



WORLD LEADERSHIP FORUM

PROGRAM GUIDE

PEOPLE TO PEOPLE LEADERSHIP AMBASSADOR PROGRAMS



MY LEADER'S NAME:

MY LEADER'S EMAIL ADDRESS:

WELCOME TO YOUR WORLD LEADERSHIP FORUM!

You are taking the first steps toward becoming a leader of tomorrow. You have an unparalleled opportunity to learn and grow during your time in America's capital. However, what you get out of this experience depends entirely upon what you put into it. Your enthusiasm and participation can make the program a success for you and all the new friends you will meet!

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

This program guide has everything you need: assignments, reflection pages, group discussions, and much more to help get your thoughts out on paper while on program and once you return home.

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





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ACADEMIC INFORMATION

COURSE: WORLD LEADERSHIP FORUM

The Washington School of World Studies welcomes delegates of the People to People World Leadership Forum. The school seeks to promote an interest in lifelong learning about leadership skills and character while increasing the cultural intelligence of each Leadership Ambassador. The academic aspects of the World Leadership Forum are delivered to Leadership Ambassadors through visits to historical sites, exciting guest speakers, meaningful group discussion, and educational activities detailed in the program curriculum.

Leadership Ambassadors are introduced to key curriculum components as they work through this program guide, which is distributed by leaders on program. The program guide will be used to facilitate small group discussions, encourage individual journal entries, and prepare the Leadership Ambassadors for the educational experiences they will have on program. The program guide also promotes critical thinking, collaboration, creativity, communication, and personal reflection.

At the end of the program, the leaders will complete an academic evaluation form for each Leadership Ambassador to note all that he or she learned and achieved on program. To receive a positive academic evaluation, each Leadership Ambassador must demonstrate an understanding of key curriculum components and display the development of the specific character traits of a successful leader. The academic evaluation will be given to each Leadership Ambassador at the conclusion of the program. The following sections describe the learning objectives that each Leadership Ambassador must fully complete in order to receive a positive academic evaluation.

DEMONSTRATED UNDERSTANDING OF KEY CURRICULUM COMPONENTS

Learning objective: Leadership Ambassadors will participate in activities that build their leadership skills and strengthen their knowledge of United States history and government.

DEVELOPING CHARACTER TRAITS OF A SUCCESSFUL LEADER

Learning objective: Leadership Ambassadors will develop an understanding of the specific character traits of successful leaders by completing assignments and participating in activities and discussions.

PARTICIPATION IN ACADEMIC ASSIGNMENTS

Learning objective: Leadership Ambassadors will complete academic assignments before and during the program to increase cultural intelligence and build knowledge of leadership as well as character.

SERVICE-LEARNING PROJECT

Learning objective: Leadership Ambassadors will actively participate in a service-learning activity that promotes and honors the sacrifices of the members of the United States military.

In addition to the academic evaluation, all Leadership Ambassadors who successfully complete the World Leadership Forum will receive a certificate of completion reflecting the service-learning hours they earned on program. The number of hours received varies by program, but the appropriate count will be reflected on the certificate of completion. Leadership Ambassadors who depart, are removed, or do not finish the program due to any violation of the student success contract will not be eligible receive an academic evaluation or a certificate of completion.

ACADEMIC EVALUATION

Course: World Leadership Forum

Leadership Ambassador name _____ Delegate ID # _____

Demonstrated understanding of key curriculum components

<p>Leadership <i>(traits, skills, keys for success, etc.)</i></p>	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<p>Comments</p> <hr/>
<p>Communication <i>(written, oral, social, group, etc.)</i></p>	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<hr/>
<p>Structural heritage and landmarks of the U.S. <i>(iconic structures, memorials, buildings, etc.)</i></p>	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<hr/>
<p>Character <i>(demonstration, practice, etc.)</i></p>	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<hr/>

Developing character traits of a successful leader

<p>Trustworthiness</p>	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<p>Comments</p> <hr/>
<p>Respect</p>	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<hr/>
<p>Responsibility</p>	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<hr/>
<p>Fairness</p>	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<hr/>
<p>Caring</p>	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<hr/>
<p>Citizenship</p>	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<hr/>

Participation in academic assignments

- Optional pre-travel assignments Completed
- Letter to service member Completed
- Small group activities Completed

*Note: Leadership Ambassadors in grades 5–8 do not receive high school credit. This form is to evaluate their academic performance and participation while on the program. Leadership Ambassadors can show this to their classroom teachers and keep it in their portfolio as proof of their success.

Leader name *(please print)* _____ Date _____

Leader signature _____

Leadership Ambassador signature _____



ASSIGNMENT #1: I'D LIKE TO KNOW

Course: World Leadership Forum

How many fast facts can you come up with about your destination? Do you know a lot already? What more would you like to learn about? This table below is called a KWL Chart—the “K” stands for what you already “know” prior to travel; the “W” stands for what you “want” or hope to find out while traveling; and the “L” stands for what you “learned” after visiting a site or returning home. Fill in the first two columns prior to arriving on program or at the beginning of your program and fill in the final column as you experience your program.

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



ASSIGNMENT #2: THINK IT THROUGH

Course: World Leadership Forum

During your forum, you will examine many different aspects of leadership. The qualities of leadership are expressed in many ways from the United States' founding fathers, to the policies of presidents, the commitment of soldiers on the battlefield, and the actions of ordinary citizens. Now is a good time to think about your definitions of leadership and your own leadership goals during the forum. Read the following questions and take your time composing a thoughtful response using complete sentences.

1. What do you believe are the essential qualities a leader must possess?

2. What are some leadership qualities you'd like to work on?

3. The word passion means a powerful feeling or great enthusiasm. When you think of what passion means, ask yourself what you're passionate about. What is something that you care about enough to get involved in?

4. Identify a figure from your country who you feel was a strong leader. Describe how you think he/she performed as a leader.

5. Citizenship is defined as a person's faithful exercise of rights, privileges, and duties within their society. What are some of the ways that you can actively express your citizenship?

6. Consider the following behavioral qualities of good leaders: honesty, integrity, reliability, and loyalty. Why are these qualities important for people in leadership roles? Do you feel that one quality is more important than another? Explain.

ASSIGNMENT #3: CIVICS WORKSHEET

Course: World Leadership Forum

FEDERAL GOVERNMENT

1. The **president** of the United States is _____.

2. The **vice president** of the United States is _____.

3. The current **president** and **vice president** represent the _____ party.

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

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

6. The **secretary of state** is _____. The **secretary of state's job** in the government is to _____.

Two **U.S. senators** are • _____
• _____.

7. One important national issue is _____.

CIVICS CHALLENGE

Where can citizens vote in your hometown?

8. Pick a state of your choice. What is the state's flower? Draw a picture and write your answer below.

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

STATE AND LOCAL GOVERNMENT

Choose any state and write it here: _____

10. The **governor** of my chosen state is _____.

11. The state's **senator** is _____.

12. The state's **representative** is _____.

13. One important issue in this state is _____.

CIVICS CHALLENGE

Where does the governor live?

Where is s/he from?



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: _____

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 do you want to 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? _____



AMBASSADOR EXCHANGE

Ambassador exchanges are quick get-togethers with a fellow delegate to chat and get to know each other. While you're on your program, take a minute to make a new friend and fill in the following information together.

EXCHANGE

#1

Name _____

School _____ Grade _____

Where is he/she from? _____

Favorite food(s) _____

Favorite author _____ Favorite hobby _____

Why does he/she want to travel? _____

What are his/her academic and career interests? _____

EXCHANGE

#2

Name _____

School _____ Grade _____

Where is he/she from? _____

Favorite food(s) _____

Favorite author _____ Favorite hobby _____

Why does he/she want to travel? _____

What are his/her academic and career interests? _____

EXCHANGE

#3

Name _____

School _____ Grade _____

Where is he/she from? _____

Favorite food(s) _____

Favorite author _____ Favorite hobby _____

Why does he/she want to travel? _____

What are his/her academic and career interests? _____



CHARACTER TRAITS OF EFFECTIVE LEADERS

In today's fast-paced world, we look to individuals who demonstrate specific character traits to lead us. These traits include: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Together, these demonstrate our values, morals, and ethics and provide the ground rules of decision making.

Without the use of a dictionary, the Internet, or other sources, craft your own definitions of the following character traits and write them in the spaces provided. Think about a time when you have demonstrated each of these; it might be helpful to write out an example to help support your definition.

TRUSTWORTHINESS

RESPECT

RESPONSIBILITY

FAIRNESS

CARING

CITIZENSHIP



TRUSTWORTHINESS

To be trustworthy means that you're a whole lot of things, in one package! Think of trustworthiness as a pie with the following traits acting as slices that contribute to the whole: honesty, integrity, reliability, and loyalty.

What does it mean to be honest, to have integrity, to be a reliable person, and to show loyalty? If you could choose only one slice of the pie as the most important, which would it be and why? Discuss as a group.

Draw and label a "trustworthy pie," with the slices above. Circle the most important piece to you and write a short summary on why you chose the piece.





RESPECT

Respect is the foundation of how we treat all of the people around us and is an important trait for any successful leader. Regardless of who people are or what they have done in their lives, it is ethical to treat all individuals with respect. Why is it important for people to have respect for their leaders? And why is it equally important for leaders to respect others? Discuss as a group.

List five people that you respect greatly, even if you disagree with their opinions on some issues. Tell why you respect each one.

1.

2.

3.

4.

5.



RESPONSIBILITY

Being responsible can start at a young age. Making sure to finish your homework, completing household chores, or helping someone with a task are all examples of being responsible. What responsibilities do leaders have to the people who support and follow them? What are some consequences of irresponsibility? Discuss as a group.

Name two ways that you can be responsible to your community and why each one is important.

1.

2.



THE NATIONAL CAPITAL

Although the whole world knows Washington, D.C., as the capital of the United States, the city did not exist when the American colonies won their independence and became a nation in 1789. At that time, the new government was located in New York City. A year later it moved to Philadelphia. When it came time to select the place for a permanent capital, both cities, along with many others, wanted to be chosen.

A fierce rivalry developed between the Northern and Southern states over the location, a conflict finally resolved by a political compromise—over dinner—between Thomas Jefferson and Alexander Hamilton. The Northern states agreed to locate the capital in the South in exchange for relief from the heavy debts they had incurred during the Revolutionary War.

Convinced that the land along the Potomac had enormous commercial potential as a shipping center if it were linked by canal to the Western frontier, President George Washington picked a site at the junction of the Potomac and Anacostia rivers, about 14 miles upstream from Mount Vernon, for the new capital.

CREATING WASHINGTON, DISTRICT OF COLUMBIA
Pierre-Charles L'Enfant, a French-born engineer, architect, and urban designer, created the basic plan for Washington, D.C.

George Washington had become friends with L'Enfant during the war and hired him when L'Enfant wanted the job of planning the capital. Just 36 years old at the time of his selection, L'Enfant arrived in what would be Washington, D.C., in March of 1791 to begin his job. His work would be like "turning a savage wilderness into a Garden of Eden," he wrote. One of his first decisions was to place the future

"Congress House" (what would become the Capitol) on the high ground called Jenkins Hill, with its commanding view of the Potomac River. His vision called for a 400-foot-wide "Grand Avenue" (now the National Mall), lined with elegant foreign ministries and cultural institutions. The plan called for an equestrian statue of George Washington at the end of the mall, connected to the "President's House." This mansion would be linked back to the Capitol via a mile-long diagonal commercial corridor (now Pennsylvania Avenue).

L'Enfant laid out the rest of the city in a grid pattern. Streets were intersected by broad diagonal avenues at "round points" that he intended to be the focus of residential neighborhoods. Logan Circle, at the intersection of Vermont Avenue and 13th Street, is today a pristine example of what L'Enfant had in mind. This overlay of diagonal streets is the reason Washington has so many large traffic circles.

Washington soon found himself in the middle of a series of arguments between L'Enfant and the district commissioners who had been appointed to oversee the city's development. One of them was Thomas Jefferson, then serving as secretary of state. Jefferson had his own ideas about how the city should look. **But L'Enfant would not follow instructions or even listen to other opinions if he felt they went against his vision.**

Later that year L'Enfant became very angry when he discovered Daniel Carroll of Duddington, an influential landowner, building a mansion on Capitol Hill that intruded into the planned roadway that is now New Jersey Avenue. He ordered Carroll to remove it. Carroll refused. L'Enfant had city workers tear it down. Outraged, Carroll complained to President Washington, who reprimanded L'Enfant. In February 1792, Washington had to fire his talented planner.

FAST FACTS: WASHINGTON, D.C.

POPULATION: About 658,893 (2014)

PERCENTAGE OF POPULATION: ages 15–64, 74.7%; 65 and over, 11.5%

AVERAGE AGE: 34

MOTTO: *Justia omnibus* (Justice to all)

FLOWER: American Beauty rose

TREE: Scarlet Oak

BIRD: Woodthrush

FLAG: Adopted in 1938, based on George Washington's family coat of arms shield

Source: U.S. Census Bureau



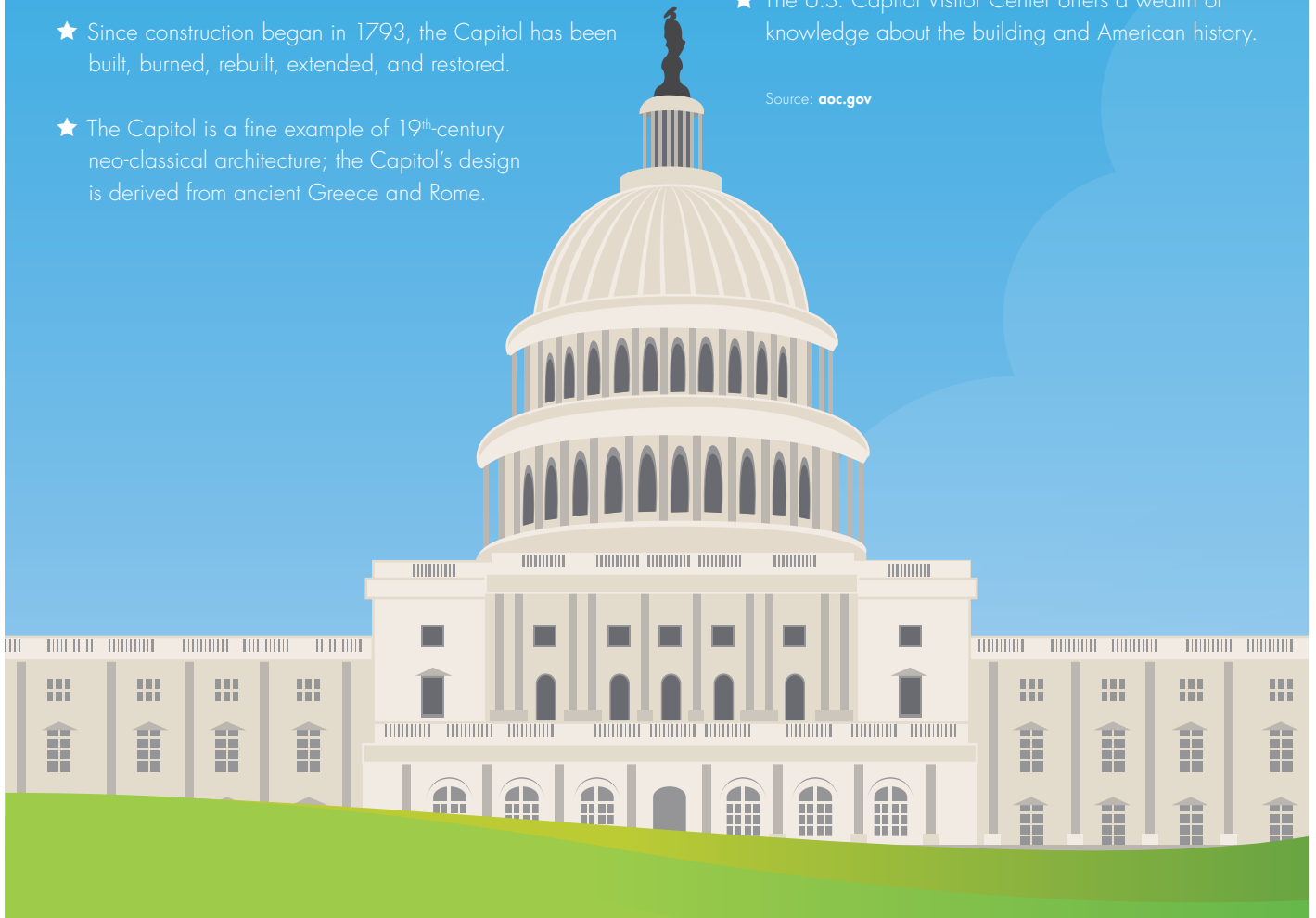


YOU ARE HERE

UNITED STATES CAPITOL

- ★ The Capitol is located on a plateau 88 feet above the level of the Potomac River, a site that the Mall's designer Pierre L'Enfant described as "a pedestal waiting for a monument."
- ★ Since construction began in 1793, the Capitol has been built, burned, rebuilt, extended, and restored.
- ★ The Capitol is a fine example of 19th-century neo-classical architecture; the Capitol's design is derived from ancient Greece and Rome.
- ★ The third floor allows access to the galleries from which visitors may watch the proceedings of the House and Senate when Congress is in session.
- ★ The U.S. Capitol Visitor Center offers a wealth of knowledge about the building and American history.

Source: aac.gov



FAST FACTS: U.S. CAPITOL VISITOR CENTER

The U.S. Capitol Visitor Center provides a way for visitors to learn more about the House, Senate, legislative process, history, and architecture of the U.S. Capitol.

The visitor center is three-fourths the size of the U.S. Capitol itself, and the entire visitor center is located underground so it doesn't ruin the beautiful outside appearance of the U.S. Capitol building.

Source: visiththecapitol.gov





WASHINGTON MONUMENT

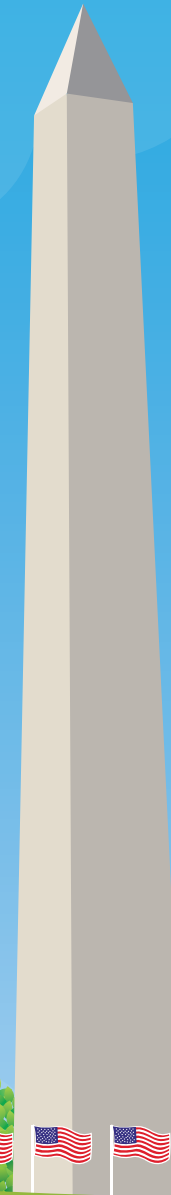
GEORGE WASHINGTON (1732–1799)

First President of the United States 1789–1797

In 1833, the Washington National Monument Society began to raise funds for a memorial.

- ★ George Washington was a Revolutionary War hero and the first president of the United States.
- ★ On July 4, 1848, the first cornerstone was laid using the same trowel George Washington used to lay the cornerstone for the Capitol in 1793.
- ★ The memorial—finally completed on December 6, 1884—is surrounded by flags representing the 50 states and six U.S. territories.
- ★ The Washington Monument is the tallest building in Washington, D.C.
- ★ The interior walls are finished with 193 commemorative stones from every state in the Union as well as from civic groups, Native American nations, private organizations, and foreign countries, all of whom pay tribute to the man who shaped a nation.

Sources: [wikipedia.org/wiki/Washington_Monument](https://en.wikipedia.org/wiki/Washington_Monument)
nps.gov/wamo/index.htm



FAST FACTS: WASHINGTON MONUMENT

HEIGHT: 555 feet 5 1/8 inches (50 stories tall)

WEIGHT: 90,854 tons

Delays slowed construction of the Washington Monument for 25 years. You can see evidence of this delay in the “ring” or discoloration in the stone. Although they used the same type of marble, the delay made it impossible to match the stone exactly.

Source: nps.gov/wamo/faqs.htm



LINCOLN MEMORIAL

ABRAHAM LINCOLN (1809–1865)

16th President of the United States, 1861–1865

The Lincoln Memorial looks out on the Reflecting Pool with a magnificent view up the Mall toward the Washington Monument.

- ★ Construction began on February 12, 1915, and the monument was dedicated on May 30, 1922.
- ★ Lincoln's statue was doubled from its original size so it would not be dwarfed by the building itself. It is carved from 28 blocks of marble because no single block was large enough.
- ★ The Gettysburg Address is inscribed upon the wall of the southern section of the monument.
- ★ The memorial has become a place where citizens assemble to draw attention to causes and issues that divide the United States, as well as to celebrate the things which unite us as a nation.
- ★ Martin Luther King Jr. gave his famous "I Have a Dream" speech at the Lincoln Memorial.

Sources: [nps.gov/linc/index.htm](https://www.nps.gov/linc/index.htm)
World Book Encyclopedia



FAST FACTS: LINCOLN MEMORIAL

HEIGHT: 99 feet above the ground, 80 feet above foundation

WEIGHT OF STATUE: 120 tons

Although Lincoln did not live to see the "new birth of freedom" of which he spoke so eloquently, his legacy of social justice, freedom for all, and national unity live on.

Source: [nps.gov/linc/historyculture/lincoln-memorial-building-statistics.htm](https://www.nps.gov/linc/historyculture/lincoln-memorial-building-statistics.htm)



THE WHITE HOUSE

- ★ President Washington, and city planner Pierre L'Enfant, chose the site for one of the world's most famous addresses: 1600 Pennsylvania Avenue.
- ★ President George Washington signed an act of Congress in December of 1790 declaring that the federal government would reside in a district "not exceeding ten square miles ... on the river Potomac."
- ★ The first cornerstone was laid in 1792, but the building was not completed until 1800. The first residents were President John Adams and his wife, Abigail.



FAST FACTS: THE WHITE HOUSE

LIVING SPACE: 132 rooms, 35 bathrooms, 6 levels, 412 doors, 147 windows, 28 fireplaces, 8 staircases, and 3 elevators.

PERSONNEL: With five full-time chefs, the White House kitchen is able to serve dinner to as many as 140 guests and hors d'oeuvre to more than 1,000 guests.

FYI: The White House requires 570 gallons of paint to cover its outside surface, and the fence encloses 18 acres of land.

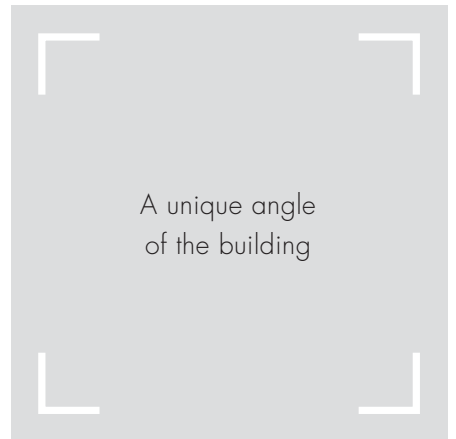
Source: whitehouse.gov/about/history





THE WHITE HOUSE

So you're looking at one of the most iconic buildings in the world—the White House! As you take in all of the details about this amazing residence of our president, don't forget to pull out your camera and capture some memories. Will you snap a selfie? Or perhaps a group photo of your delegation? Here are some fun photo ideas to commemorate this stop on your program. Be sure to post your best photo to social media when you have some free time!





ARLINGTON NATIONAL CEMETERY

Arlington National Cemetery is America's hallowed ground. The resting place for more than 240,000 American military men and women and their dependents, it is the most honored burial ground in the United States.

George Washington's family once owned the land now occupied by the cemetery. Eventually, Robert E. Lee (a general for the South during the Civil War) married Martha Washington's great-granddaughter, who inherited the estate called Arlington House. It was their home for some 30 years.

When Robert E. Lee joined the South to fight for Virginia and the Confederacy, Arlington House was seized as headquarters for the Union defense of the capital. The garden of the Lee estate was turned into a burial ground for Union dead, in large part to prevent Lee, considered by some to be a traitor, from inhabiting the house again. The future national cemetery was born.

The burial of President Kennedy here turned Arlington into a true national shrine. Immediately following his assassination, his family and friends wanted him to be buried in his hometown of Brookline, Massachusetts. However, Jacqueline Kennedy decided to bury him at Arlington because of its beauty. Tragically, five years after John F. Kennedy's burial in 1963, his brother Robert was assassinated and buried adjacent to his brother's gravesite.

Other famous Americans interred at Arlington include President William Howard Taft, boxer Joe Louis, General George C. Marshall, and Secretary of State John Foster Dulles.

The real impact of Arlington lies in its somber serenity. On its 612 acres of rolling hills are interred America's heroes, both famous and unsung, under rows of headstones seemingly standing at attention, forever ready for duty. When taking in the view of the city from Arlington House that so inspired President Kennedy, one gains a sense of what they fought for.

Adapted from: arlingtoncemetery.org





YOU ARE HERE

NATIONAL WORLD WAR II MEMORIAL

WORLD WAR II: 1939–1945

The National World War II Memorial is the only 20th century war memorial situated directly on the main axis of the Mall.

- ★ It took 59 years after the official end of hostilities before the memorial was finally dedicated on May 29, 2004.
- ★ From the Memorial Plaza, with the Rainbow Pool in the center, you can see how each element connects to highlight the theme of “coming together as one nation.”
- ★ The Freedom Wall honors the ultimate sacrifice: giving one’s life in defense of freedom.
- ★ During the war, a gold star in a home’s window indicated a family member had died. At the Freedom Wall, 4,000 gold stars represent the 400,000 fatalities suffered by the United States during WWII.
- ★ The World War II Memorial now serves as a legacy to the commitment, sacrifice, and spirit of “the greatest generation.” The memorial’s pillars stand proudly as they salute the aging veterans of that war.

Source: wwiimemorial.com/archives/factsheets/memorialdesign.htm



FAST FACTS: WORLD WAR II MEMORIAL

MONUMENT LENGTH: 384 feet

PILLARS: 56

WREATHS: 112 (two on each pillar, one on each side)

FREEDOM WALL WIDTH: 84 feet 8 inches





THOMAS JEFFERSON MEMORIAL

THOMAS JEFFERSON (1743–1826)

Third President of the United States 1801–1809

In 1934, Congress established a commission to plan, design, and construct a memorial to Thomas Jefferson, the third president of the United States.

- ★ The Tidal Basin in Washington, D.C., the setting of the Jefferson Memorial, was originally built in 1897 to catch the overflow from the Potomac River.
- ★ In 1912, the Emperor of Japan presented a gift of several hundred flowering cherry trees to the United States, and they were planted along the edge of the Tidal Basin.
- ★ The proposed location in the Tidal Basin became a hot issue as people protested removal of some of the cherished cherry trees.
- ★ After four years of work, the memorial was dedicated in 1943, 200 years after the birth of Thomas Jefferson.
- ★ Beneath the main floor of the Jefferson Memorial, displays depict Thomas Jefferson's accomplishments in government and business.
- ★ During the spring, the cherry blossoms form a colorful backdrop to the simple yet spectacular architecture of the Jefferson Memorial.

Source: cr.nps.gov/nr/travel/wash/dc73.htm



FAST FACTS: JEFFERSON MEMORIAL

HEIGHT FROM FLOOR TO CEILING: 91 feet 8 inches

STATUE MATERIAL: bronze

WEIGHT OF STATUE: 5 tons

Because the United States was in the middle of World War II and using all metals for the war effort, the memorial's statue of Jefferson was first cast using plaster instead of bronze. After the war, it was recast in bronze. The original plaster version remains in the basement of the memorial.

Source: nps.gov/thje/index.htm





A LETTER TO A SERVICE MEMBER

One of the greatest ways to show kindness and respect is through an act of service. Service means selflessly giving to or working for other people even if you do not know them personally. This may include lending a helping hand, donating money or items, sharing your talents, or giving your time.

Members of the United States military are called "Service Members" because they give selflessly to protect and care for people all over the world. On the World Leadership Forum, you will have the opportunity to give back to these individuals by writing a letter of thanks to a Service Member.

Choose one of the four options below, and work on crafting a thoughtful message in a clear, concise way. Your leader will be available to answer any questions for you and give you more instructions.

1. To a living soldier who is a family member or someone you know. Compose a rough draft, review it with your leader, and have a final copy ready for mailing before your departure. You will be responsible for mailing your letter.
2. To a living soldier whom you do not know, but who is presently on active duty and serving somewhere overseas. Compose a rough draft, review it with your leader, and have the final letter ready for mailing before departure. Do not include your last name, mailing address, email address, phone number, or any personal information about yourself. Your leader will collect the final letters. They will be shipped overseas by the World Leadership Forum office.
3. To a deceased soldier who is a family member, relative, or someone you knew. Compose a rough draft and review it with your leader. You will need to have the final letter ready to place at the appropriate memorial on the day that your motor coach plans to visit. The park service usually collects these letters in a day or two and places them in the archives of the Smithsonian.
4. To all the soldiers who served in a specific war of your choice. Compose a rough draft and review it with your leader. You will need to have the final letter ready to place at the appropriate memorial on the day your motor coach plans to visit. The park service usually collects these letters in a day or two and will place them in the Smithsonian archives.





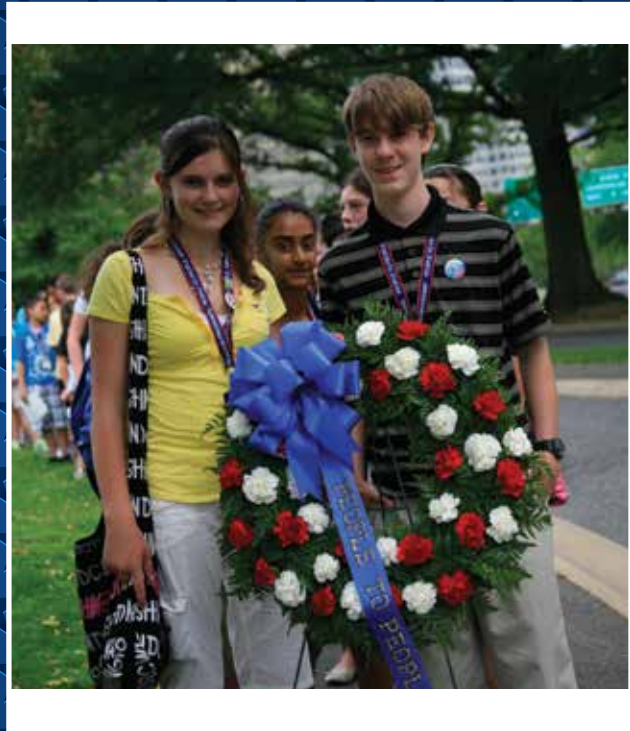
WREATH-LAYING CEREMONY

HONORING THOSE WHO HAVE COME BEFORE US

Sometime during the program, your group will receive a memorial wreath, and you will have the opportunity to lay it at a designated memorial. This involves several preparations beforehand.

One delegate from each group will be selected by the leader to represent the entire motor coach. At breakfast on the assigned day, the selected representatives will present their tributes. The four representatives carrying their group's wreath will lead the rest of the delegates in a silent march to the coach for the day's trip into Washington, D.C.

When the motor coach arrives at the selected memorial, the chosen delegates will again carry the wreath, lead their delegation to the designated location, and place the wreath there. During this time, any delegates wishing to remember a family member may speak up in the following manner:



“We honor the memory of _____, my
(name of family member)
 _____, who served in _____.”
(relationship to family member) (name of conflict)

The representative will then ask everyone for a moment of silence in honor of service rendered to the United States of America. This ends the ceremony.

Note: This is a special ceremony, and the delegates selected have the honor to represent each member of the delegation.

MEET THE EXPERT



**EXPERT
#2**

SPEAKER'S NAME: _____

SPEAKER'S TITLE: _____

DISCUSSION TOPIC: _____

NOTES



JOURNALING

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