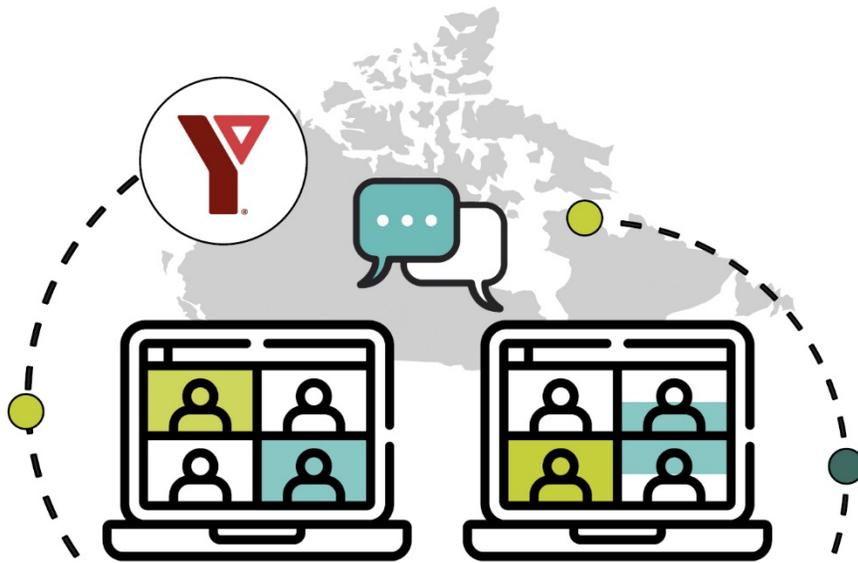


Toolkit for Exchange Leaders



YMCA Virtual Exchange Program



The Government of Canada, through Exchanges Canada, a part of the Department of Canadian Heritage, provides financial assistance for this program. Exchanges Canada also offers information on exchange activities available to young Canadians through the 1-800 O CANADA information line (1-800 622-6232, TDD/TTY 1 800 465-7735, or at www.exchanges.gc.ca).

Canada

Toolkit for the YMCA Exchange Leaders

Table of Contents

*You can click on each section of the table of contents to go to that specific topic.

- 1. **Introduction** 1
 - Program objectives1
 - Your Own Learning Objectives 1
 - Program Principles2
 - Program Assumptions2

- 2. **Pre-Exchange Activities** 3
 - Working with Your Twin Leader3
 - Build the Group 3
 - Confirm Group Members 3
 - Technology 4
 - Getting to Know You4
 - Goals4
 - Responsibilities4
 - Working Together4
 - Planning5
 - Get to Know Each Other’s Communities 5
 - Activity Planning 5
 - Considerations When Planning Online Activities 6
 - Cost 6
 - Completing the Paperwork 7
 - Social Media 7

- 3. **Exchange Activities**..... 8
 - Youth Led Content Development..... 8
 - Required Activity 1 –Welcome..... 9
 - Required Activity 2 - Getting to Know You..... 9
 - Required Activity 3 - Community Orientation.....10
 - Required Activity 4 – Community Connections.....10



- Required Activity 5 - Community Service Project..... 11
- Suggested Activities..... 12
- Civic and Community Engagement 12
- Cultural Enrichment 12
- Environment 12
- Health and Well being 13
- Language 14
- Recreation 14
- Truth and Reconciliation 15
- Tips and Strategies for Online Facilitation..... 16
- Technology..... 16
- Setting Expectations..... 17
- Creating Consistent Connections..... 18
- Mitigating Screen Fatigue..... 19

4. **Post-Exchange Activities**..... 20



Introduction

The YMCA Youth Virtual Exchanges Canada program is a reciprocal group exchange program that is facilitated completely online. It is intended for youth between the ages of 12 and 17 who would like to experience Canada but may not be able to travel at this time.

Groups of 10 to 30 participants are twinned with groups from another province or territory and take turns hosting online activities for each other.

This program is available to all Canadian youth through either school groups or a recognized community organization.

All stages of the exchange; including planning and preparation, the actual exchange, hosting of the twin group, and follow-up after the exchange, allow participants the opportunity to become involved in both communities, develop interpersonal skills, leadership skills, self-confidence, and learn more about Canada's diversity.

Youth show a high degree of commitment to the exchange by taking on responsibilities and organizing activities. The exchange also comprises of community activities where youth build more knowledge about Canada.

Through all phases of the exchange, the activities should contribute to the following **program objectives**:

- Contribute to improved knowledge and understanding of Canada among Canadian youth.
- Help young Canadians connect to one another and create links throughout the country.
- Develop Canadian identity and attachment to Canada among youth.
- Contribute to the development of leadership skills in young Canadians.
- Foster a stronger sense of community by providing opportunities for youth to become actively engaged.

Your group will also develop their own objectives for participating in the exchange. Some examples of **learning objectives** could be:

- Becoming more aware of local environmental issues
- Raising awareness about a social justice issue
- Learning about food security and poverty
- Learning how the arts can promote social issues
- Health and wellness – physical and emotional growth
- Learning about a different community



Program Principles:

- Relationship and community building
- Youth led content development
- Experiential learning

Program Assumptions

We believe that:

- Youth who participate in community engagement projects feel a stronger sense of belonging and connection to other Canadians.
- Youth who participate in leadership experiences in group settings are likely to develop leadership capacities.
- Youth who engage in local cultural 'excursions' and explorations develop a greater appreciation of Canadian (and their own local) history and diversity.

Our regional staffing model is intentional, and aims to supports the engagement of barriered youth groups by providing ongoing tech support, facilitating sessions and connecting groups as necessary.

The program is organized into three distinct phases: Pre-exchange, Exchange and Post exchange.

Pre-Exchange Activities

This phase of the exchange involves getting to know your twin leader and working in collaboration with them. You as the group leader will recruit and select youth and start building the group. This will involve ice breaker and team building activities and developing working norms with the group. In this phase, the group will research and learn more about their own community and their twin's community, and plan activities.

Working with Your Twin Leader

- Discuss your goals and vision for the exchange; learn about each other's groups and communities, what are your expectations for the exchange, etc.
- Establish working norms and communication protocols early on in your relationship with your twin group leader (very important).
- Be aware that you may have different leadership styles. It may take time to adjust to each other's styles.
- Stay in regular contact with your twin through the planning phase of the exchange.

Build the Group

Building the group is a cornerstone of a successful exchange.

You want to create an atmosphere of comfort, safety, and trust among the group members and to involve parents/guardians and community members in preparing for the exchange.

Confirm Group Members

- Recruit and select youth who will participate.
- Discuss the program and what's involved. Get a firm commitment from your group members. The exchange experience begins with the planning and lasts until the follow up and evaluation activities. Youth need to participate in all phases of the exchange.
- Distribute or send out consent forms and involve parents/guardians where possible.
- Make sure that youth have permission to participate.



Technology

- Find out about your organizations' policies around communicating with youth online.
- Establish what technology you will be using
- What technology do youth have access to? Find out how you can help youth access the technology needed.
- Orient youth to the platforms you will use (don't assume that they know how to use it already)
- Ensure multiple options for youth to participate online - chat only, voice only or video and voice. Figure out what platforms work best for your youth (e.g., Zoom, Facebook, Instagram, Microsoft Teams, etc.).
- How and when will young people connect online? How and when will they be able to connect with group leaders? What are boundaries around communication on and offline?

Getting to Know You

- Do introductions and icebreakers. Facilitate activities to get to know each other and build the group.
- Discuss why each youth is interested in participating and what they want to learn.

Goals

- Review the Youth Exchanges Canada program objectives, and different phases of the exchange.
- Work with your group to establish your group's own learning objectives for the exchange.
- Share your objectives with your twin leader.

Responsibilities

- Co-create group guidelines. Return to them early and often throughout meetings, and continue to build on them as needed.
- Discuss and agree on roles and responsibilities of the group leader and youth.
- Talk about expectations from facilitators and youth during calls and with online communications. Set parameters about how you will communicate (having cameras on or off, muting, speaking, taking breaks, and other group norms).

Working Together

- Questions for you to consider: How will the group work together? Will they be expected to work in committees or small groups? How will the group communicate? Are there limitations to communications with leaders and/or youth?
- Identify days and times that work for your participants. They may have different schedules and shifting responsibilities at home.
- Consider setting up 'office hours' for participants to connect when necessary. Office hours can create space for youth to ask questions they may not want to ask in front of participants, seek support, and develop rapport with the facilitator.
- Consider setting up private groups and chats for safe communication.



Planning

In this part, the group will research each other's communities and plan activities. When youth are actively involved in the planning phase of the exchange, they have greater commitment to the exchange and ownership of the experience. It also helps the group connect and develop leadership skills.

Get to Know Each Other's Communities

Help youth research the uniqueness and similarities between the two twinned communities including government, history, local arts and culture (Doing this can also help inform the activities you will plan) Consider: How will your group research each other's community and keep track of information?

Activity Planning

- Host regular meetings throughout the planning process. Consistent meetings keep everyone up to date and build a sense of community and commitment.
- Plan activities in the pre-exchange, exchange, and post-exchange phases. Activities should meet the program objectives and your own learning objectives.
- Use the exchange plan template throughout the planning process.
- When planning activities, consider what connections you can make to the curriculum you're working with (if applicable).
- See "Exchange Activities" section of this document for example exchange activities to help generate ideas.

Plan for a couple of 'offline' activities to mitigate the time on screen, for example:

- Writing letters to the twin group members
- Organizing a conference call instead of a video call
- If it is possible and safe in your area for your group to meet in person, planning a meetup to make the most of face-to-face time
- If it is possible in your area, organizing activities that allow youth to get outside. For example, as part of a virtual tour of your community, youth could go outside to take pictures and videos of places in pairs or small groups.

Considerations When Planning Online Activities

Time and Structure: Be aware of the pacing of sessions and energy of participants. Limit the length of online sessions to no more than 2 hours at a time. Make sure to schedule a lot of breaks, including moments to stretch, move around and rest eyes.

Split projects and activities into smaller chunks if possible. Cut down activities to the most essential components.

When planning activities, build in lots of extra time to account for tech issues, breaks, make time for conversations that gear off the agenda and allow youth to connect.

Youth Engagement and Facilitation: Delegate facilitation tasks to participants (where appropriate) or to a co-facilitator. Have multiple supportive adult leaders/peers available. Consider a variety of approaches and platforms to engage participants.

Make space for check-ins and check-outs during each activity, and make room for icebreakers and fun get to know-you activities during calls. Make use of break-out rooms for small group discussions.

Provide opportunities for youth to provide feedback or to share anonymously through platforms like Mentimeter and Google forms.

Cost

- Budget and plan for how much the activities will cost.
- Find out which resources youth may need access to; for example, computer or tablet, internet connection, etc.
- The program provides project costs funding to support groups with barriers to participation. Please reach out to your Regional Coordinator for more information about this.



Completing the Paperwork

Work with your Regional Coordinator and your twin leader to complete the necessary paperwork and review relevant policies and procedures to your exchange.

- Review your school/organization's relevant policies.
- Ensure any proposed planned activities are in compliance with both your group and your twin group's Board/District/Organizational policies and procedures.
- Secure General Liability insurance certificate with YMCA of Greater Toronto, added as 'additional insured'.
- Collect consent forms from youth and leaders.
- Complete the exchange plan template.
- Create a budget for your exchange.
- Any other required paperwork

Social Media

You can create a larger following from your communities by using platforms such as Facebook, Twitter, Instagram, or other websites. These are great places to share photos and stories and to create a larger awareness of your exchange, your community and the program.

Online platforms can also be used as part of your activities, and as a way of connecting youth before, during, and after the exchange.

Find us online at:

www.ymcaexchanges.com

www.facebook.com/ymcaexchanges

www.twitter.com/ymcaexchanges

www.instagram.com/ymcaexchanges

Use the hashtags:

#YExchangesTogetheratHome #YExplore #YConnect #YEngage #YExchanges

Many exchange groups use their own private Facebook groups to stay in touch before, during, and after the exchange. Please tell us about your group page, so that we can share your pictures with the community. You can also tag us in posts and use hashtags, so that we may identify each other.



Exchange Activities

During the exchange phase, each group takes a turn leading an activity for their twin group. Youth participate in educational and cultural activities while spending time with and getting to know their hosts.

Groups experience the diversity of Canada by virtually “visiting” the twin community, and they learn to see their own community through their “twin’s eyes” when hosting.

Participants plan and participate in a community engagement project in their own community and share that experience with their twin.

Throughout this period, the YMCA provides support and guidance to help ensure a successful exchange.

Youth Led Content Development

One of the core principles of the exchange program is youth-led content development. Engaging youth in the process of planning and facilitating activities is an essential component of a successful exchange.

Tip: Asking youth to take on specific roles before and/or during activities can help them become active participants in the process, and help them develop leadership skills.

Tip: Planning activities that can create space for youth to share their ideas, personal stories, experiences, cultures, and individual talents can contribute to their sense of belonging and relatedness.

We are suggesting five (5) required activities for a virtual exchange. Below are the required activities and some suggested ideas for each required element.

You may have 1 session that incorporates 2 or 3 of the activities below. For example, the 'welcome' and 'getting to know you' could be done during one session.

Required Activity 1 – Welcome

In this activity, you will welcome both groups together and orient them to the exchange, develop a group contract together, and begin getting to know each other. Here are some suggested topics to cover:

- Orientation to the online platforms that will be used for the exchange
- Co-creation of group guidelines
- Icebreaker activities
- Individual Introductions

Required Activity 2 - Getting to Know You

The development of strong relationships between youth is key to a successful exchange. It's important to encourage continued connections and contact between youth throughout the exchange.

This activity is intended to facilitate connection between youth from both groups. It includes:

- Icebreaker activities
- Sharing preliminary information about each participant's community, language, culture, etc.
- Youth creating a project to introduce themselves and their story in any medium they prefer (video, collage, photos, etc.).
- Twinning the youth; you will match each participant with another participant from their twin group.
 - You can match youth based on interests, hobbies, personalities.
 - They can connect through video, social media, written letters, etc. As a leader, you can organize games or activities for help facilitate connections between twinned youth.
 - Encourage continued contact between youth throughout the exchange.

Required Activity 3 - Community Orientation

Being part of the exchange means being part of your own community and of your twin community. Community orientation is about learning more about your own community, showcasing it, and orienting your twin to your community.

This provides the opportunity for both groups to compare and contrast their communities, learn about differences, what they have in common, and to celebrate each other's unique communities and cultures.

Here are some examples of ways youth can research their community and turn it into an activity:

- Making a slide-sound presentation combining photos, videos, and recorded sounds of their community, or making a video profile. For example, youth can consider questions such as:
 - Who lives in your community? More about the cultures, languages, population size, ages, etc
 - What territories do you live on? Who are the Indigenous peoples of your area?
 - What are the big landmarks? Centers of community?
 - What's your favorite thing about where you live? What makes your community great and unique?
 - What about your community do you want to share with your twin?
- Asking an older resident or Elder to talk about the history of their community.
- Creating a news story: groups are divided, given jobs (cameraperson, director, announcer, etc) and tasked with learning three interesting facts about the community. They create a news story, storyboard the report and shoot the video. Could be applied to a particular location or multiple locations in the community.

Required Activity 4 - Community Connections

Being part of an exchange also extends to the local community. Integrating different social spheres into the exchange such as school, extra-curricular activities, neighborhoods, and cultural and community organizations can enrich the exchange experience and contribute to youth's sense of belonging and connection to the community.

Reach out to organizations, politicians, leaders, parents, the broader school community, and other community members to tell them about the exchange and to ask for their support.

Here are some examples of how community members can be involved as part of an activity:

- Connect with a local nonprofit to talk about the work they are doing.
- Have a member of the community host a virtual workshop to teach a skill or topic.
- Invite a VIP (local politician/Elder/community member) or community organization for a Q&A session. Participants can submit questions and the facilitator can choose the questions to ask.
- Interview people in the community that have supported the exchange so far.

Required Activity 5 - Community Service Project

Participating in a community service project can provide youth an opportunity to learn more about each other's communities, develop leadership skills, connect with community members, make a positive impact in their community, and/or develop an appreciation for volunteerism.

Tip: When youth play an active role in planning the community service project, they are more likely to have commitment to the activity.

Please note the activity or activities should be a minimum of 4 hours in length. This may mean that you would plan more than one project.

Here are some examples of potential community service projects:

- Writing letters to residents of local seniors' home
- Making care packages (hygiene packs with hand sanitizer, wipes, etc.; packs for kids/seniors/hospitals, clothing or food hampers)
- Partnering up with another class/school/organization/program that is younger and doing virtual reading time
- Organizing a fundraiser for a local or national cause
- Organizing a community clean up
- Creating an awareness campaign for an issue that youth care about

In addition to the five required activities, we are suggesting that a minimum of five (5) other activities be completed.

Suggested Activities

Below are some themes with a list of example activities. We hope that this list will help your group generate ideas for what they would like to plan for their exchange. Your group is not obligated to use them.

As much as possible, we encourage you to develop and plan activities in collaboration with your group of youth. Your group has the flexibility of organizing activities that interest them. Ensure that your activities contribute to the program objectives and your own learning objectives. If you are a teacher, the activities can link to the specific curriculum you are working with. Some of the activities below relate to languages, history, geography, and environmental studies.

Civic and Community Engagement

This type of activity may encourage youth to be active and engaged in their community, to learn how they can make an impact, connect with community members, and learn more about each other's communities. Here are some example activities:

- Inviting a VIP (local politician/Elder/community member) or community organization for a Q&A session (Participants can submit questions and one participant can be chosen as the facilitator)
- Movie screening with a post screening discussion related to a social issue in the community
- Connecting with a local nonprofit to share the work they are doing in the community

Cultural Enrichment

Below, there are some example activities relating to cultural enrichment. This is a great theme for diving into a new learning topic, learning more about each other's communities, for youth to develop a new skill, or for youth to share their skills, experiences, and cultures. Here are some example activities:

- A virtual arts workshop with a facilitator from your community; supplies can be shipped to the youth in advance and you can host a Q&A with the artist.
- Hosting a talent show, or show and tell
- Sharing stories from your culture
Sharing family recipes and cooking together online
(ship ingredients to youth in advance)
- Organizing a virtual tour of your community
 - Decide on a theme or place and then learn more about it: What's your community known for? What are your favorite places to go to? What makes your community great and unique? What's changed because of COVID-19?
- Organizing a showcase of public art in your area: go visit and document murals or other public art, and share them with your twin
- Playing a quiz game where groups quiz their twins on how much they know about each other's town or city
- Visiting a local museum and doing a virtual tour

Environment

Below, there are some example activities related to the environment. These can provide opportunities for youth to connect with and learn more about the land they are on and their local environment, develop an appreciation for environmental stewardship, and learn more about each other's communities. Some example activities include:

- Recording videos/photos of local nature, animals, plants, and sharing related stories and history
- Giving a tour of their favorite park, trail, pond, etc.
- Organizing a fundraiser and planting trees in your area
- Organizing a community cleanup



Health and Well-being

Below are some example activities that relate directly to health and wellbeing. These activities may support participants' skills in managing stress and taking care of themselves. Here are some example activities:

- A virtual dance party
- Setting up a fitness routine where everyone participates (can take photos and upload to social media using a hash tag)
- Organizing a virtual cooking class and/or share recipes (cooking kits can be shipped to participants in advance)
- Organizing a meditation and mindfulness workshop
- Inviting a leader or organization to speak about mental health
- Virtual choir/sing-along

Language

Below are some example activities to facilitate participants' language learning, especially for bilingual exchanges. The style of activity may depend on your participants' level of comfort and language skills. Some examples of activities include:

- Conversation forums: Organize facilitated small group discussions online. Youth can come up with discussion topics in advance.
- Story telling sessions: Youth can read and share stories from their culture or invite a speaker to share stories.
- Organizing online language games: Give youth the opportunity to teach each other their language.
- An activity where youth create and share a playlist of songs in their first language with their twin, or create a playlist of songs in the language they want to learn. Listen to the songs together with the lyrics displayed on screen, and talk about them.
- Participating in online karaoke together

Recreation

Here are some example activities that are more recreational and do not fit into the themes:

- Movie screening
- Playing an online game together or even turning it into a tournament
- Home tours, in the style of MTV show, Cribs
- Hosting online game shows with themes and teams
- Creating obstacle games outside (or indoor, following social distancing/safety protocols) and having challenges which are documented and shared
- Making a movie



Truth and Reconciliation

Groups who participate in the exchange have come from all across Canada, represent diverse backgrounds and experiences, and have different objectives for their exchanges. Each group may be in a different place when it comes to learning and engaging with truth and reconciliation.

An exchange could be a good space for learning about this because youth are already learning about their community and their twin community. They also learn about their identity and where they come from.

Here are a few resources and example activities related to truth and reconciliation, although not exhaustive. Please reach out to your Regional Coordinator for any questions, and if you would like further support and resources throughout this process.

Resources:

- [National Centre for Truth and Reconciliation](#) (bilingual). The website has government reports, resources for teachers, education campaigns, and research materials.
- [National Centre for Collaboration in Indigenous Education](#) (bilingual) Resources for teachers, including lesson plans on various subjects, which could be turned into an exchange activity.
- [Canadian Museum for Human Rights](#) (bilingual). Resources for teachers related to human rights in Canada, including Indigenous rights and history.
- [First Nations Child & Family Caring Society](#) (bilingual). Contains a portal of education resources, research, videos, and reports.
- [Truth and Reconciliation in YOUR classroom](#) (English only): an article for teachers starting to teach and learn about Truth and Reconciliation.



Activities:

- Learn the history of where you live, with a focus on a theme, event, or historical figure.
- Share your learning with your twin through a medium of your choice. Both twins can share this with each other and discuss the experience, and compare and contrast what they learned.
- Host a viewing party with a movie or video, or listen to a podcast of your choice, with facilitated discussion or reflection afterwards. Here are some example videos and websites:
 - [Wapikoni Mobile](#). Short films created by Indigenous youth, mostly in Quebec. (Available in French and English).
 - [Unikkausivut sharing our Stories](#). Includes more than 60 Inuit films, and a learning resource available in English, French, and 4 Inuktitut dialects.
 - [Aboriginal Peoples Television Network](#). News and TV shows for adults and children. (French and English)
 - [What is reconciliation? Indigenous educators have their say](#). (English only)
 - [Reconciliation Begins with You and Me](#) (English only). Learn from young people why reconciliation matters and how you can help make a difference.
- Invite an Indigenous organization to do workshops or talks on various topics (storytelling, arts, culture, craft, food, etc).
- [Blanket Exercise](#). If it is possible in your area, invite a facilitator to lead the blanket exercise. This exercise offers an interactive exploration of Indigenous-Canadian relations with a focus on residential schools and reconciliation. Both groups can do the exercise separately and then debrief the experience together.



Tips and Strategies for Online Facilitation

Technology

Make platforms accessible to youth: Do youth have access to the tech or internet needed to participate in the program? Consider how you can support access to technology and other resources they may need to participate.

Orient the youth to the platform(s) you will be using: Do not assume they know how to use it. Show and explain how to use the various functions, especially the fun parts!

Consider a variety of approaches and platforms to engage participants: Where it makes sense, use different platforms, and provide different pathways for youth to participate.

Familiarize yourself with the technology in advance: this is so that you can orient the youth to it and be prepared to respond to tech issues or any questions from the youth. Seek out support from others where you need to.

Be transparent about recording sessions and sharing information: If recording the sessions, make sure that youth are aware and okay with it in advance.

Setting Expectations

Start by co-creating guidelines with the group: Return to them early and often throughout meetings, and continue to build on them as needed.

Talk about expectations from facilitators and participants during calls: Decide on these expectations together. Set parameters about cameras on or off, speaking, breaks, and other group norms.

Identify days and times that work for participants: Some may have new responsibilities at home or different schedules. Online learning can also impact their availability.

Identify roles within your team of group leaders: Delegate facilitation tasks to adult leaders and (if appropriate) participants. For example, will someone be charged with monitoring the chat? Will leaders monitor break-out rooms? Will leaders take turns leading activities?



Creating Consistent Connections

Youth from both groups won't have the same opportunities to connect informally online as in person, so it is important to intentionally build in different ways for youth to talk and connect together individually and in small groups.

Have multiple supportive adult leaders and/or peers available during, after, and in between events. Be transparent about what the appropriate avenues for communication are and let youth know boundaries around communication. Know your organizations' policies on virtual communication with youth and what can be adapted.

Identify a safety person: This can be a designated person, who may be a peer that youth can go to talk with one on one for support. At the beginning of calls, identify the person, how to reach them, and any limitations on the communication with them.

Make time and space to get to know each other: This means within your own group, as well as with your twin group. This can include fun icebreakers and 'get to know you' activities, check-ins and check-outs during calls, etc. The planning phase of the exchange is also a great way for the group to build connections by working together.

Use small groups and large group spaces online: Some youth may not be comfortable turning their camera on and sharing in large groups online. Make use of the breakout rooms to facilitate small group discussions and build connections. Have a few co-hosts that can drop in to the breakout rooms for support and facilitation.

Twin the youth: Match each participant with another participant from their twin group.

- You can match youth based on interests, hobbies, personalities.
- They can connect through video, social media, written letters, etc.
- As a leader, you can organize games or activities for help facilitate connections between twinned youth.
- Encourage continued contact between youth throughout the exchange.



Mitigating Screen Fatigue

We know that many youth across the country have been in school virtually and/or have had to participate in more virtual programming this year. Participating in a virtual exchange is one more screen time activity. Here are some strategies to mitigate screen fatigue:

- Be aware of the pacing of sessions and energy of participants. Limit the length of sessions to no more than 2 hours at a time. Build in body breaks often during your sessions. Encourage youth to take breaks when they need to.
- Split projects and activities into smaller chunks if possible.
- Take time to build relationships and rapport between the groups, and within your own group. Youth will be much more likely to attend and participate if they feel safe and connected
- Plan for a couple of 'offline' activities(as previously mentioned under planning in the pre-exchange section)



Post-Exchange Activities

Typical post-exchange activities will include: completion of the Exchanges Canada postexchange questionnaire by youth participants, parent/guardians and their group leaders, and ongoing communication between participants, their twins and hosts.

Youth are provided with opportunities to reflect on their experiences with one another as well as with their school and/or community organization. This helps to widen the scope of the exchange.

Some youth continue to volunteer with community organizations as a result. In addition, Group Leaders participate in a post-exchange follow up interview with the YMCA, and best practices are shared.

You can also create opportunities for youth to provide feedback and debrief throughout the exchange process and during activities. This could be through group discussions, or youth can share anonymously through online platforms such as Google forms or Mentimeter.

Some essential post-exchange components are:

- Debrief with the youth
- Youth sharing their experience with the community
- Youth maintaining connections
- Post-exchange report
- Surveys
- Follow-up call with Regional Coordinator
- Share photos/videos with Regional Coordinator

