

# Section VI:

## Orientations and Workshops:

### *Sequencing Suggestions and Time Frames*

This section gives you recommendations as to what information could be covered in an orientation or workshop, given the time constraints you may have for your programs. Suggestions are given both for when students have their own copy of the Students' Guide and for when they do not.

**Note:** Handouts are available in Section VII of this guide. Page numbers are listed where appropriate.

### Pre-Departure Orientation

#### *When students do NOT have the Students' Guide*

##### **One hour for the Maximizing Study Abroad material:**

Use your time to:

- discuss the helpfulness of creating generalizations and clarify how stereotypes and generalizations differ.
- conduct the “Discovering your cultural diversity” activity.
- encourage the use of journals.
- encourage students to experience some culture shock and explain that this is a good sign of cultural adjustment.

Distribute the following handouts for students to complete on their own:

- All three surveys – explain how these can help them target their strengths and weaknesses in learning styles and in culture and language strategy use (pp. A, B, C)
- “Joshua and the iceberg” activity (p. E)
- “Aymara” activity (p. Z)
- Pre-departure learning activities for language strategy and use (pp. W, Y, BB, EE, FF)
- “A thoughtful return” activity for them to complete while abroad (p. T)

##### **Two hours for the Maximizing Study Abroad material:**

Use your time to:

- Discuss the helpfulness of creating generalizations and clarify how stereotypes and generalizations differ.
- Conduct the “Discovering Your Cultural Diversity” activity.
- Conduct the “Aymara” activity.
- Discuss the stages of adjustment and then conduct the “Stages of Adjustment” activity. During the debriefing, let students know that to experience some culture shock and is a good sign of cultural adjustment.
- Encourage the use of journals.

Distribute these handouts for students to complete on their own:

- All three surveys – explain how these can help them target their strengths and weaknesses in learning styles and in culture and language strategy use (pp. A, B, C)
- “Joshua and the iceberg” activity (p. E)
- Pre-departure learning activities for language strategy and use (pp. W, Y, BB, EE, FF)
- “A thoughtful return” activity for them to complete while abroad (p. T)

### **Half Day (4 hours) for the Guide material:**

Use your time to:

- have students take the language and culture strategies surveys.
- discuss the helpfulness of creating generalizations and clarify how stereotypes and generalizations differ.
- conduct the “Discovering Your Cultural Diversity” activity.
- conduct the “Aymara” activity.
- conduct the “Joshua and the iceberg” activity.
- discuss the role of values and possible value challenges previous students have faced. Then, conduct “The values chart– how I rate myself” activity.
- discuss the stages of adjustment and then conduct the “Stages of Adjustment” activity. During the debriefing, let students know that to experience some culture shock and is a good sign of cultural adjustment.
- encourage the use of journals.
- conduct the “Differentiating the phases of cultural awareness” activity.

Distribute these handouts for students to complete on their own:

- Learning Styles Survey (p. A)
- Pre-departure learning activities for language strategy and use (pp. W, Y, BB, EE, FF)
- “A thoughtful return” activity for them to complete while abroad (p. T)

### ***When students do have the Students’ Guide***

#### **One hour for the Maximizing Study Abroad material:**

Use your time to:

- point out that the surveys are the first things that students should complete on their own.
- give students a chance to peruse through the Guide, pointing out that each language chapter has pre-departure tips.
- discuss the helpfulness of creating generalizations and clarify how stereotypes and generalizations differ.
- conduct the “Discovering Your Cultural Diversity” activity.
- walk through the journaling section and give testimonials about keeping journals.
- let students know that to experience some culture shock and is a good sign of cultural adjustment.

#### **Two hours for the Maximizing Study Abroad material:**

Use your time to:

- point out that the surveys are the first things that students should complete on their own.
- give students a chance to peruse through the Guide, pointing out that each language chapter has pre-departure tips.

- discuss the helpfulness of creating generalizations and clarify how stereotypes and generalizations differ.
- conduct the “Discovering Your Cultural Diversity” activity.
- conduct the “Aymara” activity.
- walk through the journaling section and give testimonials about keeping journals.
- discuss the stages of adjustment and then conduct the “Stages of Adjustment” activity. During the debriefing, let students know that to experience some culture shock and is a good sign of cultural adjustment.

### **Half Day (4 hours) for the Maximizing Study Abroad material:**

Use your time to:

- have students take the language and culture strategies surveys.
- discuss the helpfulness of creating generalizations and clarify how stereotypes and generalizations differ.
- conduct the “Discovering Your Cultural Diversity” activity.
- conduct the “Aymara” activity.
- conduct the “Joshua and the iceberg” activity.
- discuss the role of values and possible value challenges previous students have faced. Then, conduct “The values chart – how I rate myself” activity.
- discuss the stages of adjustment and then conduct the “Stages of Adjustment” activity. During the debriefing, let students know that to experience some culture shock and is a good sign of cultural adjustment.
- walk through the journaling section and give testimonials about keeping journals.
- conduct the “Differentiating the phases of cultural awareness” activity.

## **In-Country Orientation**

### ***When students do NOT have the Students’ Guide***

### **One hour for the Maximizing Study Abroad material:**

Use your time to:

- discuss the helpfulness of creating generalizations and clarify how stereotypes and generalizations differ.
- conduct the “Joshua and the iceberg” activity, pointing out specific cultural values they may encounter while in-country.
- explain the benefits of journals encourage their use.
- discuss the U curve and collect their reactions to date. Let students know that to experience some culture shock and is a good sign of cultural adjustment.

Give these handouts for students to complete on their own:

- All three surveys and explain how these can help them target their strengths and weaknesses in learning styles and in culture and language strategy use. (p. A, B, C)
- “Discovering Your Cultural Diversity” activity (p. D)
- “Aymara” activity (p. Z)
- “A thoughtful return” activity (p. T)

### **Two hours for the Maximizing Study Abroad material:**

Use your time to:

- discuss the helpfulness of creating generalizations and clarify how stereotypes and generalizations differ.
- conduct the “Joshua and the iceberg” activity, pointing out specific cultural values they may encounter while in-country.
- conduct the “Aymara” activity.
- discuss the stages of adjustment and then conduct the “Stages of Adjustment” activity. During the debriefing, let students know that to experience some culture shock and is a good sign of cultural adjustment.

Give these handouts for students to complete on their own:

- All three surveys – explain how these can help them target their strengths and weaknesses in learning styles and in culture and language strategy use (pp. A, B, C)
- “Discovering your cultural diversity” activity (p. D)
- “A thoughtful return” activity (p. T)

### **Half Day (4 hours) for the Maximizing Study Abroad material:**

Use your time to:

- have students take the language and culture strategies surveys.
- discuss the helpfulness of creating generalizations and clarify how stereotypes and generalizations differ.
- conduct the “Discovering Your Cultural Diversity” activity.
- conduct the “Aymara” activity.
- conduct the “Joshua and the iceberg” activity.
- discuss the role of values and possible value challenges previous students have faced. Then, conduct “The values chart – how I rate myself” activity.
- discuss the stages of adjustment and then conduct the “Stages of Adjustment” activity. During the debriefing, let students know that to experience some culture shock and is a good sign of cultural adjustment.
- encourage the use of journals.
- conduct the “Differentiating the phases of cultural awareness” activity.

Give these handouts for students to complete on their own:

- Learning Styles Survey (p. A)
- “A thoughtful return” activity (p. T)

### ***When students do have the Students’ Guide***

### **One hour for the Maximizing Study Abroad material:**

Use your time to:

- Point out that the surveys are the first things that students should complete on their own.
- Give students a chance to peruse through the Guide, pointing out that each language chapter has in-country tips.
- Discuss the helpfulness of creating generalizations and clarify how stereotypes and generalizations differ.
- Conduct the “Joshua and the iceberg” activity.
- walk through the journaling section and give testimonials about keeping journals.

- Let students know that to experience some culture shock and is a good sign of cultural adjustment.

### **Two hours for the Maximizing Study Abroad material:**

Use your time to:

- point out that the surveys are the first things that students should complete on their own.
- give students a chance to peruse through the Guide, pointing out each language chapter has in-country tips.
- discuss the helpfulness of creating generalizations and clarify how stereotypes and generalizations differ.
- conduct the “Joshua and the iceberg” activity.
- conduct the “Aymara” activity.
- walk through the journaling section and give testimonials about keeping journals.
- discuss the stages of adjustment and then conduct the “Stages of Adjustment” activity. During the debriefing, let students know that to experience some culture shock and is a good sign of cultural adjustment.

### **Half Day (4 hours) for the Maximizing Study Abroad material:**

Use your time to:

- have students take the language and culture strategies surveys.
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- discuss the role of values and possible value challenges previous students have faced. Then, conduct “The values chart – how I rate myself” activity.
- discuss the stages of adjustment and then conduct the “Stages of Adjustment” activity. During the debriefing, let students know that to experience some culture shock and is a good sign of cultural adjustment.
- walk through the journaling section and give testimonials about keeping journals.
- conduct the “Differentiating the phases of cultural awareness” activity.

If students receive a thorough pre-departure orientation and have a second in-country orientation, program staff have an ideal opportunity to delve more deeply into culture- and language-learning materials when they arrive on-site. If this is your specific situation, consider:

- giving a quiz on “Basic things you should know before you go” (p. 53)
- discussing the D-I-E model and having students go out in small groups (4 or 5) to different locations. Give them specific tasks, like a scavenger hunt. Have them price compare local markets, get information on how to register for classes, find a specific monument, etc. When they report back, have them share the specific information, publicly or in journals, a description, interpretation, and evaluation of the event. For example, internationals in the U.S. have conducted this exercise in Minneapolis and have reported that “poor people take the city bus.” As facilitators, we need to have them go back and describe specifically what led to this interpretation and possibly evaluation. Were the people really poor or is it an expectation of public dress code? Are they interpreting and evaluating certain ethnicities to be poor? If the riders were truly poor, is it the location they were in? Is it the time of day? Was it unusual in any way?

- Have the students share specific reactions to the culture – whether from a few hours or days of experience. What do they like? dislike? What surprises them? What do they find to be representative of the host culture? What makes them homesick? If students have some time to conduct an activity, have them take photos that “answer” these questions and share their photos with fellow students.

## Facilitating a Class

### *When students do NOT have the guide*

Certainly the activities you select may vary a great deal based on your specific content. However, if you are working with a class that is predominantly international or predominantly U.S. American, you could conduct some of the following:

- Contrasting U.S. American views with the host country. (This activity is found only in the Students’ Guide and would need to be conducted verbally if students do not have the guide, as copyright permission is not offered through CARLA for this material.)
- International perspectives on U.S. Americans. To this activity, you could contrast host nationals’ experiences with U.S. Americans and other internationals, particularly focusing on behaviors related to this classroom.
- For language classrooms, any or all of the sections in the language portion of the Guide could be incorporated into the overseas experience.

## Facilitating Field Trips

Depending on how much time you have with the students, some of the following may help prepare the students for an upcoming field trip:

- “Differentiating the phases of cultural awareness” activity
- Discussing the model of intercultural sensitivity
- Teaching the students about the Describe - Interpret - Evaluate (DIE) model and conducting the “debriefing in action” model
- Discussing how they could write journal entries using impressions, descriptive, narrative, and expressive sections

## Preparing Students for Re-Entry

Most study abroad programs struggle to host re-entry programs when students return to their home institutions. As a result, it is critical to take advantage of the opportunities to discuss re-entry with students prior to their actual return. Furthermore, several re-entry issues truly begin with the departure from the host country – saying good-bye, considering how one has changed, and considering what changes may have occurred at home. Here are a few tips for preparing students for re-entry, whether it is through e-mail, a letter, or a group meeting:

- Have students fill out the “A thoughtful return” activity sheet.
- Share specific examples of how past students have enacted their own “thoughtful return.”
- Explain to students how you have watched them develop language- and culture-learning strategies.