absence of host siblings.

If the student does not appear to be making the effort to adjust to what they believe is difficult situation, get the Club YEO/Counselor involved. It is possible that the Inbound Coordinator may also be consulted. Often a discussion with someone on the District Committee will help to clarify and resolve a problem.

In rare instances, the student’s natural parents or sponsoring district will be involved. This often creates a greater incentive for the student to make more of an effort to adapt.

If the situation becomes totally unmanageable, it may be deemed, by agreement between the sponsoring and host District that the student should be sent home. However, this is the LAST resort and something we hope does not happen with any exchange student.

Confidentiality

When problems arise between you and your exchange student, it is important to remember not to discuss the circumstances with other members of your community. Very often, these kinds of situations can be exaggerated when they are passed along by several different people. We realize the need to discuss personal concerns with close friends or family but, at the same time, please be aware of the potential consequences of talking to people outside of your immediate family. Misunderstandings can occur easily, and there exists an even greater likelihood that rumors may develop. While your feelings are important in these types of situations, please also consider the feelings of your exchange student and how they may be affected by your not keeping certain concerns private.

It is particularly important for you to be careful how you discuss your exchange student with future host families. Preconceptions based on misunderstandings can spoil an experience for the new host family - when having an open mind may have resulted in a more positive experience. Consider carefully what information you pass on to the next host family: be liberal with your positive comments, and very stingy with your complaints.
Abuse Policy: 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 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.

DEFINITIONS

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 opposite sex. This includes but is not limited to:

- Non-touching offenses (such as verbal intimidation, or other indirect suggestions with which you are uncomfortable).
- Indecent exposure (unwelcome revealing of sexual body parts such as breasts or genitals).
- Exposing a student to sexual or pornographic material.
- Sexual assault.

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. It is a technique used by sexual predators to desensitize or to groom their victims. Examples include, but are not limited to:
- Sexual advances; sexually negative words or phrases used to insult someone, jokes, written or oral references to sexual conduct, gossip regarding one's sex life, comments about one'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.

WHAT WE TELL THE STUDENTS

If you are sexually or physically abused or harassed or are accused of sexually or physically abusing or harassing another person, you should follow this procedure:

Report the situation immediately to the person with whom you feel most comfortable.

The local host Rotary Club Youth Exchange Counselor, the District Student Protection Officer, the District Youth Exchange Chair, any member of the District Youth Exchange Committee, or the District Governor.
If you are not comfortable talking to a local person, contact a trusted Rotarian at home.
Your report will be received in a sensitive and confidential manner. Each of the above individuals has been trained to deal with this type of situation.
If appropriate action is not taken when you report the situation, report it again and continue reporting it until someone takes you seriously. Make sure that it is understood that you are serious.

When you are uncomfortable with someone else's behavior, and you think it is sexual in nature, please trust your judgment and report it to someone else.

There is always a possibility – though remote – that your student may be the victim of assault or abuse. If the student reports anything that could be construed as abuse, the Club YEO/Counselor should be notified immediately. The YEO/Counselor will then take the necessary steps to talk to the student and notify the District Youth Protection Officer.

Constant communication between the YEO and the student will instill confidence that any abuse complaint will be treated confidentially, promptly, and seriously. Helping your student understand that they are not guilty of bringing any abuse upon themselves will go a long way to resolving any abuse situation.
Chapter 9: The End of The Year and Returning Home

Return Tickets

Our District policy is for all students to remain in Missouri until school ends in late May, or until after the year-end Rotary Bus Tours have concluded in late June. Although we encourage family vacation trips with the Host families, as they usually are wonderful for the students, it is suggested that these kinds of vacations be scheduled so that they do not conflict with the Rotary Bus Tours in which your student may want to participate. As a rule, students should plan to leave for home within two weeks after the end of school or after the year-end bus trip.

Most students travel on e-tickets, where there is no paper ticket. However, if there is a paper ticket, it should be in the Club YEO’s or Counselor’s hands. The correct return flights will have been rebooked sometime early in the spring. The last host family, the Rotary Counselor and the District Inbound Coordinator should all be advised of the complete return itinerary. Also, we are required to notify the Department of State WHEN the student leaves the U.S. So, if any last-minute changes occur, it is critical that the Inbound Coordinator AND the Administrative Assistant be notified immediately.

Farewell Event

In past years, a multi-district Rotary event has been held in March or April. This event has historically been the last formal event for all the Inbound (and Outbound) students in District 6080. It has been an opportunity for students say their goodbyes to their friends from all over the globe.

Last-Minute Shopping

Preparing for departure will be a very hectic time for your student. He/she will probably want to purchase last-minute gifts for friends and family before they return home, so be sure some time is set aside for this. Leaving it to the last minute will only add to the existing pressures of completing everything that your student needs to do before leaving. Their emergency cash should be available to them at this point. However, please counsel them to save some cash for emergencies that might occur during their trip home and luggage fees.

School Transcripts

If possible, assist your student in obtaining a certified copy of his/her transcripts prior to his/her departure. If the grades are not ready by the departure date, and they are necessary for enrollment in their home country, have your student address and prepay an express mail package prior to their departure. When the transcript becomes available, make a copy of it, place the originals in the package and forward it to your student in his/her home country.

Airline Baggage Restrictions

Since 9-11, airline guidelines have changed SIGNIFICANTLY……and continue to change. You should contact the airline your student is flying on to verify what restrictions they have concerning the amount of baggage each passenger may bring with them. Some international flights limit the student to two
suitcases of 50-70 pounds each, plus one carry-on bag. However, this can vary from airline to airline, so confirm the size requirements during your planning. If the carry-on bag is too large to fit under the seat, your student may have to check that bag as well. Take these warnings seriously as excess baggage charges are typically very expensive. Confirm the limits ahead of time. Make sure that last-minute souvenirs and gifts are planned to be in the available luggage space.

Shipping Excess Baggage

Whenever possible, encourage your student to ship home any excess baggage prior to their departure. Generally, the least expensive way to ship excess baggage is by USPS surface mail (boat). WARNING: Be sure that these packages are properly declared on the export/import paperwork – otherwise your student will have to pay import taxes and fees as if s/he is a wholesaler. This method may take several months to reach its destination, but the savings are significant. With a little pre-planning, this can be accomplished, and the excess baggage can be waiting for the student when they return home. Help your student organize what they want to carry in their luggage, and what can be sent to their home several months before their departure, such as seasonal clothing no longer needed. In some cases, seasonal clothing can be donated to the Club for the next student to use or to charity because it is not usable in the student’s home country - such as heavy winter clothing when the student is from Brazil. A shipment home is appropriate after moving to their 3rd family. Don’t let the student make you responsible for their extra stuff. Do not pay for the excess luggage.

Reconfirming Reservations

Departure times and flights frequently change, and airlines sometimes drop passengers who have not reconfirmed their reservations during the summer season. You should plan to call the airline three days before your student’s scheduled departure date. If the departure time has changed, this will allow you to reach the airport in enough time (minimum 2 hours before the flight time). With the current security procedures 2 hours may not be enough. Remind your student to pack away in checked baggage any items that could be confiscated by the TSA at check-in.

Missing or Canceled Flight

If your student misses his/her flight or their flight is canceled, contact the airline immediately. Ask them to reschedule your student’s flight and then notify the District Inbound Coordinator of the student’s new arrangements. Have the student call home to inform his/her parents of the new arrival time.

Be advised that if your student misses his/her flight through their own fault, he/she MAY be required to purchase a NEW ticket, which would be VERY expensive. The message - Get to the airport in PLENTY of time.

Saying Goodbye

Goodbyes are never easy. We encourage a small Going Away party to allow the Club, families and friends to say their farewells. Everyone reacts to these difficult situations in different ways. For example, you may become very emotional - while your student is quiet and withdrawn. Do not interpret these behaviors as reflections on you or your student’s experience. It is important to remember all the enjoyable times you spent with your student. It is helpful to prepare yourself beforehand for your
student’s eventual departure. Plan who will go to the airport and who will say goodbye at your home. With increased security, it may be difficult for your student’s peers and other exchange students to go to the airport to see them off.

Make plans to keep in touch with your student and possibly even visit one another sometime in the future. Remember the relationship you have built with your student and what you have learned through your hosting experience. Do not think of this goodbye as negative, but simply as another chapter in your life. Also, remember that this experience may influence your own children to want to become an exchange student. This program can positively affect a number of lives and promote the ideals of Rotary.

Think about all the valuable insights you have gained though interactions with your exchange student. Look back on your hosting experience and consider what a unique opportunity it has been to see another culture from the inside. Appreciate how it has allowed your student to experience the American culture and your family’s distinctive way of life. So instead of saying goodbye, you can simply say “So long for now!”

Evaluations

Please assist us with completing a program survey evaluation within one month of your student’s departure or move to the next family. Remember the positive moments and help to improve the youth exchange program.

- Did you receive enough training?
- Did the experience meet your expectations?
- What could we have provided to improve the experience

You are always welcome to contact any of the RYE Committee members listed at the front of this book. Please complete the Hosting Survey Evaluation Form (Appendix J)
Appendices

Appendix A: Travel Request Form

The Club Counselor must be informed of day trips or overnights within the district and the state of Missouri.

Host families and students may text, email or telephone the contact information to the Counselor. We want to know when the students are traveling away from their home communities.

Please fill out this travel request for any travel OUTSIDE of the State.

Then send it to BOTH inbound@rye6080.org and admin@rye6080.org

The Inbound Coordinator will review the request and approve or deny.

Travel Request
Student’s Name:
Person Submitting Request:
E-mail of Person Submitting Request:
Purpose of Trip:

Contact Information Responsible adult with whom student will travel:
Cell Phone Number of Responsible Adult:
OR E-mail of Responsible Adult:

Student’s Cell Phone:
Itinerary Departure Date:
Date of Return:
Trip Itinerary:

Transportation Vehicle Information (model and color of car & license #) OR Carrier Information (airline and flight numbers and times)

Comments: Any additional information or comments about trip:
Appendix B: Rotary Inbound Guidelines and Conditions of Exchange

Rotary International Youth Exchange
Rotary District 6080 Youth Exchange Office
Phone: +1-816-392-9831
www.rotary6080.org/rotary-youth-exchange

RULES & CONDITIONS OF EXCHANGE FOR INBOUND STUDENTS TO D6080

Rotary District 6080 welcomes you as a Rotary Youth Exchange Student to Missouri, USA! The following pages list the Rotary International Program Rules and Conditions of Exchange, as well as supplemental rules for our District that you and your parents must agree to. PARENTS and STUDENTS should Sign where indicated on the 2nd page. Then scan and e-mail this document to admin@rye6080.org by July 1st.

These documents must be in our possession upon your arrival.

EXCHANGE YEAR -- This is a school year program (generally mid August to June). You are expected to complete the entire school year and make an effort to succeed in all classes - even if you have graduated at home. No early return is permitted except in the case of a family crisis or emergency. University preparation and academic testing are NOT considered valid reasons for an early return.

RETURNING HOME -- Unless you are involved in a Rotary-related year-end trip, travel in the U.S. with your host family, or other legitimate activity (as determined by your host District Rotary Youth Exchange Inbound Coordinator), you will be expected to return home within 7 days from the last day of school or 7 days after the end of the tour. Any costs associated with an early return will be the responsibility of the student and his/hers natural parents.

GRADUATION/CREDIT FOR CLASSES -- You must not expect to receive a diploma or to graduate from high school in the U.S., although a transcript (courses taken and grades achieved) will generally be provided by most U.S. high schools. There is no guarantee of class availability or that any classes taken during the exchange will transfer back to your home school in your home country. RYE is considered a cultural exchange, not an academic exchange. Policies are established by each individual school district. It is your responsibility to communicate with your home school and your U.S. school to obtain documentation of your academic record.

ATHLETIC PARTICIPATION -- You may or may not be allowed to participate in high school sports. These rules are dictated by the Missouri State High School Activities Association. If you have already graduated from high school in your home country, you will NOT be eligible to participate in competitive, varsity, high school sports in the United States.

FAMILY VISITS -- All family visits must be approved in advance by your host District Rotary Inbound Coordinator, your host Rotary Club, and your Host Family. Do not assume that visits will be approved or that your host family will be willing to host your family. This may be an inconvenience for your host family and may be unacceptable during the last three months of your stay. It shall be understood that any visits should be to meet the student in his/her usual host surroundings and not an opportunity to travel throughout the United States.

SCHOOL RECORDS -- In order to comply with U.S. laws, before your departure for the U.S. you must provide your host Rotary District with a complete record of your high school years (courses taken and grades achieved) translated into English.

VACCINATIONS/IMMUNIZATIONS -- Each State in the U.S. establishes its own requirements for the vaccinations which you MUST have before you can attend school. A copy of the requirements for Missouri have been included in your Welcome Packet. You (or your doctor) should compare the immunizations listed on your long term application with this list. If you are missing any immunizations, you should get them immediately and remember to bring documentation of any additional immunizations not listed on your application. The actual DATES (month, day, and year) of ALL vaccinations in a series must be listed.

INSURANCE -- All inbound students are required to purchase U.S. insurance. Bring your insurance card with you. (You will receive this when you have purchased the insurance.) Information about insurance coverage is available on our District 6080 website in the RYE section.

TRAVEL ARRANGEMENTS --
Discuss and agree upon a mutually convenient arrival date with your first host family and counselor. You must arrive 10 days prior to the start of school. Make your travel plans directly to the airport of your final destination as indicated in your Guarantee Form. Be sure to allow AT LEAST TWO HOURS between connections when entering the U.S. (Going through Immigration takes time!!!)
You may NOT stop to visit friends or relatives in the USA or anywhere else in the world either coming or going and MUST travel by the most direct route.
Your parents may not accompany you to the USA.
Provide the District Youth Exchange Chair, your counselor and your host family, the arrival date, time, airline, and flight numbers.
EMERGENCY FUND -- An emergency fund of U.S. $300.00 is required by our Rotary District and will be under the control of the host Rotary Club or Counselor. This will be returned to you at the completion of the exchange if it is not used. Emergency funds used during the year must be promptly replenished. This fund will be used for any insurance deductibles and co-pays for medical care, emergencies, and unpaid charges and expenses.
ROTARY OBLIGATIONS -- There will be numerous Rotary Club and Rotary District mandatory functions during the year which you will be expected to attend. Rotary commitments take priority above all other activities. Show an interest and volunteer to get involved with Rotary activities. Lack of interest on your part is detrimental to your exchange and can have a negative impact on future exchanges.

YOUR ROLE AS AN AMBASSADOR -- You are expected to do your best to maintain a positive attitude throughout the exchange year and act appropriately as an ambassador for Rotary. You must do your best to adjust to your host families and assume the duties and responsibilities normal for a student of your age. REMEMBER - YOU ARE REPRESENTING YOUR COUNTRY!

STRICT RULES AND CONDITIONS OF EXCHANGE -- Violations will result in the student's immediate return home.

DRUG PARAPHERNALIA -- You are not allowed to possess or use illegal drugs or have any drug-related paraphernalia in your possession. Medicine prescribed to you by a physician is allowed.

DRIVING -- All Driving, including driving recreational or other motorized vehicles is prohibited.

ALCOHOL -- Purchase, possession, use, or being under the influence of alcohol by anyone under the age of 21 is ILLEGAL and prohibited. ROMANTIC ATTACHMENTS -- Sexual relations, or steady dating -- to the exclusion of others -- is not allowed. Casual dating with a group is acceptable. If it is felt you are becoming too "attached" to someone, you will be asked to discontinue the relationship.

DECORATING - PIERCINGS & TATTOOS -- The piercing or tattooing of any part or your body during your exchange year is prohibited.

DOWNLOADING OF PORNOGRAPHY -- No pornography is permitted.

TOBACCO -- District 6080 is SMOKE-FREE. In addition, the purchase of tobacco products by anyone under age 18 is ILLEGAL.

TRAVEL -- This is a cultural exchange, NOT a travel exchange. Do NOT expect to visit friends and relatives while on exchange. You MUST follow the rules below when traveling outside your host Rotary District. Under NO circumstances may you make your own travel arrangements and expect them to be approved. Also, in District 6080, no travel outside of the United States is permitted during the exchange year.

APPROVED TRAVEL:
- Travel with host parents.
- Travel with host Rotary Club.
- Travel with recognized school classes or school groups.
- Travel with recognized church or youth groups.
- Travel with Rotarians.
- Travel with adult friends of local host family if approved by host family and counselor.
- Travel to Rotary District & Multi-District events, and Summer Bus Tours.

INDEPENDENT/UNACCOMPANIED TRAVEL IS NOT ALLOWED.

You and your host family MUST advise your host District Rotary Inbound Coordinator of any overnight travels outside of the District. You must also provide a complete itinerary of where you are going, means of transportation, where you will be staying and emergency contact numbers. If you are invited on a trip, make sure you understand the costs involved -- do not assume that someone else will pay your expenses.

No travel is allowed during any of the holidays unless it is with one of your host families.

LAWS OF MISSOURI & U.S. -- You are expected to obey the Laws of the Host Country. If you are found guilty of violation of any law, you should expect no legal assistance from your sponsoring Rotary Club or your sponsoring country. You will be returned home after you have been released by the authorities and any legal action has been concluded.

LANGUAGE -- Students are expected to make a serious effort to learn English prior to their arrival. Unacceptable English language skills may require tutoring. Any necessary tutoring is at the expense of the student's natural parents or guardians. If it is felt that you are not making a genuine effort to learn the language, it may be decided to terminate your exchange.

TELEPHONE / E-MAIL -- Use of the telephone, computer, and internet are at the discretion of your host family, within overall guidelines established by your host Rotary District. You are responsible for all charges you generate by such use. Telephone, e-mail, and chat room communication should not become excessive, or interfere in any way with your developing friends of your own here in the U.S. If it is felt that you are abusing these privileges your usage may be terminated. Use your good common sense.

EMPLOYMENT: Students are not allowed to accept any employment during their exchange.

ROTARY AUTHORITY -- You will be under the Hosting District’s authority while you are an exchange student. Parents must not authorize any extra activities or travels without the prior approval of the host club and district.

PROBLEMS -- Occasionally, "issues" come up during the exchange. It is your responsibility to try to resolve any problems by first contacting your counselor, then the club YEO and then the District Inbound Coordinator -- IN THAT ORDER. Circumventing this procedure can create hard feelings and result in the issue becoming more complicated and difficult to handle. Open and honest communications are critical.

GENERAL HEALTH -- We assume your general mental and physical health is what is stated on your application. If medical issues arise that were present prior to your arrival but that were not disclosed, it will be at the club's discretion to return you to your home country.

GUIDELINES & CONDITIONS -- All other host Rotary District Rotary Youth Exchange Guidelines & Conditions not listed in the Rotary International rules or these additional rules, must also be fully complied with.

We have read and understand the above Program Rules And Conditions Of Exchange, and will abide by them.

Violations will result in District Review and Restrictions. Severe/constant disregard of rules will result in the termination of the exchange.

Student Signature ________________________ Date ______
Appendix C: International Phone Calls

If you have not reviewed the “First Night Questions” with your student, please do so. Part of the questionnaire deals with use of the telephone. Make sure your student understands your wishes.

Internet Phone Calling:
With the proper phone equipment and software on both sending and receiving computers, free international calls can be made using the internet. These Voice Over Internet Protocol (Voice over IP) systems are becoming more popular. Software includes Skype and others. www.skype.com (If you are not familiar with SCYPE, your student probably is.)

Call Frequency:
Frequently students arrange to have their natural parents call once or twice a month, sometimes once a week - typically on Sunday at a specified time, and the students and host families get used to this routine. In these cases students rarely make outgoing calls. The end of the year may be an exception with pre-departure planning. Students (and you) need to understand that large telephone bills can be an unwelcome surprise when received by the host family after they have departed.

Financial Responsibility:
Some families encourage their student to call home whenever they wish, but be sure that you develop an understanding initially about who is expected to pay for the calls. In most cases, if the student is adjusting well, they don’t spend a great deal of time on the telephone.

However, as an example, several years ago a student in Oklahoma ran up a $4,500 bill during the early part of her exchange. Needless to say, the host family was unprepared for this surprise.

International Calling Plans:
If you have the proper calling plan, long distance calls to foreign countries are often not much more than long distance calls within the United States. But this does vary from country to country. We strongly suggest that you investigate an international calling plan before your student arrives. These are available through most long distance carriers, and the base cost for these plans can be as little as $3 - $4 per month. Be sure to ask about the rate per minute to your student’s home country. Once you have the plan set up, you should advise the student that they are free to make calls within whatever limits you feel are appropriate. The plans can normally be cancelled when no longer needed.
Appendix D: Emergency Contact Information

We are required to provide all Inbound Students emergency contact information.

<table>
<thead>
<tr>
<th>STUDENT'S NAME:</th>
<th>HOST CLUB:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Club President:</td>
<td>___________________</td>
</tr>
<tr>
<td>E-mail Address:</td>
<td>___________________</td>
</tr>
<tr>
<td>Home Phone:</td>
<td>___________________</td>
</tr>
<tr>
<td>Work Phone:</td>
<td>___________________</td>
</tr>
<tr>
<td>Cell Phone:</td>
<td>___________________</td>
</tr>
</tbody>
</table>

| Name of Club YEO: | ___________________ |
| E-mail Address: | ___________________ |
| Home Phone: | ___________________ |
| Work Phone: | ___________________ |
| Cell Phone: | ___________________ |

| Name of Inbound Counselor: | ___________________ |
| E-mail Address: | ___________________ |
| Home Phone: | ___________________ |
| Work Phone: | ___________________ |
| Cell Phone: | ___________________ |

| Name of Local Doctor: | ___________________ |
| Work Phone: | ___________________ |

| Name of Local Dentist | ___________________ |
| Work Phone: | ___________________ |
Appendix E: Insurance Information

Rotary District 6080 requires both a one-year medical insurance policy AND a liability policy that is paid for by the student’s natural parents prior to the student receiving his/her visa. The medical insurance coverage is an accident and sickness policy. It is designed to cover unexpected medical expenses but does not cover routine sports physicals or similar elective expenses. The coverage is effective from August 1st through July 31st or from the time the student leaves their home country until they return home after their stay in the U.S. The student must return home before their coverage expires.

Below is contact information for the insurance company. Complete policy information is available on the CISI-Bulduc website at http://www.culturalinsurance.com/rotary. For all concerns about insurance, contact our RYE CISI Insurance Coordinator:

Ted Cenatiempo       cisiwebadmin@culturalinsurance.com
1-800-303-8120 ext. 5121 / 1-203-399-5556

ID Cards are issued to the students when the insurance is purchased, and they are advised to carry them at all times. On the ID card is Plan A, Plan B, Plan B+ and detailed information on the plans on the next pages. Claims should be submitted promptly using the Club Counselor’s address for follow up reference purposes.

Claim forms and Instructions are available on the Insurance Company’s website: http://www.culturalinsurance.com/rotary/rotary claims benefits.asp. If confused about how to file a claim, contact the RYE CISI Insurance Coordinator.

Claim Submission Instructions (on the website)
Insured participants are required to submit a completed medical claim form to CISI for each accident or sickness. Claim forms may be downloaded from our website, www.cisi-bulduc.com, by going to the Medical Benefit Info tab and selecting “Benefit Information.” Be sure that all questions are answered and all blank spaces are filled with an appropriate statement such as “Not Applicable.” Claim forms can be mailed or faxed to CISI at the contact address or number below:

Send All Completed Medical or Personal Liability Claim Forms To:
Cultural Insurance Services International
1 High Ridge Park Stamford, CT 06905

If you have questions regarding benefits, or claim submission, contact CISI Bulduc
Telephone: (800) 303-8120 / Outside USA: (203) 399-5130
Fax: (203) 399-5596 / Email: cisiwebadmin@culturalinsurance.com

Please contact Team Assist 24-7-365 at the numbers below for pre-departure, medical, legal, and travel assistance, and to help facilitate billing directly with a foreign provider.
Telephone: (855) 327-1411 Outside USA (Call Collect): (312) 935-1703
Email: MEDASSIST-USA@AXA-ASSISTANCE.US
Underwritten by ACE American Insurance Company.
Plan A
Schedule of Benefits for Accident and Health Coverage underwritten by ACE American Insurance Company

MEDICAL EXPENSE BENEFITS

Maximum Lifetime Benefit per covered accident or sickness $1,000,000
Chiropractic Care Maximum $500 (up to 10 visits with a $50 maximum per visit)
Emergency Dental Expenses Maximum $100
Out-Patient Mental and Nervous Expenses Maximum $1,000
In-Patient Mental and Nervous Expenses Maximum $25,000
Deductible None

Accident & Sickness Benefit
Accident and Sickness for students traveling OUTSIDE of the United States 80/20
Deductible (per policy period) $100
Accident and Sickness for students traveling INTO the United States 80/20
Deductible (per policy period) $100

*PLEASE NOTE THAT THIS PLAN ALLOWS UP TO $500 FOR TREATMENT OF PRE-EXISTING CONDITIONS.

EMERGENCY PRIOR TO MEDICAL

Accidental Death and Dismemberment Benefit $100,000

Covered Losses:
   a. Life Principal Sum
   b. Two or more members Principal Sum
   c. One member One-Half Principal Sum
   d. Thumb and Index Finger of the same hand One-Quarter Principal Sum
   e. Quadriplegia Principal Sum
   f. Paraplegia One-Half Principal Sum
   g. Hemiplegia One-Half Principal Sum

Medical Evacuation Expense Benefit $100,000
Security Evacuation Expense Benefit $100,000
Repatriation of Remains Benefit $50,000
Transportation Expense Benefit $5,000
Family Reunion Benefit $5,000 ($75 daily maximum for lodging expenses)
Trip Cancellation Benefit $3,000
Trip Interruption Benefit $3,000
Trip Delay $500

Personal Property and Financial Instrument Reimbursement Benefit
   Maximum for cash, currency, bullion, numismatic property & bank notes $100
   Maximum for manuscripts, securities, bills, deeds, evidence of debt, letters of credit, notes other than bank notes, passports, railroad and other tickets or stamps $250
   Maximum for theft of jewelry, watches, furs, fine arts/artiques, golfers equipment, cameras & computer hardware $1,000
   Maximum for theft of stereo equipment $1,000
   Deductible $250 per claim

SPORTS COVERAGE

Both plans are extended to cover loss due to interscholastic and community football, hockey, soccer, rugby and lacrosse. All other team sports are covered the same as any other Covered Accident under the basic policy coverages.

Maximum Benefit $25,000
Deductible $50

This description is not a contract of insurance but is a brief summary. Complete provisions pertaining to this insurance are contained in the Master Policy on file with Rotary International. In the event of any conflict between this summary and the Master Policy, the Policy will govern.

Disclaimer: Rotary International is not affiliated with CISSI and does not endorse its products.
Plan B
Schedule of Benefits for Accident and Health Coverage underwritten by ACE American Insurance Company

MEDICAL EXPENSE BENEFITS

Maximum Lifetime Benefit per covered accident or sickness
- Chiropractic Care Maximum
- Emergency Dental Expenses Maximum
- Out-Patient Mental and Nervous Expenses Maximum
- In-Patient Mental and Nervous Expenses Maximum
  - Deductible $1,000,000
  - $500 (up to 10 visits with a $50 maximum per visit)
  - $400
  - $1,000
  - $25,000
  - None

Accident & Sickness Benefit
- Accident and Sickness for students traveling OUTSIDE of the United States
  - Deductible (per policy period)
  - $0

  - 80% to $1,000 out of pocket limit; plan pays 100% thereafter
  - $100

- Accident and Sickness for students traveling INTO the United States
  - Deductible (per policy period)

*PLEASE NOTE THAT THIS PLAN ALLOWS UP TO $500 FOR TREATMENT OF PRE-EXISTING CONDITIONS.

EMERGENCY PRIOR TO MEDICAL

Accidental Death and Dismemberment Benefit

- $100,000

  - Principal Sum
  - Principal Sum
  - One-Half Principal Sum
  - One-Quarter Principal Sum
  - Principal Sum
  - One-Half Principal Sum
  - One-Half Principal Sum

Security Evacuation Expense Benefit

Repatriation of Remains Benefit

Transportation Expense Benefit

Family Reunion Benefit

Trip Cancellation Benefit

Trip Interruption Benefit

Trip Delay

Personal Property and Financial Instrument Reimbursement Benefit

- Maximum for cash, currency, bullion, numismatic property & bank notes
- Maximum for manuscripts, securities, bills, deeds, evidence of debt, letters of credit, notes other than bank notes, passports, railroad and other tickets or stamps
- Maximum for theft of jewelry, watches, furs, fine arts/antiques, golfers equipment, cameras & computer hardware
- Maximum for theft of stereo equipment
  - Deductible

Security Evacuation Expense Benefit

Repatriation of Remains Benefit

Transportation Expense Benefit

Family Reunion Benefit

Trip Cancellation Benefit

Trip Interruption Benefit

Trip Delay

Personal Property and Financial Instrument Reimbursement Benefit

- Maximum for cash, currency, bullion, numismatic property & bank notes
- Maximum for manuscripts, securities, bills, deeds, evidence of debt, letters of credit, notes other than bank notes, passports, railroad and other tickets or stamps
- Maximum for theft of jewelry, watches, furs, fine arts/antiques, golfers equipment, cameras & computer hardware
- Maximum for theft of stereo equipment
  - Deductible

Sports Coverage

Both plans are extended to cover loss due to interscholastic and community football, hockey, soccer, rugby and lacrosse. All other team sports are covered the same as any other Covered Accident under the basic policy coverages.

- Maximum Benefit
  - $25,000
  - Deductible
  - $50

*This description is not a contract of insurance but is a brief summary. Complete provisions pertaining to this insurance are contained in the Master Policy on file with Rotary International. In the event of any conflict between this summary and the Master Policy, the Policy will govern.

Rotary International is not affiliated with CISI and does not endorse its products.
Plan B+ (Inbound to the United States)
Schedule of Benefits for Accident and Health Coverage underwritten by ACE American Insurance Company

MEDICAL EXPENSE BENEFITS

Maximum Lifetime Benefit per covered accident or sickness
- Chiropractic Care Maximum: $1,000,000
- Emergency Dental Expenses Maximum: $500 (up to 10 visits with a $50 maximum per visit)
- Out-Patient Mental and Nervous Expenses Maximum: $400
- In-Patient Mental and Nervous Expenses Maximum: $1,000
- Deductible: $25,000

Accident & Sickness Benefit
- Accident and Sickness
- Deductible (per policy period): 100% $0

*PLEASE NOTE THAT THIS PLAN ALLOWS UP TO $500 FOR TREATMENT OF PRE-EXISTING CONDITIONS.

EMERGENCY PRIOR TO MEDICAL

Accidental Death and Dismemberment Benefit
- Principal Sum: $100,000
- Principal Sum: $100,000

Medical Evacuation Expense Benefit
- Principal Sum: $100,000

Security Evacuation Expense Benefit
- Principal Sum: $100,000

Repatriation of Remains Benefit
- Principal Sum: $50,000

Transportation Expense Benefit
- Principal Sum: $5,000

Family Reunion Benefit
- Principal Sum: $5,000 ($75 daily maximum for lodging expenses)

Trip Cancellation Benefit
- Principal Sum: $3,000

Trip Interruption Benefit
- Principal Sum: $3,000

Trip Delay
- Principal Sum: $500

Personal Property and Financial Instrument Reimbursement Benefit
- Principal Sum: $100

Maximum for cash, currency, bullion, numismatic property & bank notes: $250

Maximum for manuscripts, securities, bills, deeds, evidence of debt, letters of credit, notes other than bank notes, passports, railroad and other tickets or stamps: $1,000

Maximum for theft of jewelry, watches, furs, fine arts/antiques, golfers equipment, cameras & computer hardware: $1,000

Maximum for theft of stereo equipment
- Deductible: $250 per claim

SPORTS COVERAGE

Both plans are extended to cover loss due to interscholastic and community football, hockey, soccer, rugby and lacrosse. All other team sports are covered the same as any other Covered Accident under the basic policy coverages.

Maximum Benefit
- Principal Sum: $25,000

Deductible
- Principal Sum: $0

This description is not a contract of insurance but is a brief summary. Complete provisions pertaining to this insurance are contained in the Master Policy on file with Rotary International. In the event of any conflict between this summary and the Master Policy, the Policy will govern.

Disclaimer: Rotary International is not affiliated with CISI and does not endorse its products.
SCHEDULE OF BENEFITS FOR LIABILITY COVERAGE UNDERWRITTEN BY ACE AMERICAN INSURANCE COMPANY (ALL PLANS)

Personal Liability
- Limit per Claim: $500,000
- Deductible per Claim: $250
- None
- Limit per Coverage Period: $5,000

Additional Living Expense
- Limit per Coverage Period: $5,000
- Unscheduled Personal Property with Replacement Cost: $5,000

This description is not a contract of insurance but is a brief summary. Complete provisions pertaining to this insurance are contained in the Master Policy on file with Rotary International. In the event of any conflict between this summary and the Master Policy, the Policy will govern.

Definitions:

Doctor means a licensed health care provider acting within the scope of his or her license and rendering care of treatment to a covered person that is appropriate for the conditions and locality. It will include any Covered Person or any member of the Covered Person’s Immediate Family or household.

Deductible means the dollar amount of the Covered Expenses that must be incurred as an out-of-pocket expense by each Covered Person per Covered Accident or Sickness basis before Medical Expense Benefits and/or other Additional Benefits paid on an expense incurred basis are payable under the policy.

Covered Accident means an accident that occurs while coverage is in force for a Covered Person and results directly and independently of all other causes in a loss or Injury covered by the Policy for which benefits are payable.

Covered Expenses means expenses actually incurred by or on behalf of a Covered Person for treatment, services and supplies covered by the Policy. Coverage under the Participating Organization’s Policy must remain continuously in force from the date of the Covered Accident or Sickness up to date treatment, services or supplies are received for them to be a Covered Expense. A Covered Expense is deemed to be incurred on the date such treatment, service or supply, that gave rise to the expense or the charge, was rendered or obtained.

Pre-existing Conditions means an illness, disease, or other condition of the Covered Person that in the six-month period before the Covered Person’s coverage became effective under the Policy:

1. First manifested itself, worsened, became acute, or exhibited symptoms that would have caused a person to seek diagnosis, care or treatment; or
2. Required taking prescribed drugs or medicines, unless the condition for which the prescribed drug or medicine is taken remains controlled without any change in the required prescription; or
3. Was treated by a Doctor or treatment had been recommended by a Doctor.

Exclusions and Limitations

The following is a brief list of the exclusions and limitations for the insurance plan. It is not a complete list. For complete information about what’s not covered, refer to the website www.culturalinsurance.com/rotary/rotary_forms.asp

We will not pay benefits for any loss or Injury that is caused by or results from:

- Intentionally self-inflicted injury; suicide or attempted suicide;
- Any act of war, whether declared or not;
- In boarding or alighting from an aircraft, except as a) a fare-paying passenger on a regularly scheduled commercial airline; b) a passenger in a non-scheduled, private aircraft used for pleasure purposes with no commercial intent during the flight. However, in Alaska, Injury sustained while the Covered Person is riding as a pilot, student pilot, operator or crew member, in or on, boarding or alighting from, any type of aircraft;
- Commission of, or attempt to commit, a felony;
- Practice or play in interscholastic or community football, hockey, soccer, rugby or lacrosse, except as specifically provided in the Policy;
- Preventive medicines or vaccines;
- Routine physicals and care of any kind;
- Eyeglasses, contact lenses, hearing aids, examinations or prescriptions for them;
- Routine dental care and treatment, except as provided in the Policy;
- Cosmetic or plastic surgery, except as a result of Injury;
- Pregnancy, childbirth or miscarriage;
- Treatment by persons employed or retained by the Participating Organization, or by any immediate family member or member of the Covered Person’s household;
- Medical expenses for which the Covered Person would not be responsible to pay for in the absence of the Policy;
- Any condition for which the Covered Person is entitled to benefits under any Workers’ Compensation Act or similar law;
- Expenses payable by any automobile insurance policy without regard to fault. (This exclusion does not apply in any state where prohibited);
- Bungee-cord jumping, parachuting, skydiving, parasailing, hill-gling, mountain climbing (where ropes or guides are used), scuba diving (except if the Covered Person is certified in accordance to the laws of the country in which he or she is diving), riding by horse, motor vehicle or motorcycle;
- Pre-existing Conditions, except as specifically providing in the Policy, and if: 1) the Covered Person has not received treatment, care or advice for six consecutive months after being covered by the Policy (taking medication prescribed by a Doctor is considered as continuous treatment for a Pre-existing Condition); or 2) the loss begins after the Covered Person has been treatment fee (including medication fee) and after the Covered Person has been covered by the Policy for six months;
- Surgical operations which were previously recommended by a Doctor or medical practitioner prior to the Covered Person’s effective date of coverage;
- Any treatment, services or supplies received by the Covered Person that are incurred or received while he or she is in his or her Home Country;
- Medical expenses that are the result of injuries sustained while operating a motorized vehicle of any kind, including two, three and four wheeled vehicles. This includes, but is not limited to: automobiles, motorcycles and motorized dirt bikes of any kind, all-terrain vehicles, snowmobiles and watercraft; however, there is coverage for front seat passengers or passengers of motorized means of transport including snowmobiles if used as means of transport in the state of Alaska. This...
exclusion shall be waived in relation to Amusement Park rides, lawn mowers or operating a golf cart while on a golf course. In addition, this exclusion shall be waived for students who are located in Bermuda with regard to travel on a small motorcycle or moped that is not more than 50cc in capacity. The student must have a valid license to ride the motorcycle or moped.

- Emergency sickness dental expenses incurred for:
  - Routine oral examinations;
  - Fluoride applications;
  - Prosthetics (new and repaired)
- Expenses for more than one dentist in excess of those that would have been incurred had all services been performed by one dentist;
- Expenses in excess of the lowest fee in cases where there are optional treatment techniques carrying different fees;
- Services primarily for cosmetic or aesthetic purposes;
- Orthodontics;
- Treatment already in progress or recommended by a dentist within six months of the Covered Person’s effective date of coverage;
- Replacement of denture or orthodontic appliance due to loss or theft;
- Denture or bridgework replacement of teeth extracted prior to the Covered Person’s effective date of coverage.

This insurance does not apply to the extent that trade or economic sanctions or other laws or regulations prohibit us from providing insurance, including, but not limited to, the payment of claims.
Quick Tips for CISI-Bolduc Rotary Youth Exchange Insureds

Frequently asked questions:
Q: Why is there a Preferred Physician list?
A: These providers accept our fee schedule and have agreed to bill CISI directly and file a claim on behalf of the insured.
Q: Why are all doctors not on this Preferred list?
A: CISI is part of the Aetna Network, not all facilities participate with Aetna and are considered out of network.
Q: What happens if the student visits an out of network provider?
The student or host family is likely to have to pay upfront and then fill out a claim form and submit it to CISI for reimbursement.

A majority of the time, the provider will bill CISI directly, but in the event that the student pays for the bill upfront:

- Complete the claim form which can be found under the "Services" tab on www.CISI-Bolduc.com
- Submit the claim form with all the paperwork that you received at the time of the visit, i.e., medical bill/paid invoice to: (please only send it once)
  - Email: claimhelp@culturalinsurance.com or;
  - Fax: 203.399.5596 or;
  - Mail: One High Ridge Park, Stamford, CT 06905 (be sure to make copies for yourself as a backup).
- If you have any questions about a claim, please call CISI at 1.800.303.8120 ext: 5130 or by email, claimhelp@culturalinsurance.com (typically it takes 2–3 weeks to process a claim).

What does Plan B Inbound and Plan B+ cover:
(these are just a few important benefits)

Accident & Sickness benefit up to $1,000,000

- Plan B Inbound
  Such as cold or flu, pink eye, headaches, stomach aches, breaks/fractures (these are just a few examples). You have a one-time deductible of $100 (you are responsible for the deductible and 20% of the first $5,000). CISI will pay 80% of the first $5,000 of the medical expenses, thereafter; CISI will pay 100% of the covered medical bills. You’re out of pocket expenses are $1,100. Example, your bill is $5,000; you will need to pay 20% of the bill which is $1,000 and the one time deductible of $100.

- Plan B+ Inbound
  Such as cold or flu, pink eye, headaches, stomach aches, breaks/fractures these are just a few examples). Your policy pays at 100% coverage up to $1,000,000 of usual and customary covered charges.

- Family Reunion benefit up to $5,000
  In the event that you are hospitalized for more than 4 days, a family member may come to your bedside and will pay for their travel & lodging expenses.

- Trip Interruption benefits up to $3,000
  In the event that a ‘family member is very ill or has passed away, you may purchase a round trip ticket up to $3,000 to go back home (please do not use your open ticket unless you are not planning on returning).

How to locate a physician in the USA for a minor illness or accident:

- Please go to www.CISI-Bolduc.com
- Click on U.S. Provider Search located in the upper right hand corner
- To narrow down the search, please enter your zip code, or city and state

If the student has a serious accident, please call our assistance team for emergency medical assistance: (available 24/7)

- Toll-free in the U.S.A: 855-327-1411
- Outside of the U.S.A: 312-935-1703
- Email: medassist-usa@axa-assistance.us
Emergency Assistance Offered by CISI’s 24/7 Assistance Team

In cases of serious illness or injury requiring inpatient treatment a case should be opened with CISI’s Emergency Assistance Team, AXA Assistance.

AXA’s Services

- Medical Monitoring: AXA has medical staff that will reach out to the treating facility to obtain comprehensive medical updates in order to ensure that the participant is receiving appropriate care.
- Medical Evacuation: If it is determined that a participant has been hospitalized at a facility that is not fully equipped to treat their condition, AXA will coordinate a medical evacuation to the nearest medical facility with the resources to provide appropriate care.
- Medical Repatriation: If it is determined that a participant’s medical condition will prevent them from completing their program, AXA will make arrangements for the participant to return home. They will make travel arrangements suited to the participant’s medical condition, including, but not limited to, medical escorts, non-medical escorts, upgraded seating, and air ambulance.
- Security Evacuation: Should a participant need to be evacuated due to civil or political unrest, natural disaster, or personal threat, AXA will arrange for transportation to the nearest safe location, and then to another program location or home if the situation does not improve enough to allow for a safe return.

Emergency Assistance Outside of the United States

AXA can be contacted anytime medical assistance is needed abroad. In addition to the above services AXA also provides the following services to our participants traveling abroad:

- Medical Referrals: AXA can provide referrals to local medical providers. They will work to refer English-speaking providers when requested. They will also use a participant’s address abroad as a starting point to provide referrals that are nearest to where a participant is residing.
- Medical Coverage: AXA will reach out to a treating facility to arrange direct billing.
- Continuation of Care: Participants with pre-existing conditions can initiate a case with AXA ahead of departure to ensure that they will be able to continue treatment while abroad. AXA will research availability of medication and work with the home physician to refer local providers willing to continue with the established treatment plan.

How to Open a Case with AXA

AXA is open 24 hours a day, 7 days a week. Contact information is as follows:

- Inside the US: 1 (855) 327-1411 (Toll Free)
- Outside the US: 1 (312) 935-1703 (Collect Calls Accepted)
- Email: medassist-usa@axa-assistance.us

Questions AXA will ask when opening a case:

1. Caller’s/Participant’s First and last Name
2. Contact Details
3. Type of Service Requested
4. Brief Summary of Request/Incident
5. Location where Assistance is Requested.
The CISI Crisis Management Team

The CISI Crisis Team consistently works with AXA to help support you and your participants during a time of crisis. The CISI Crisis Team consists of seasoned staff that are actively involved in Emergency Assistance Cases. They are notified at the onset of every case and kept informed throughout the life of the case to ensure that appropriate actions are being taken. Anytime they are notified that a participant has been admitted for inpatient treatment they will reach out to your program directly to make you aware of the case, provide regular updates, and address any concerns you may have.

CISI Crisis Team:

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Safety Manager</td>
<td>Shannon McNamara</td>
</tr>
<tr>
<td>Director of Operations</td>
<td>Christine Wasil</td>
</tr>
<tr>
<td>Customer Support Specialist</td>
<td>Drew Woods</td>
</tr>
<tr>
<td>Customer Service Supervisor</td>
<td>Renata Marut</td>
</tr>
<tr>
<td>Senior Benefit Analyst</td>
<td>Sheila Lorson</td>
</tr>
</tbody>
</table>

Emergency Contact during Regular Business Hours
Shannon McNamara is responsible for overseeing all cases opened with AXA, from provider referrals, to outpatient visits, inpatient admissions, and medical evacuation and repatriation. She will be the key contact during regular business hours, ensuring that all cases flow smoothly. She will provide updates at the end of each day and week to ensure a smooth transition to the afterhours Crisis Team Duty Officer.

Regular Business hours are Monday – Friday from 9 am to 5 pm EST.

Shannon can be reached at 1-203-399-5557 or crisis@mycsi.com.

Emergency Contact on Evening and Weekends
In the event that you are encountering any issues with AXA Assistance and wish to directly speak with a CISI staff member outside of our regular business hours, please contact us on our Crisis Hotline.

After Hours Crisis Hotline is 203-550-9028 or email crisis@mycsi.com.

Please use AXA as your primary contact for emergency assistance cases. They have the resources and expertise to best assist you throughout a crisis. CISI is happy to act as an intermediary to ensure your needs and expectations are being met and that participants are safe and secure during their crisis. CISI kindly ask that you keep this after hours contact information for your crisis personnel and not share directly with your participants.
Appendix F: First Night Questionnaire

These questions are suggestions only. You and your host family should discuss everything that you think is important. We suggest you discuss the items most important to you as soon as possible. When you are in a new place with little language skill, it is best not to assume anything, but rather, to ask. The simplest questions may be the most important, such as “where is the bathroom”? Come back to other questions as they seem necessary.

Note: If your student’s English skills are marginal, please go to: fnq.yeoresources.org for translations of these questions into other languages.

1. What would you like me to call you? Should I call you “Mom”, “Dad”, given (first) name, or something else?
2. What are my daily responsibilities while living in your home:
3. Make my bed?
4. Keep my room neat and clean?
5. Clean the bathroom after I use it?
6. d. Other?
7. Are there other chores around the house that you would like for me to help with?
8. What is the procedure for cleaning clothes? Where do I keep dirty clothes until they are to be washed? Do you want me to do my own laundry? If so, please show me how to do this.
9. Where can I keep my bathroom accessories?
10. When is the best time for me to use the bathroom on weekday mornings (to get ready for school)?
11. When is the best time for me to shower or bathe?
12. Is there anything special about using the bathroom I should know (such as how to use the shower)?
13. May I use the family’s shampoo and tooth paste or should I buy my own?
14. If I need an item from the store, can I ask you to purchase it for me and then pay you back for the cost? Or, should I make arrangements to get to the store myself.
15. When are mealtimes?
16. Do I have meal time responsibilities (such as setting or clearing the table, washing or drying dishes, or disposing of the garbage?)
17. May I help myself to food and drinks at any time or should I ask first?
18. May I use kitchen appliances such as the microwave, dishwasher or stove?
19. What areas of the house are strictly private, for example, your study, bedroom, pantry, etc.?
20. What time should I get up on school days? Will I have an alarm clock, or will you wake me up?
21. What time should I get up weekends and holidays?
22. What time should I go to bed on school nights? Weekends?
23. What time should I be at home on school nights if I go out?
24. What time should I be home on weekends if I go out?
25. What is your rule on entertaining friends?
26. May I have friends stay overnight?
27. Can I invite friends to the house during the day? After school? When no one else is home?
28. If my plans change, how do you want me to notify you?
29. May I ask you for assistance to understand my homework assignments?
30. May I rearrange the furniture in my bedroom?
31. May I put posters or pictures on the walls of my room? If yes, how do you want things attached to the walls?

32. Where can I store my suitcases?

33. May I use the stereo, computer or TV?

34. What dates are the birthdays of family members?

35. What is the telephone number here? How do I contact you in an emergency when I am not here?

36. How do I make telephone calls? What are the rules about telephone calls? Local, Long Distance, International? How and when may I pay for calls I make? How do you want me to track my telephone call expenses?

37. If there is a computer with Internet access in the house, what are the rules about access to the Internet and e-mail? Are there time limits or time periods that use is permitted or prohibited? If you are not connected to the Internet, where can I find an Internet service to contact my family and friends?

38. May I receive telephone calls from my friends? Are there times of the day when calls are not acceptable?

39. What is the procedure about sending and receiving mail (letters and packages)?

40. Do any of you have any special dislikes? For example, chewing gum, types of music, being late, wearing a hat at the table, being interrupted while reading, etc.

41. What is the address here, so I can ask someone to help me find my way home in the event I get lost?

42. What transportation is available to me? (Walking, bus, bicycle, being driven, riding with friends, etc.) Are there times or places it is unsafe for me to walk alone? Are there rules about traveling with friends?

43. What transportation is available for shopping or going to movies?

44. What are your expectations for me about going to church or other religious institution?

45. If I have a problem with the family or a family member that is bothering me, how do you want me to handle it?
   a. Write a note to you explaining it
   b. Ask for a face-to-face discussion with you
   c. Tell my Rotary counselor
   d. Keep it to myself and live with it

(Note: In the interest of student safety, students are instructed to address any problem that they feel requires attention. They should address the problem directly with the person most involved, if appropriate, and if and they feel comfortable and safe doing so. Otherwise, they are always expected to take it to another person, whether it is their Rotary counselor, Youth Exchange Officer, the Inbound Coordinator, a district-level RYE person, or a non-Rotarian contact.)

46. What do I do about school lunch? If there is an expense, who pays: me, you, Rotary?

Note: Unless a club has specifically designated additional funds (beyond those specified in the Guarantee Form) for the student’s school lunch, the student is not to be expected to pay for their own meals. Many schools cover the cost of exchange student’s lunches. If your school does not, the counselor and host parents should discuss this to ensure that this expense is handled by someone other than the student.)
Appendix G: Guidelines for How to Have a Great Exchange

GUIDELINES FOR HOW TO HAVE A GREAT EXCHANGE

1. Take the Initiative in Adapting to Your Host Family

Find out and willingly conform to family rules and customs. Volunteer to help around the house. Keep on volunteering even in the face of rejection, until it is clear that your assistance is not wanted.

At least try any strange food. Rejection of meals prepared by the host mother can become a very sensitive issue. Volunteer to prepare foods typical of your own country.

Keep your room clean and do whatever other duties are assigned to you. Your goal should be to create as little extra work as possible for others in your family (usually your host mother).

Say “Thank You” whenever someone does something for you. Appreciation goes a long way to softening the impact of the “increased” workload due to your presence. Express interest in your host family and town and local “sights”.

2. Be a Serious Student (You are a Student, NOT a tourist!)

Take school seriously. Do your homework. Participate in class as much as possible. Remember you are an extra “challenge” for your teachers. Express appreciation for their understanding and extra assistance.

Join appropriate school activities, clubs and groups. It is a good way to make friends. Make a positive impression on the school by conducting yourself as an “ambassador”.

3. Establish Good Relations with Your Host Rotary Club

Meet and become friends with your Rotary Counselor. He/she can help with problems and contribute to enriching your exchange experience.

Attend as many Rotary meetings and functions as possible. Respond positively to invitations to speak to all types of groups and organizations. Respond positively to Rotarians who want to include you in an activity and get to know you. Be sure to be appreciative of your Rotary Club for their sponsorship.

4. Try to Understand and Appreciate your Host Country’s Culture and Values

Try to learn as much as possible about you “new” country. Ask questions of your host families, counselor, teachers and friends.

Take interest in whatever your acquaintances want to “share” with you. Try to fit in to both adult and well as youthful social situations.
5. Reflect and Communicate your Country’s Culture and Values

Answer all questions as best you can. Be honest but not confrontational. Share information about how you live your life on a daily basis.

Show pride in your country, but not to the detriment of any other country. Be respectful of all other countries and cultures.

6. Don’t Try to Convert the Natives

Be an Ambassador of “Good Will”. The exchange of ideas of knowledge is encouraged, but your role is not to change their minds and practices (religion, capitalism, social practices)

7. Don’t Make Unfavorable Comparisons Between Your Country and Your Host Country.

Things are merely different – not better or worse

8. Practice the Utmost Courtesy to Everyone

Always ask permission – don’t assume you have it. (family, Rotary, school)
Say “Thank You” and Write Thank You Notes
Adopt the host country’s social practices

9. Be Happy with your Lot as a Rotary Exchange Ambassador

Don’t envy other exchange students, who may be in nicer or bigger houses or who may be better entertained. Remember that every experience is different.
Be happy with your own unique experiences and opportunities.

10. Do the Right Thing

You know the difference between right and wrong. As an ambassador for your country, everything you do will directly reflect upon your country. The impression that people will have of your country will depend upon you

AND ....

HAVE FUN!!!!!
Inbound Student Request for Visit by Family
Rotary Youth Exchange, District _____

**Approvals required for visit during exchange year**
(See district rules concerning visits with inbound students on next page)

(Updated 26Jan2017 – G)

**General Information (at Time of Proposed Visit)**

<table>
<thead>
<tr>
<th>Name of Student to be Visited</th>
<th>Phone</th>
<th>E-mail</th>
<th>Home Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host Family Name</td>
<td>Phone</td>
<td>E-mail</td>
<td></td>
</tr>
</tbody>
</table>

**Proposed Visit Schedule**

<table>
<thead>
<tr>
<th>Proposed Date of Visitor Arrival (mm/dd/yyyy)</th>
<th>Proposed Date of Visitor Departure (mm/dd/yyyy)</th>
</tr>
</thead>
</table>

**Names of Visitors and Relation to Student (For example, Father, mother, brother, uncle...)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Relation to Student</th>
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<tbody>
<tr>
<td>Name</td>
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<td>Name</td>
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<td>Name</td>
<td>Relation to Student</td>
</tr>
</tbody>
</table>

**Accommodations during Proposed Visit (If more space is needed, add additional pages)**

Proposed living accommodations during visit. (For example, have hotel accommodations for proposed visitor(s) been arranged, or do proposed visitors expect to stay with the host family or another Rotary family? **Describe fully.**

Describe proposed activities with student during the visit. (For example, do visitors expect to travel with the student during the visit? **If so, provide a complete proposed travel itinerary – giving proposed dates and destinations of travel as well as proposed activities during travel.** Remember, missing school for visits with family and/or friends requires approval in advance.
District Rules Regarding Visits by Family and Friends

- Do not finalize a parental visit plan before obtaining required approvals.
- Approved visits should take place in the last quarter of the exchange ONLY.
- NO visits should be planned during holidays.
- The Host Parents are NOT obligated to house or entertain the visiting parents.
- Students must be given permission to miss school in order to travel with their parents.
- We STRONGLY suggest that parents NOT come during the last weeks of a student's exchange. We have found that this puts a real "burden" on the student trying to say their good-byes while, at the same time, trying to "entertain" and pay attention to their parents.
- Boy or girlfriend visits will be denied.
- Unaccompanied siblings visits should be carefully examined and defined before approval is granted.

Required Approval Signatures (All approvals required)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student Signature or E-signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rotary Counselor Name</td>
<td>/S/ Counselor Signature or E-signature</td>
<td>Date</td>
</tr>
<tr>
<td>Host Parent Names</td>
<td>/S/ Host Parent Signature or E-signature</td>
<td>Date</td>
</tr>
<tr>
<td>Names of Student's Natural Parents</td>
<td>/S/ Natural Parent Signature or E-signature</td>
<td>Date</td>
</tr>
<tr>
<td>Host District YEO Name</td>
<td>/S/ Host District YEO Signature or E-signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
Appendix I: Host Family Evaluation

Dear Rotary Youth Exchange Host Parents,

To enable the District Youth Exchange Committee and Club Committees to evaluate our program and make future exchanges more effective and enjoyable, we request that you evaluate your experience as a host family.

WE WOULD REALLY APPRECIATE IT if you would PLEASE take a few minutes and answer the questions below.

Your comments, IN GENERAL, will be shared with our Youth Exchange Committee, though no comments will be attributed to any of you specifically without your permission. (Please indicate your preference at the bottom of this survey.) Again, the purpose of this evaluation is to improve how we do things......

Thanks, in advance, for your participation. And, thanks again for your involvement in the Rotary Youth Exchange experience.

In the Spirit of Rotary and Peace and Understanding,

Johnah Terbovic

District 6080 Youth Exchange

Your Name:

Name of Student you hosted:

How did you hear about the opportunity to host an exchange student?

Have you ever hosted a student before?

Did the Rotary Club Counselor adequately explain the exchange program and discuss your responsibilities during an interview IN YOUR HOME?

Did you receive a copy of the student's application prior to his/her arrival?

Was there any additional information about the student that you wish had been provided?

Did the Student's Inbound Counselor or Club Youth Exchange Officer conduct a host family Orientation for you?

Did you find this Orientation valuable in better understanding the program?
Did you find the Host Family Manual that you received to be a useful tool?

Did you establish communications with your student prior to his/her arrival in your home?

Did the Student's Inbound Counselor keep in touch with you to make sure things were going ok?

Did the Student's Inbound Counselor keep in touch with your student?

Did you have any contact with the Student's natural parents during the year?

How would you categorize your relationship with your student?

If problems occurred, did the student respond to discipline and assistance?

If problems occurred, did you feel the Student's Counselor or the Inbound Coordinator was available to assist you?

Did your student get involved with your family activities and chores?

Did the student respect your family rules and keep you informed about his/her whereabouts?

Do you feel the student integrated well into your family? Please explain.

Do you think the length of time the student spent with you was adequate, too short, too long?

Was your experience what you expected? Please explain.

Would you host an exchange student again?

How did you feel when the student left? A sense of accomplishment? Sad? Relief? Other?

Do you have any suggestions about how we might improve our program?

Please check one of the statements below:

_____ I would prefer that you keep my comments confidential.

_____ You are welcome to share my comments with District and Club level Rotarians.

THANKS FOR TAKING THE TIME TO HELP US IMPROVE OUR PROGRAM!

Please return this questionnaire to: admin@rye6080.org or you can mail it to:

RYE D6080, 1400 NW 74th Street, Kansas City, MO 64118
Appendix J: Essays on Cultural Differences

ONE WORLD... OR MANY?
by Dennis White, Ph.D.

In discussing the purpose and many benefits of international exchange programs, one of the most commonly heard assumptions is that when people from different cultures live together, they can eventually cut through the barriers of language and custom to find that, all over the world, people are basically alike. This has been dubbed by some the “One World” theory - the idea that language and other cultural differences are relatively superficial, and that basically people are the same.

This widespread belief is one of the motivating factors for many of the thousands of people, around the world, who dedicate countless hours of time to promoting and organizing a wide variety of exchange programs. It is also a belief that seems to be largely validated by the experiences of those people who see how much understanding and brotherhood are enhanced, at a person-to-person level, by these programs. The close and lasting relationships that are developed in exchange programs are legendary. There is probably not a person with experience in exchange programs that does not have stories of students, host families or parents returning for weddings or other events, years after the initial exchange.

While the “One World” theory may be a positive motivator, there are some fundamental obstacles in it that make approaching intercultural relation from another point of view worth considering. In fact, it may be that some of the problems in international exchange programs come from an over emphasis on the “One World” theory. For example, most people are relatively familiar with the concept of culture shock - the physical, emotional and intellectual disorientation that often accompanies immersion in a totally new cultural environment.

While most exchange students are trained to expect and cope with this phenomenon and eventually get through it, many do not. They experience what might be termed a chronic culture shock. Although there may be complex reasons for this, and each case is unique, this never-ending shock may be in part due to being stuck in the “One World” approach.

After adjusting to superficial differences, and after finding some common ground, some exchange students become frustrated by differences that appear to be at a very fundamental level. They are confronted with the new reality that, at a very basic level, different cultures may view the world differently in how they think, what they value and how they view relationships, among other things. When confronted with these differences, they may react by rejecting the host culture. This may be as “mild” as never really liking it but sticking it out, or as severe as returning early. As a part of this rejection they may either think that there is something wrong with them or wrong with the host culture, when, in fact, it is not a question of right or wrong, good or bad, but just different.

Another problem that can come from this unexpected confrontation of fundamental differences is when exchange students over-adapt to the host culture, rejecting their own culture as bad and adopting the new as good. This is sometimes referred to as going native. While this may appear to be a positive adjustment, it is often only when it is time to return home that problems appear. While they may physically return home, psychologically they feel homeless. Does this mean that the One World theory
is bad and must be abandoned? Not necessarily. In fact, it is almost always the initial point of view of exchange students when they first get involved in exchange programs.

Instead, it may be more helpful to look at the “One World” theory as an important developmental stage, but not the final stage, in intercultural awareness and sensitivity. Instead of beginning with the basic assumption of similarities, it may be helpful to take the approach of cultural anthropologists and experts in intercultural communication who, instead, make a basic assumption of differences.

This means, for example, that people differ not only in language, but that they differ in how they answer such basic questions as the character of human nature, the relationship of humans to nature, the importance of time in human activity, the purpose of human activity and the nature of human relationships. While all cultures address these questions, they don’t all answer them the same way.

As people grow up in their own cultures, they view the way they do things as right, natural, and possibly the only way to respond. This is the basis of what is called ethnocentrism - the tendency to view one’s own culture as the right, natural and only way. When one encounters another culture that is different, one then unconsciously judges that culture by one’s own cultural frame of reference. The very first encounter with the culturally different almost always provokes an extreme ethnocentric response of defensiveness toward people of the other culture, by criticizing or feeling superior to them.

After repeated exposure to another culture and the development of some cultural awareness, some people move on to a position where they can no longer deny the existence of differences between cultures, but neither can they accept the fundamental nature of those differences. This then becomes a stage of minimization of those differences, essentially recognizing they are there but are not as important as the basic underlying similarities between people. The One World theory is an example of this. The similarities are sometimes viewed in terms of physical needs (such as, we all have to eat, procreate and die) or in universal transcendent terms (such as we are all God’s children, or all people want and need to realize their individual potential).

While people in this stage are able to recognize and accept cultural differences, they are uncomfortable with emphasizing those differences and resolve them by minimizing their significance. But the resolution is still basically ethnocentric, in a more subtle way. For example, an American exchange student preparing to go abroad might be advised, “When in doubt, just be yourself and you’ll do okay” (because people are people, and if you act “natural” others will respond in kind).

This is subtle ethnocentrism in that it assumes that one’s natural self will be automatically understandable to others, and further, that the natural self will be valued and appreciated in another culture. In fact, being “natural” on the part of an American may be seen as being rude and disrespectful in another culture. When similarities are seen, they are also more commonly seen as They are just like us . Seldom does one hear the phrase, We are just like them.

People in this “minimizing of differences” stage of cultural awareness are certainly interested in other cultures. And many are able to participate effectively in most aspects of exchange programs. It is just that their tendency to resolve differences in this fashion is still ethnocentric, and thus, limits their potential for further understanding. The limiting factor is their own cultural frame of reference. There
are further potential stages of cultural sensitivity, and they almost always come only after extended immersion in another culture, along with the development of substantial cultural competence.

As a result there is a major shift from ethnocentrism to ethnorelativism. Ethnorelativism is conceptually different in that it assumes that cultures can only be understood relative to themselves. There is no natural, right standard that can be applied to all cultures. This assumes that one's own culture is no more central to reality than any other, regardless of one's own preferences.

The move from ethnocentrism to ethnorelativism, is usually difficult, both intellectually and emotionally. If no one culture is inherently right or wrong, but just different, many people mistakenly conclude that they must necessarily approve of all aspects of all cultures. Although there is no necessity of ethically agreeing with all cultures in this stage, many people believe that is what they must do. As a result, they are often overwhelmed by this apparent dilemma, and either move on to a more developed stage of sensitivity, or fall back to some form of ethnocentrism.

On the other hand, moving to ethnorelative thinking can be liberating and exciting. One learns to expect and look for differences, knowing that understanding those differences will help give the new culture meaning and help make sense of it. Instead of judging another cultural practice as bad, because it is different, one looks for differences in behavior and values and tries to understand why they occur from the point of view of that culture.

For example, Americans tend to pride themselves on punctuality, especially in matters of business. In trying to make a business appointment in another culture, an American might find that his or her business counterpart arrives late, keeps them waiting, and then allows all sorts of interruptions, other business and social events to interfere. An ethnocentric interpretation might be that the other person isn’t very business-like, is rude, disrespectful and disorganized.

An ethnorelative view might be to try to understand why those behaviors and values are present, and what they mean. It assumes that the above behavior is normal for that culture and that the person is behaving exactly as he or she should. In that culture, it may be that time is very past or future oriented, not present oriented. It may be that business and social life are constantly mixed, not separated. It may be that no disrespect whatsoever has been shown, and the other person may be behaving quite ethically, within the values of that culture.

Acceptance of these differences and trying to understand them leads to the ability to learn to adapt to them, when operating in that culture. Adaptation then becomes another developmental stage in ethnorelativism. It is more than the adage, “When in Rome, do as the Romans do,” because such behavior comes with an understanding of why it is important. As one might expect, this stage takes a considerable degree of cultural competence and the time in which to develop it. Many exchange students are just getting comfortable with this stage when their exchange year ends.

The final stage of ethnorelative awareness is an open-ended one. It usually doesn’t come until an exchange student returns to his or her own native culture for a while. It is a stage of true integration of a multicultural point of view. The person is essentially at home and competent in at least two cultures, often ones with radically different points of view on many basic aspects of life. Paradoxically, the person is also not really at home in either culture.
This is the comment of countless students, even years after their return. Because they can now see their own culture from another point of view, and because they have lived life from that point of view, they can never be exactly as they were before. On the other hand, no matter how well they adapted to the host culture, they know that is not completely “them” either. Without some help in understanding this process, these returned exchange students can spend a long time only experiencing the negative side of this cultural no man’s land.

In time, and with some help interpreting their experiences, they can come to see that they now view their own culture more clearly, often appreciating it much more, while also being more critical of it. They develop a sharper concept of who they are and what they stand for. At the same time, they understand and appreciate at least one other culture that is different from theirs, and different at some fundamental levels. They have learned to appreciate those different behaviors and values as being just as right and valid for that culture as theirs are for their own culture.

People with a true multi-cultural or at least bi-cultural orientation, who have integrated those awarenesses, think not in terms of one world, but instead, of many worlds. But they are not so concerned that these differences exist. They not only tolerate differences, they appreciate them. They become part of an ongoing process of moving in and out of their own cultural context. Since they are not bound by their native cultural frame of reference at all times any more, they are able to shift, appropriately, among points of view.

When we send exchange students around the world and tell them it will be the experience of a lifetime, we are speaking the truth. By learning to be culturally competent and by developing a high level of cultural sensitivity, we are helping them change so much that they will never really be the same. They can learn that people are basically alike in many ways, as in the “one world” theory. But they can also learn to function in, and think of the world, as many very fundamentally different cultures. They can learn to understand and value the “many worlds” of our planet.

THE PSYCHOLOGY OF INTERNATIONAL LIVING

By Dennis White, Ph.D.

What is the psychological impact of living or traveling for extended periods abroad? What happens to people when they live, work or study for an extended time in another culture? And what are the implications for them when they come home? These are questions studied by experts in intercultural communication who work with youth exchange programs, international businesses, missionaries, government agencies and other groups that, increasingly, send people overseas. Although the average person may never leave his or her native soil, it is actually surprising how many people, from all over the world, end up spending some significant time in a foreign culture. And almost all of us know of a family member, friend or associate who has lived or traveled abroad, or who has hosted an exchange student or someone else from a foreign country.

Nevertheless, few of us understand the significance of this experience on one another, both during the stay abroad and, sometimes more significantly, after the return. Most of us are at least familiar with the term “culture shock”. We may think of it as the temporary disorientation that comes from being exposed
to a different language, different customs, food, etc. What we don’t often realize is that it is usually a rather profound reaction to fairly significant other differences, in the way people view the world, in the way they think and what they value. Tourists often experience culture shock at a superficial level. People who actually live in another culture can experience it as an on-going reaction and adaptation to basic differences. Culture shock usually proceeds through fairly recognizable stages.

These include:

Initial euphoria
This is the “high” feeling that usually comes with being exposed to so many new, strange and interesting things. It doesn’t really matter that we can’t always understand all of it, because there is so much to see and do. However, this is often followed by:

Hostility
This is a feeling of rejection and alienation when real differences are experienced, but not understood. People in this stage understand that things are really different, but they also can’t help feeling they are also wrong. It just doesn’t feel natural to them. If people don’t give up in frustration at this stage they usually then enter a fairly long phase of:

Gradual Adjustment
In this phase people begin to learn skills that make them culturally competent, like language fluency and putting cultural practices in the proper context. Finally, when they become skilled enough, they enter the last phase of:

Biculturalism
In this phase, they may not function like a native, but they can function in such a way that they fit in relatively well to the culture in which they live. And they can move back and forth, from culture to culture, with some ease.

People know they are in the third or fourth stages when they notice things like dreaming in the new language, or learning an idiomatic expression in the new language that doesn’t have a precise translation into their native language. They may notice that they have overcome a natural habit from their own culture and replaced it with a new one, such as a gesture or a way of eating food. But perhaps the most interesting and least understood aspect of living abroad comes upon the return home.

While most people understand and expect some sort of culture shock when going abroad, few understand and expect that they will experience a similar reverse culture shock upon returning home. They usually don’t expect it because they assume that they already know their own culture, so it shouldn’t be strange to them. They also don’t expect it because they seldom realize until they get home just how much they themselves have changed. In fact, they usually think it is their friends and families that have changed.

After an initial euphoric period upon return, during which everything may seem so wonderfully normal again, there is often an uncomfortable rejection of some or all aspects of one’s own culture. Because they have learned alternate ways of doing things and viewing the world, they may find that some of
these ways seem better to them than the practices of their own native culture. They may even become super critical of their own culture.

This is the hardest period for them, and for their friends and families, who may become very tired of having home judged so negatively. They may seem stuck up and excessively critical. But eventually they move into a phase of adaptation back to their own native culture, often appreciating why their country is the way it is much more than ever before. Eventually, they can come to a stage of true biculturalism, where they can see the world from at least two points of view, and can move back and forth in their thinking, as the situation calls for it.

People who live for a time in another culture and return home go through some significant psychological stressors. As a result, they are changed in ways they could never have imagined. While the change is often difficult, they almost universally see it as positive, and extremely broadening. And if the international experience has been successful, we expect both culture shock and reverse culture shock to occur. They are signs that the person is being challenged and broadened by the experience.

So rather than trying to avoid these phenomena, the best preparation is to expect them both in going abroad and upon returning. Although they generally return home and remain loyal citizens of their own countries, participants in exchange programs and other extended intercultural stays know that they are different. They have begun to be citizens of the world. They have brought back a part of another culture with them, and their concept of "home" will never be quite the same again.

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.

The Values Americans Live By

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 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):

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<tr>
<th>U.S. Values</th>
<th>Some Other Country’s Values</th>
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<td>Group’s Welfare</td>
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<td>2. Personal Control over the environment</td>
<td>Fate</td>
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<td>3. Change</td>
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<td>4. Time &amp; Its Control</td>
<td>Human Interaction</td>
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<td>5. Equality</td>
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<td>6. Self-Help</td>
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<td>12. Practicality/Efficiency</td>
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<tr>
<td>13. Materialism/Acquisitiveness</td>
<td>Spiritualism/Detachment</td>
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**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.