

Rebound Orientation

2. Outline of the items covered at our Rebound Debriefing

3. Why do we need an orientation or debriefing for the Rebound student?

To provide a structured opportunity for rebounds to gather together to share and compare their exchange experiences.

Meet fellow rebounds and Rotarians that may serve as a support system in the post rebound period.

Learn opportunities within and outside Rotary to further integrate and benefit from the exchange experience.

If possible you should schedule the retreat/orientation before the student leaves on their exchange and should follow as soon as possible upon the students return. This allows the student to be able to be aware of commitments to the program and make arrangements to attend.

The time you need to allow will vary with what you have available. Use Rotex students.

4. There is a list of rules to post on the door to the rooms we are using for the debrief session. We do allow the students to state whether or not they would like others to be able to enter the room. One of the main things to accomplish is to be certain that the students trust the leaders enough to share their thoughts. You also want them to know that what is said stays in the room. The leaders must recognize potential problem areas and talk to the student if they feel the student should seek additional or professional help.

5. Introduce yourself and any others that are assisting in the room. The student should give their name, Country if several are present and city they lived in and one memorable experience from exchange year. Give them a minute to think about it then go

around the group. Introduce Rotex in same way as Rebounds but also explain why they decided to be a Rotex.

6. Then as an ice breaker we had the group do an exercise called Hoops Around a Circle.

The entire group forms a circle holding hands. A hula hoop is introduced into the circle. The hoop will be hanging from the clasped hands of two of the students. The hoop then must be passed around the entire circle without releasing hands. Then do it again.

Discussion:

Did you ever feel like you were jumping through hoops on your exchange?

Were you able to adjust to the situation?

Was it easier as you continued your exchange?

7. Form one large circle. Count off as 1 or 2 with full extension of arms and feet at shoulder distance apart. On count of 3 all ones lean forward as much as possible with entire body while twos lean backwards. Do this several times and when proficient when group is in leaning position count to 3 again and have each group reverse positions.

What was the task?

How successful were you in completing the task?

What worked well?

What didn't work well?

Was your exchange year like this in any way?

8. Human Tangle knot exercise and reflection—Have group form into 2 smaller ones and form a small circle. Have them reach across and grab the hands of 2 different people. They then are to untangle the knot without speaking. Rotex lead debriefing when completed addressing the following:

Were there times during your year you felt as if you were tangled into an impossible knot?

How did you resolve it?

Who was most helpful to you?

What did you learn from that experience?

9. Shields, banners, crests are recognition of valor. Everyone is familiar with the many crests around the world to represent families and even businesses. Colors shapes, symbols and animals all have meanings. For an example this crest has blue, white and red colors and a lion. Red represents Military or warrior strength, blue truth and loyalty, and white peace and sincerity. Lion means Dauntless courage.

10. We asked the students to design a banner that represented their year abroad. The banner was split into four sections. Using a words, pictures and colors we asked them to answer four questions.

Top left: What would represent your feelings when you were leaving on your Exchange

Top right: What would represent your year abroad.

Bottom left: What represents your returning home.

Bottom right: What represents your growth from the exchange experience.

11. Of course we could have let them use their smart phones, but we gave them some help with what colors represent.

12. And some suggestions of animals, and symbols meanings.

13. Give them time to work on this, but set an ending time.

14. Then have them take their banners and mingle. Have them talk to each other about why they picked the colors and symbols.

They should talk to as many of the other students during the time allotted as possible.

15. You will notice the students starting to connect with some of the others with similar feelings.

16. The leaders should be actively moving around the room and even take part, especially if there are an odd number of students in the group.

17. You may notice a student that has done the project but not willing to contribute any information. This could mean that there was a problem or perceived problem that the student is having difficulties vocalizing.

18. You may want to state the rules again. Whatever is said stays in the room.

19. Central States multi-District has the honor of having Dennis White a member in our organization. So we are fortunate to have Dennis present Reverse Culture Shock at our Conference. But not to worry, Reverse Culture Shock can be found on yeoresources.org. The power point presentation and his notes are able to be downloaded for you to use. If you haven't tried them they are very easy to use. This is a refresher of the ups and downs that they went through on the exchange and that they should realize that they will be experiencing the same now that they have arrived back home.

20. Reflections on the Rebound year. This exercise is meant to have the student write down answers to specific questions. With these exercises you are having the student think about the exchange and their feelings. Having this age group really open up to adults is a challenge to begin with, and so far we have given

them a chance to mix among themselves and reflect on their personal experience.

21. Your group may not need to spend so much time getting the student to feel comfortable with the leaders before sitting down for an actual discussion.. In our Multi- District situation many of the students may have just met this leader and they need to feel comfortable enough to talk them. If you are doing this in your district the leader is probably the Rebound Coordinator who has usually been in communication with your students during the end of their exchange experience. Discussion groups should be 8 – 10 people per group. This gives them all time to contribute to the discussion.

22. Explaining the guidelines is important. Many think that everyone knows how to participate in a discussion, but sometimes the rules are different. So going over the rules quickly will help set the pace.

23. Utilizing open ended questions gets the student to answer more than a yes or no to a question. Don't worry about silences, give them time to gather their thoughts. Be sure that no one monopolizes the discussion time. Also see if those who have not participated would like to add something. Don't push if they decline.

24. There are many opportunities for the students to become involved with in Rotary. They just need to become aware of who, what and where's of them. Be sure to include what your district has to offer. In some cases, where the student is leaving the area help them locate the information for the area that they will be living in if there is something available. These students are resourceful and will find a way to stay connected if they know what to look for.

25. It is also a good practice to have them set some goals for the next year. To let them know that you realize that they will have some problems to overcome. They can help each other with solutions or ideas on how to work to get through roadblocks.

26. This is a sample letter to the editor that interested students may use as a guideline. They can personalize it, add their own reflections, and send it to the editor of their local newspaper. The editorial page is generally one of the most well-read sections of the newspaper, and their letter is likely to reach many people.

27. The exchange coordinator also has some time with the students. They talk about items that the student feels should be passed on to the new students that will be leaving. Discuss issues with culture that arose while on the exchange, items that they were not prepared to handle. They also do a survey, and suggest that the student evaluate themselves using “how have I changed from my exchange experience.”

28. I added a sample of a District Weekend to give you an idea of what is possible. You will notice that Reverse Culture shock is not on this list. It was covered at the picnic the previous month or they had gone to the program at the summer conference. Those that were able to attend the conference helped the others with tasks and most of them repeated the project to see if their impressions and feelings had changed. In many cases it had which was a surprise to them and they shared their thoughts on why with the others.

29. These are the items that we cover at our summer conference. Each session is in the hour range. We cover everything that we discussed previously either in small groups. At the conference we split the students into small groups according to the countries they

went to for their exchange. The countries that had less students traveling to them we tried to group together by area of the world.

30. I can never do anything without a list. So of course I have one of the supplies that I will need.

31. Another list of what should be in the Discussion leader's handbook.

32. What copies of the exercises the Student needs in their booklets.

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