



Enhancement Activities

Requirements

- LC is responsible for ensuring students participate in
 - at least 6 activities by the end of the year or
 - 3 activities by the end of the semester for semester students.

Goals

- Activities should be planned to promote mutual understanding by allowing students to:
 - gain an **understanding of American culture, diversity, and respect for others** with differing views and beliefs;
 - **teach Americans** about their home countries and cultures (other than IEW activities);
 - **interact** with Americans and generate enduring ties;
 - **explore and acquire an understanding of the key elements of U.S. civil society**, including concepts such as volunteerism, the idea that American citizens can and do act at the grassroots level to deal with societal problems, and an awareness of and respect for the Rule of Law; and
 - **share and apply experiences and knowledge** in their home communities as alumni, initiating activities that focus on development and community service (i.e., preparing returning participants to become active alumni).
 - **develop leadership skills** that they will use when they return to their home country.

Examples

- **Visit the local government offices** (mayor, city manager, and/or selectman). *BONUS: Ask that they assist you in setting up a day for your students to “shadow” any local government officer – include police, fire department, parks and recreation office, tax collector, sheriff, probation officer, jail system, court house, School Superintendent, the mayor, etc.
- **Museum visits** – all kinds, especially those devoted to an ethnic population and their integration into this nation, anything related to the settlement of the West, Civil Rights Movement, the Industrial Revolution of any kind, and of course, exploration. Remember, some of the best museums are local ones!
- **Visit a National Park**. Encourage students to learn about issues related to pollution and the efforts to clean up the environment. Also, bring to their attention the efforts to preserve land, wetlands, forests, wildlife habits. Students can learn about legislation that has brought about a lot of reform in the way America does business.
- Visits to **mosques, churches, synagogues, temples** to expose students to religious diversity.
- Take students to a **newspaper publishing house**. Ask a staff writer to interview the students about the FLEX/YES program, their country’s struggle with democracy or diversity, and what they hope to gain from this experience. *BONUS: Ask a student to serve as a reporter and interview the editor. Try to get an article on paper!
- Check out **local cultural festivals** or parades celebrating groups’ cultural heritage – Irish Festivals or Polish Festivals for example, expose students to food, dance and culture of an immigrant American population.
- Learn about American history by observing or participating in a **Civil or Revolutionary War reenactment**
- Host your own **international festival** by asking students to bring a dish from their home country, dress in traditional clothing and ask that they present information about their culture.
- Take a tour of a **county jail, observe a trial** or see if your students can participate in a mock trial or teen court.



- Visit to **art galleries, theater, orchestra** and discuss how arts are funded, what messages can be taken away from the event and discuss how each is operated
- **State Capital** and try to meet with a state representative
- Take students to witness local or national **election process**
- Observe a **school board meeting**. *BONUS: Arrange for your students to present at the school board meeting to express their gratitude for enrolling exchange students and explain the benefit of international exchange!
- Visit a local **small owned business or working farm** – find out what the challenges and benefits are of owning a local business
- Tour a local **college or university**. *BONUS: If there is a college in your area, check out events that are open to the public. Colleges often host key note speakers, recitals and theater productions.
- Participate in a **group volunteer event** – give back to your community by participating in Habitat for Humanity, Fundraisers/Walks, Food Banks, Humane Society, Veteran appreciation events, senior living center etc.
- **Movie/Book discussion** – view a thought-provoking film about a historic event or relevant topic and discuss the movie afterwards as a group. Come up with questions to ask your students in advance that they can think about during the film.

Exclusions

- Exclusions include: amusement parks, sporting events/recreational activities (skiing, ice skating, basketball, etc.), circus, zoo/aquarium, mall or shopping center.

Funds

- \$400 per full year student/ \$200 per semester student
- Enhancement activity funds are meant to be disbursed in small increments to allow for many different activities. Funds should not be used for one large event.
- Enhancement activity documentation which includes requests for reimbursement must be submitted upon completion of the event or by end of the quarter (Sept. 30, Dec 31, March 31, June 30).

Required Documentation

- LC Reflection Form
- Student Reflection Form
- Reimbursement Form + Receipts
 - Mileage (using Google Maps or similar) for reimbursement
- Submit to AYAGrants@aifs.org .
- Forms can be found online at https://www.academicyear.org/lc_com/grant-programs.asp
- *Note: even if an activity is free, both Reflection Forms (LC and Student) must be submitted.*