



**AMBASSADOR
PROGRAMS**

TRAVEL PORTFOLIO



You are about to embark on a remarkable journey—full of adventures too numerous to commit to memory. To make the most of the experience, you need to write it down!

This portfolio has everything you need: assignments, charts, reflection pages, and discussion topics to help get your thoughts onto paper—before, during, and after travel. These activities double as your final project. Turning your portfolio in to your leader is a requirement to receive school credit from the Washington School of World Studies.

We know that you'll have no problem collecting, detailing, and scribbling all that your head and heart want to remember. Keep this portfolio close; it will keep you company every step of your voyage. Ready. Set. Write!

COUNTRIES VISITING

NAME

PROGRAM

DELEGATION #

LEADER NAME

LEADER EMAIL

LEADER PHONE

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ABOUT YOU



No two travelers are alike. Every experience is filtered through our unique perspectives, backgrounds, and personalities. So, let's start at the foundation of your journey: You.

YOUR NAME: _____

PROGRAM NAME: _____

BIRTHDAY: _____

HOME CITY AND STATE: _____

FAMILY AND PETS: _____

YOUR FAVORITE...

School subject: _____

Sport: _____

Food: _____

Beverage: _____

Singer or band: _____

Place to take a nap: _____

Smartphone app: _____

TV show: _____

Author and book: _____

Place to stroll: _____

Sports team: _____

Language(s) studied and spoken: _____

What language to do you want learn next? Why? _____



WHAT YOU ARE MOST EXCITED TO

EAT	SEE	LEARN	DO

HOW ARE YOU GETTING READY FOR THE WORLD?

What are you most nervous to experience while on program? _____

What colleges/universities would you like to attend? _____

What are your career interests? When did those interests begin? _____

What can you contribute to the world? _____

What makes you a global citizen? _____



GRADING AND TIPS

All assignments will follow the same grading policy as outlined in the below rubric. Assignments will be scored holistically based on organization, clarity, purpose, and readability. Be sure to assess your own work prior to submitting to your delegation leader to ensure you have fulfilled all the expectations.

EFFORT	POINTS	DESCRIPTION
SOPHISTICATED ATTEMPT	4	The sophisticated assignment has a clear purpose, is well organized, includes specific details, appropriately addresses its audience, and includes a high level of readability.
ADEQUATE ATTEMPT	3	The adequate assignment has a fairly clear purpose, offers support and details some of the time, attempts to reach its appropriate audience, and is easily read and understood.
PARTIAL ATTEMPT	2	The partial assignment struggles to make its purpose clear, does not successfully offer support and details, is not written with its audience in mind, and struggles for readability.
MINIMAL OR NO ATTEMPT	1	The minimal or no attempt assignment does not address the prompt, has little to no organization, makes no effort to offer details and support, and is not easily read or understood.

JOURNAL ENTRY #1



To help you start thinking about your travel experience, use the following chart below to document what you have learned. This is called a “KWL” chart – the “K” stands for what you already “know” prior to travel, the “W” stands for what you “want” to know while traveling, and the “L” stands for what you “learned” after returning home.

WHAT DO YOU KNOW?	WHAT DO YOU WANT TO KNOW?	WHAT DID YOU LEARN?
1		
2		
3		
4		



CURRICULUM CHECKLIST

CREDIT-BEARING ASSIGNMENTS

- Online modules and quizzes (6)
- Civics worksheet
- Ambassador exchanges (3)
- Pre-travel poster project
- Local civics engagement inquiry project
- International civics engagement inquiry project
- Mini essays (3)
- On-program journaling
- On-program photo share (2)
- Post-travel final project

WHAT DOCUMENTATION DO I RECEIVE?

- Certificate of completion
- Transcript from WSWS

NONCREDIT-BEARING ASSIGNMENTS

- Online modules and quizzes (6)
- Civics worksheet
- Ambassador exchanges (3)
- Pre-travel poster project
- On-program journaling
- On-program photo share (2)

WHAT DOCUMENTATION DO I RECEIVE?

- Certificate of completion

- If you are traveling on a junior high or high school delegation, you are automatically enrolled in the course “Ambassadorial Studies” through the Washington School of World Studies. To fulfill the requirements for earning academic credit, you will need to complete the assignments in the “credit-bearing assignments” section.
- If you are traveling on an elementary delegation, you will complete the assignments in the “noncredit-bearing assignments” section. Even though high school credit is not awarded to students on elementary delegations, People to People programs are educationally based and academic assignments are part of the expectations for participating in the program. These assignments will prepare you for your program while increasing cultural intelligence and global awareness. If you are traveling on a high school or junior high delegation but do not wish to earn credit, you will complete the assignments in the “noncredit-bearing assignments” section. In this case, you should communicate your intentions to your leaders so they establish proper expectations for the path ahead.
- If you are eligible to earn academic credit and meet the established requirements, you will receive a transcript from the Washington School of World Studies upon returning home from your program. We strongly suggest taking the transcript to your school to be added to your official transcript.
- Shortly after returning home from your completed program, you will receive a certificate of completion, which will highlight the service-learning hours earned while on program.

AMBASSADOR EXCHANGE #1



Ambassador Exchanges are quick get-togethers with a fellow delegate to chat and get to know each other. Start building connections with your delegation early. A few familiar faces will make departure day a breeze!

Before your travel experience begins, you will participate in three Ambassador Exchanges. These hangouts can be as short as 15 minutes, via an online video chat or in person. Consider meeting up for coffee or ice cream! Use the following questions to spark a conversation—you may have a lot in common!

Where did you meet for your Ambassador Exchange? _____

His/her name: _____

School: _____ Grade: _____

Where did he/she grow up? _____

Favorite food: _____

Favorite author: _____

Favorite hobbies: _____

Why does he/she want to travel? _____

What is he/she most excited about? Nervous about? _____

What are his/her academic and career interests? _____



DIRECTIONS

Select three prompts to write about over the course your pre-travel experience. These mini essays should address the assigned topic from the perspective of you, the Student Ambassador, in a thoughtful, concise, and clear manner.

ESSAY OPTIONS:

1. Describe the process by which the primary government leader is selected in two of the countries you are visiting. Compare and contrast the process, identifying key differences between the two and discuss the pros/cons of these methods of appointment.
2. Identify a key turning point in the development of one of the countries you'll visit on your itinerary. Discuss the development of this turning point and the effects it had on the country, including the effects that are still present today.
3. Describe the way religious values are integrated into the cultural experience of residents of one of the primary cities on your delegation itinerary.
4. Compare and contrast the type(s) of industry in one of the major cities you'll visit on your program with a city in your region. Identify similarities, differences, and effects that these industries have on the people and geography of the region.
5. Identify a First Nations community that populated (or still populates) a region you will visit on your delegation. In what ways does this First Nation's culture inform the way of life in the region now?
6. Discuss the ways in which Student Ambassadors might learn from children during a school visit while on program.
7. Describe an individual in history that had a tremendous impact on the region of one country you'll visit on your program. What did this person accomplish, and what long-term effects and short-term effects did he/she have on the people, geography, economy, and/or government of the area?

ASSESSMENT:

Each mini-essay assignment will be scored holistically using the rubric on page 4 and based on: organization, clarity, purpose, and readability.



As a Student Ambassador, you can demonstrate your civic engagement by learning about the government officials who serve your country, state, and local community. Complete this worksheet and submit it to your delegation leader.

DUE DATE: _____

FEDERAL GOVERNMENT

The president of the United States is _____.

The vice president of the United States is _____.

The president and vice president represent the _____ party.

The speaker of the house is _____ and s/he is from the _____ party. The speaker of the house's job is to _____.

The majority leader in the Senate is _____ and s/he is from the _____ party. The majority leader's job is to _____.

The secretary of state is _____.

The secretary of state's job in our government is to _____.

My U.S. senators are: 1. _____

2. _____

The U.S. representative for my district is _____.

One important national issue is: _____.

CIVICS CHALLENGE

Where can citizens vote in your hometown? _____



What's the state flower and state plant of your home state?
(Draw and write your answers below)

What's a symbol (flower, plant, flag, wooden shoes, etc.) of
one of the countries you'll visit on your Student Ambassador
program? (Draw and write your answer below)

STATE AND LOCAL GOVERNMENT

The governor in my state is is _____.

My state senator is _____.

My state representative is _____.

An important issue in my state is: _____

The mayor of my hometown, _____, has accomplished the
following to better our community: _____

She/he was elected in _____ (year).

The thing I value most about being a member of my community is _____

CIVICS CHALLENGE:

Where does your governor live? _____

Where is he/she from? _____



As a Student Ambassador, you can demonstrate your civic engagement by learning about the government officials who serve your country, state, and local community. Complete this worksheet and submit it to your delegation leader.

DUE DATE: _____

FEDERAL GOVERNMENT

The president of the United States is _____.

The vice president of the United States is _____.

The president and vice president represent the _____ party.

The speaker of the house is _____ and s/he is from the _____ party. The speaker of the house's job is to _____.

The majority leader in the Senate is _____ and s/he is from the _____ party. The majority leader's job is to _____.

The secretary of state is _____.

The secretary of state's job in our government is to _____.

My U.S. senators are: 1. _____

2. _____

The U.S. representative for my district is _____.

Two important national issues are: _____



JUNIOR HIGH AND HIGH SCHOOL DELEGATIONS CIVICS WORKSHEET CONT.

What do you think is the greatest challenge the United States will face in the next 100 years? Why?

CIVICS CHALLENGE:

Where is your local polling place?

What was the major issue on the ballot in your community's most recent election?

NOTES



DIRECTIONS:

Select a news article that addresses a social issue or concern that affects members of your community or region. Write a summary to the article using the following:

1. Summarize the article and discuss how and why it impacts members of the community. Discuss the article as it relates to what you understand and know about the issue as a member of the community.
2. Do some inquiry research to learn about community members or organizations that are making efforts to make change around this social issue. Report on these efforts and your sense of the long-term impact it will have on the region.
3. Identify a way that you and other students your age might be able to get involved with and help address this social issue. Describe an effort you might make in the community and why this is the route you would take.

OBJECTIVE:

Students will demonstrate an understanding of local issues that affect the lives of citizens at the local level by writing a summary that responds to and communicates social engagement within their home community.

ASSESSMENT:

The inquiry assignment will be scored holistically using the rubric on page 4 and based on: organization, clarity, purpose, and readability.



AMBASSADOR EXCHANGE #2

Now, it's time for your second Ambassador Exchange—an opportunity to get to know another fellow Ambassador! After this, you have one more Ambassador Exchange remaining. However, there's no reason you can't reach out to other Ambassadors before departure, just for fun!

Where did you meet for your Ambassador Exchange? _____

His/her name: _____

School: _____ Grade: _____

Where did he/she grow up? _____

Favorite food: _____

Favorite author: _____

Favorite hobbies: _____

Why does he/she want to travel? _____

What is he/she most excited about? Nervous about? _____

What are his/her academic and career interests? _____

JOURNAL ENTRY #2



How has your host country's geography affected its history and economy? Explain.

A series of horizontal lines for writing.



JOURNAL ENTRY #2 CONT.

Lined area for journal entry with 28 horizontal lines.



Throughout your P2P explorations, you have been exposed to new experiences and cultures, captivating all five of your senses. For the post-travel final project, harness your unique talents to collect, illustrate, and share those impressions with your family and community.

ASSIGNMENT:

Over the course of the school year and through your program of travel, you have been exposed to and studied the culture, history, and geography of a region of the world that is unlike your own home country and community. This is an opportunity for you to share your learning through a final, cumulative project that you will share with your delegation leaders—and hopefully with your hometown community, as well.

PART 1: THESIS STATEMENT

The introduction to your project (the thesis statement) should provide relevant information, establish a clear purpose, and engage the audience from the beginning. It should lay out the elements so the audience understands the organization of your project. Your thesis statement should identify a pivotal learning arc or inquiry question that has been a part of your experience as a Student Ambassador.

PART 2: PRESENTATIONS

All projects should show original thought, with evidence of creative and inventive ideas throughout. The content of the projects should be well organized, with main ideas supported by detailed, accurate information that goes beyond the obvious or predictable. Clear evidence of critical thought, analysis, and reflection should be demonstrated throughout the project. The projects should make appropriate and consistent use of font, color, graphics, formatting, effects, etc., but these elements should not detract from the content of the project. Correct grammar and punctuation should be used throughout, and all sources must be properly cited/credited.

SELECT ONE OF THE DIGITAL OPTIONS FROM THOSE LISTED BELOW:

BLOG: (10–12 entries): Blog entries should be written during the months prior to travel, during travel, and in the weeks after travel. A blog project usually sets out with a specific goal. For example, one might keep a food blog in an effort to build a greater appreciation for global foods.

If you select the blog option, start writing and publicly sharing your blog entries at least 2–3 months prior to travel. It can be difficult to blog everyday while you're on your program, but try to find time to write at least one post during the program, and make your final blog entries after travel a reflection on the experience of the project. You can also use your travel portfolio journal pages for blog posts that can be transposed and posted later.

PODCAST: (3-part series, 5–10 minutes each): Podcasts are usually a series of episodes of audio files that can be streamed online on a computer or phone device. Consider creating an arc or central theme for your podcasts that will be engaging for a wide audience of listeners.

SHORT MOVIE: (3–5 minutes): There are terrific options for movie making that will give you a chance to show off your photography and video-making skills. To plan for this project, think about particular sites and experiences you'd like to capture for your movie. Make sure you have the appropriate technology as you travel, and you can always ask your peers to share materials with you.

Like the blog and podcast, it's important to set out with a goal, purpose, or central idea for your movie. You'll also want to consider your audience as you design and produce the film. For example, if you're traveling to India and want to prepare a short movie on schools in rural areas of India as they compare to rural schools in your own region of the United States, you'll want to shoot video or use pictures from your travels as well as from your home region.

POST-TRAVEL FINAL PROJECT RUBRIC



CRITERIA: CONTENT AND ORGANIZATION	YES 5 POINTS	MOST OF THE TIME 4 POINTS	OCCASIONALLY 2 POINTS	RARELY 1 POINT	COMMENTS
INTRODUCTION					
This statement is provided, detailing the purpose of the final project, identifying inquiry questions, and engaging the reader.					
INTRODUCTION					
Segments provide sufficient background on the topic and preview major points.					
The content is comprehensive, accurate, and persuasive. Major points are stated clearly; are supported by specific details, examples or analysis; and are organized logically.					
Reflective summary is included, identifying a pivotal learning arc through the Student Ambassador learning experience and travel.					
INTRODUCTION					
In writing/speech, language and sentences are complete, clear, and concise. Rules of grammar, usage, and punctuation are followed.					

SCORE: _____ /25

ADDITIONAL FEEDBACK: _____

AMBASSADOR EXCHANGE #3



Your departure date must be approaching, because your last Ambassador Exchange is here! Meet with another member of your delegation. Get to know each other and chat about the adventure that awaits you.

Where did you meet for your Ambassador Exchange? _____

His/her name: _____

School: _____ Grade: _____

Where did he/she grow up? _____

Favorite food: _____

Favorite author: _____

Favorite hobbies: _____

Why does he/she want to travel? _____

What is he/she most excited about? Nervous about? _____

What are his/her academic and career interests? _____

PHOTO SHARE #1



As you prepare to leave on your journey, take a few moments to capture the following photos. These first photos freeze moments that are worth remembering, and can later be used in your post-travel final project!



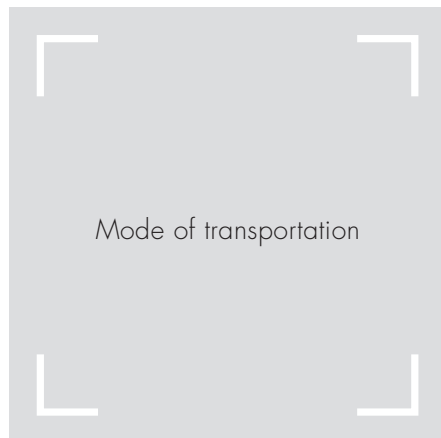
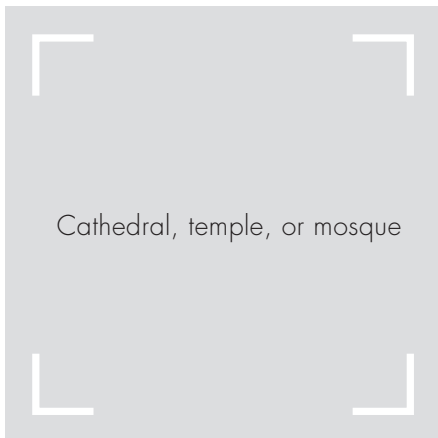
DUE DATE: _____



PHOTO SHARE #2

Use your creativity and camera lens to understand your surroundings in a new way. Document your environment for your final project, capture the perfect memory, and share what you found with the folks back home. Your personal snapshots can spread global awareness better than any postcard!

PHOTO OP IDEAS:



DUE DATE: _____



LIST THE TOP 5 SONGS ON YOUR PLAYLIST:

1.

2.

3.

4.

5.



YOUR HOST FAMILY

Home-stay address: _____

Memorable activities that you did together: _____

Talk about a new cultural experience that took place during your home stay: _____

Describe your host family's home and neighborhood: _____

What did you eat together? _____

What were the similarities and differences between your family and your host family? _____

How has this experience changed you? _____

How will you demonstrate this change in your home community? _____



FAMILY MEMBERS

NAME:

AGE:

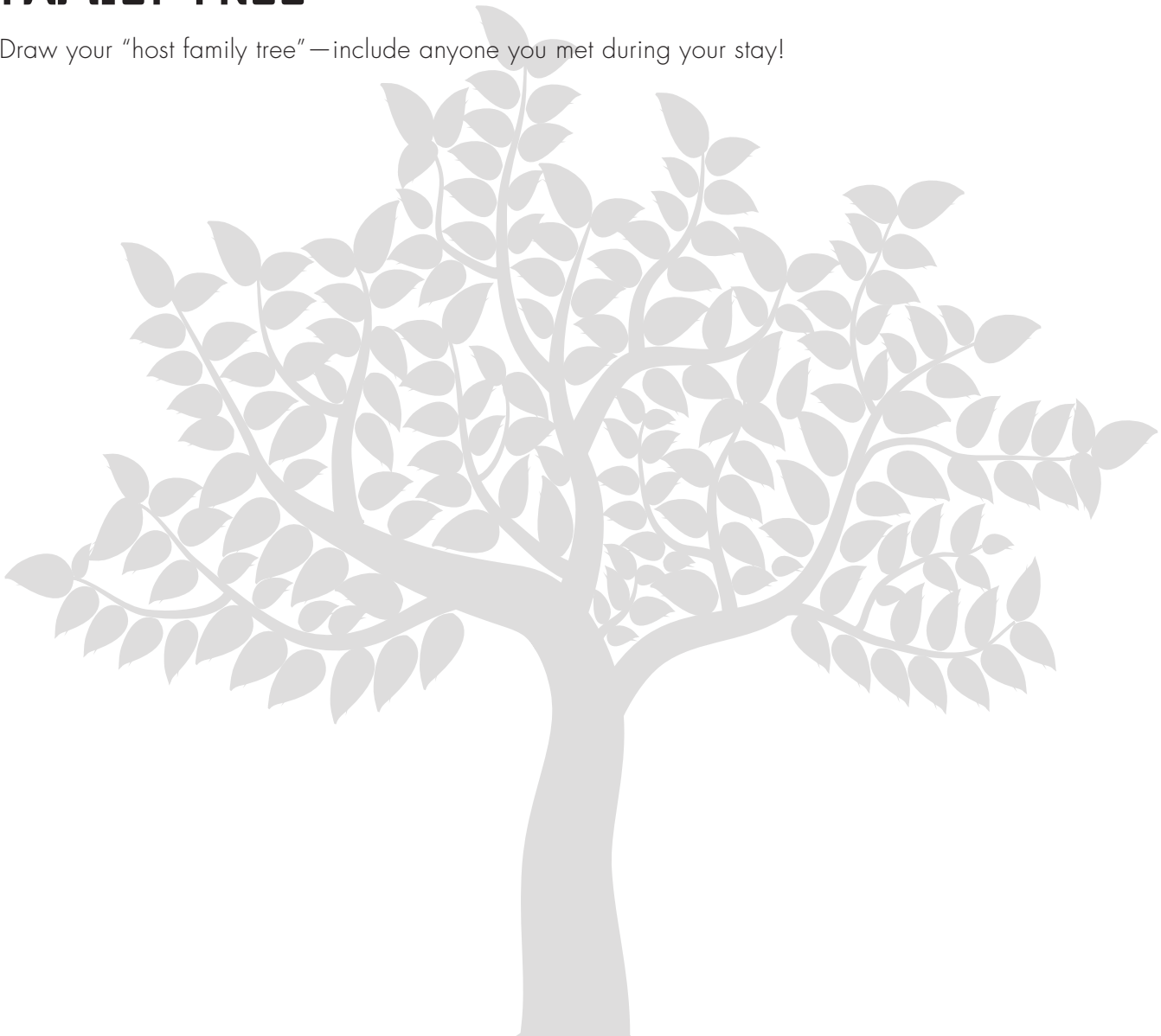
PROFESSION:

EMAIL:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

FAMILY TREE

Draw your "host family tree" —include anyone you met during your stay!



JOURNALING & REFLECTION



A series of 30 horizontal lines for writing, providing a space for journaling and reflection.



JOURNALING & REFLECTION

A series of horizontal lines providing a space for journaling and reflection.



MY JOURNEY



7 continents.
40 countries.
500,000 alumni.

Get ready
for the world.

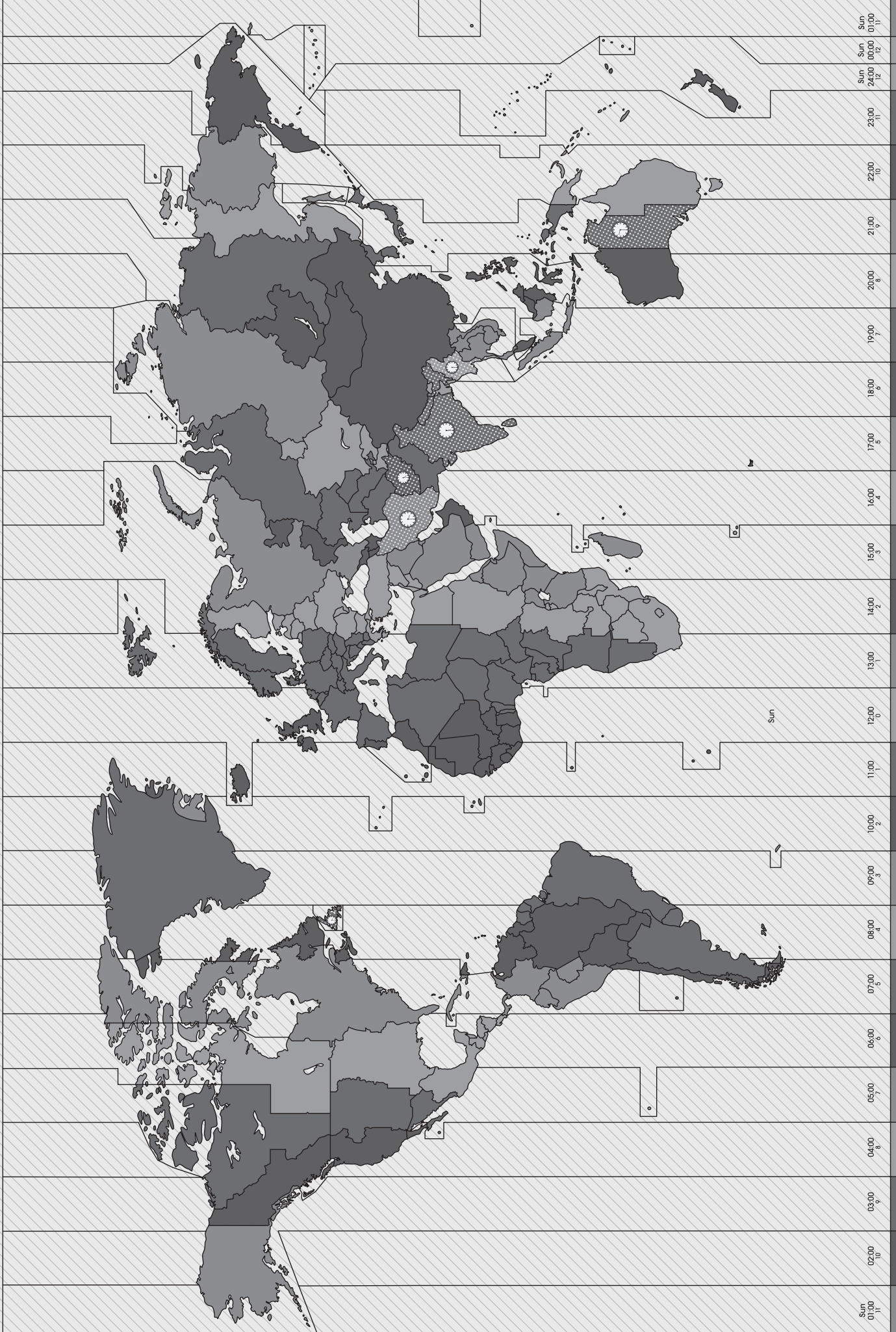
COLOR THE COUNTRIES YOU'VE VISITED:

- WITH PEOPLE TO PEOPLE
- WITH FRIENDS OR FAMILY

MY JOURNEY



TIME ZONES OF THE WORLD





Get ready
for the world.





**PEOPLE TO PEOPLE
AMBASSADOR
PROGRAMS**

Peopletopeople.com