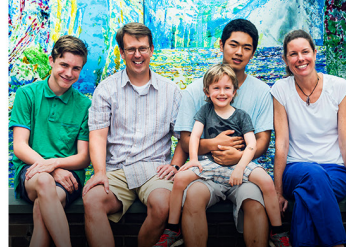




**YOUTH FOR UNDERSTANDING  
Intercultural Exchange Programs**



## **YFU STUDENTS AS RESOURCES**

### **20 Ways for Students to Contribute to Schools**

Exchange students and returned YFU alumni can provide schools with a unique opportunity for firsthand insight into another culture. Below are just a few ideas on how YFU students can create a global perspective.

1. Tutor, assist in a foreign language class, or as a resource for students working on country projects.
2. Create a panel of international students and exchange alumni to talk about cultures and experiences as part of an International Day at school.
3. Initiate a classroom-to-classroom Skype exchange.
4. Organize an exhibit in the library focusing on “my country.”
5. Publicly recognize exchange students that the school has hosted over the years through a flag display or on-going exhibit of one artifact from each country in the school entrance.
6. Form a library brown bag lunch series on “Schooling Around the World.”
7. Host a forum for American and exchange students on international issues such as the environment or world hunger.
8. Establish a school mock United Nations team sponsored by the YMCA/YWCA or another organization.
9. Organize an evening “Exchange Fair” to publicize exchange opportunities to students and their parents.
10. Host a school-wide international dinner and talent show.
11. Participate in morning announcements or broadcasts by speaking in another language or fielding questions about the home/host country.
12. Help make a video for the school in which people, representing cultures of all kinds, talk about prejudice and ways to overcome it.
13. Write a series of articles entitled “Bringing a Global Perspective to High School” for the school or local newspaper.
14. Organize a “World Beat” dance with music from around the globe.
15. Demonstrate games, sports from home/host country in physical education classes.
16. Construct graphs in a math class showing comparative information about countries represented by exchange students, and returnees, using the “Population Data Sheet” published each year and available from Population Reference Bureau at prb.org.
17. Organize an art exhibit with a common theme, illustrated by people from different cultures.
18. Partner with an elementary classroom, and encourage younger children get to know a visiting exchange student or alumni. Teach counting or simple songs in a foreign language.
19. Present in a middle school classroom and talk about a day in the life of a 12-14 year-old in the students’ home or host country.



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20. Be a constant resource in a social studies class, as the following scenario suggests:

As he read the autobiographical statements students wrote the first day of class, Mr. Rowe, the teacher of American government, noted that Celeste was just back from a summer in Switzerland as an exchange student, Jacques was an exchange student who had just arrived from France to spend the year in the U.S., and Amin had come from Egypt to live with his university professor uncle and go to high school. “How,” wondered Mr. Rowe, “can these three students add to my class?” He knew there would be many opportunities for comparisons in general class discussion, whether the topic was the structure of national government or economic policy. The Presidential election unit could include a day for comparative reports by the three internationally experienced students on election processes in their host or home countries. When they studied the concept of leadership, perhaps Amin could tell about Nasser, Sadat and Mubarak and Jacques could talk about DeGaulle and Mitterand. “Why don’t I know any Swiss leader?” he asked himself. An idea for a project occurred to Mr. Rowe which would enlarge the use of international resource persons and involve all students: During the mock Congress in the second trimester, an outside project could require students to interview internationally experienced persons in the schools or community on their perspectives on a current domestic issue. The results could be written up as short papers. The third trimester could focus on local government, the judicial system, and international relations. Perhaps Celeste would be interested in doing research on Swiss cantons, Jacques on the influence of the Napoleonic Code in North America, and Amin on the fundamentals of Islamic law. Class might end with a mock U.S. Senate Foreign Relations Committee hearing on four futures for American Foreign Policy, using a unit from:

The Choices Program  
Watson Institute for International Studies 111 Thayer  
Street, Rm 320  
Box 1948, Brown University Providence, RI 02912

([choices.edu](http://choices.edu)) - and asking Celeste, Jacques and Amin to be international witnesses.

*Written by Angene Wilson, Retired Professor, Department of Curriculum and Instruction, University of Kentucky, and former YFU Volunteer and Trainer.*



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