



WORLD LEADERSHIP FORUM

TEACHING GUIDE

PEOPLE TO PEOPLE LEADERSHIP AMBASSADOR PROGRAMS



WELCOME!

Your role in working with our Leadership Ambassadors is vital to the success of this program and to shaping tomorrow's leaders. Please read this guide carefully. If you have questions, do not hesitate to ask your primary leader.

Your job is unique and exciting. You will work with Leadership Ambassadors from around the world, accompanying them on their visits to America's historical landmarks, memorials, and governmental buildings while they learn about the leaders who shaped this country. Your responsibility is to aid in their learning and, as a small-group facilitator, to engage them in discussion and exploration along the way. Do not worry if your knowledge of these sites is limited; you will be guided by your delegation manager, who is an expert.

PREPARATION AND DISCUSSION

As a leader it is your job to help prepare the Leadership Ambassadors for each day's activities and to provide an opportunity for them to process and make sense of what they have learned. We have prepared information in these margins for you to use during your small group meetings, on the coach and at the sites when appropriate to assist you with preparation and discussion.

At some sites, you may be able to meet with your group of students for a short period right after the delegation manager's presentation. At others, you may have time to talk with students as you walk or while you wait. You may also have time to engage them on the coach in discussion and reflection. At other times, you may not have any time to meet with groups until after visiting several sites. Fortunately, you can use the information anywhere, with any number of students, and with little planning.



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WELCOME

CURRICULUM

This section contains the basic details and information leaders need to use each piece of curriculum. Outlined are brief descriptions of the assignment type, associated learning objectives, and goals.

Following this information, a sample of the program guide has been included with teacher's edition-style notes and instructions. You may use the notes to help facilitate discussion, organize small groups, and make learning connections. Refer back to this page for clarification on assignment type at any time.

ASSIGNMENT PIECES

1. KWL CHART

KWL charts are graphic organizers that are used to measure what students know, chart what they'd like to know, and showcase what they learned from a specific lesson. These charts have widely been used in the classroom to help organize student's thoughts and provide a visual reference of learning outcomes. Before, during, and after the World Leadership Forum, it is important for students to reflect upon their experience and assess what they've learned on their own. The objective of this exercise is to encourage students' self-assessment and summarize what they've learned via writing, regarding previously unknown topics that they identified prior to travel. As this is a pre-program assignment, some students may have already completed the first two columns of the chart.

2. AMBASSADOR RESPONSES

The Ambassador Response is structured much like a mini-essay. A list of related questions that emphasize the topic of leadership has been provided. These questions require students to evaluate their own ideas and translate those ideas into a thoughtful and concise piece of writing. This is an important activity that challenges students to utilize a number of skills including comprehension, summarization, and writing. After completing the Ambassador Response, students will be able to relate characteristics of successful leaders to their personal lives.

3. THINK IT THROUGH

Think it Through questions relate to character and leadership qualities and are designed to help students comprehend and transfer their thoughts into writing. The questions are intended to elicit short, thoughtful answers that demonstrate their understanding. As this is a pre-program assignment, students should complete this activity prior to travel.

4. AMBASSADOR EXCHANGES

Ambassador Exchanges are social, fun activities to encourage lifelong friendships. Three exchanges take place during the program. Students are to pair up with each other and utilize the pre-planned questions to strike up a conversation with someone new that they've just met. The objective is to encourage social interaction between students. Secondary objectives within the activity include students' ability to make comparisons and contrasts in their home lives, educational endeavors, and interests.

5. CIVICS WORKSHEET

The civics worksheet is a short-answer activity that requires students to research information regarding the United States government and a local state government of their choice. It is important for students to complete this activity, as the setting for their forum takes place in the capitol of the United States. By completing this activity, students will be able to identify federal and local representatives. Students will also gain insight into the role of different government officials and national issues that may affect them. As this is a pre-program assignment, students should have already completed this prior to travel.

6. AROUND THE TABLE

Around the Table activities have been designed with two components that specifically feature the six character traits of effective leaders. Students are presented with a question or statement and should be given time in small groups to discuss together. A corresponding activity following the discussion question is included. By completing both parts of the activity, students will be able to explain the meaning of the traits, identify the differences between effective and ineffective leaders, and evaluate their own strengths and weaknesses within their individual leadership roles.

7. YOU ARE HERE

You are Here pages are a collection of fast facts and conversation topics to help students make the connection to leadership and character, through visits to iconic sites. Whether you are in front of the White House or wandering through the Capitol Visitor Center, these pages will facilitate meaningful conversations and provide you and your delegates with educational insight.

8. JOURNAL WRITING SPACE

It is important for delegates to be able to recall an experience or retell a poignant moment from their program. Journal prompts, as well as free-writing blank space, have been included in this guide. When leading a facilitated journal question, read the prompt out loud and provide time for students to ask any questions for clarification. Allow students time to translate their thoughts onto the pages. You may ask students if they'd like to share their response, if time allows. Blank journaling pages are for free-writing. Allow students to write about anything they'd like, and give them creative freedom to utilize those blank pages to help them commemorate aspects of their program. Journaling allows students to record their understanding or knowledge of particular experiences and helps them generate ideas for future pieces of writing. Journaling also allows students to retell their ideas in their own words.

9. PHOTO SHARE

Capturing photos is the easiest way to remember highlights of a student's program experience. Included in this activity is a list of ideas for students to utilize to take unique photos. Whether it's a unique angle, or a detail that they may not have otherwise noticed, capturing moments through their cameras will create memories of a lifetime. Encourage students to post their photos on social media using appropriate hashtags.

10. GIVING BACK

As part of the People to People experience, students will participate in a service-learning project. On this forum, students will be writing letters to a soldier. As a leader, spend time opening up the activity by engaging students in a thoughtful conversation about family members or friends that may be or have been active in the armed forces. Explain the activity and why it's important to recognize individuals who serve the United States. There are several options for students to choose from, regarding whom they would like to write a letter to—read these options out loud. Students will write a rough draft, provide it to you for feedback, and then edit for a final edition. By completing this activity, students will demonstrate their appreciation and recognition of the men and women in the armed forces. Students will also showcase their ability to edit a draft of writing using correct spelling, punctuation, and grammar.

11. MEET THE EXPERT

On program, students will have encounters with experts and speakers who will present to them. The Meet the Expert pages have been designed to act as a meaningful and interactive complement to the presentations. Students fill in the information about the speaker and can use the open area to take notes or write out questions that they'd like to ask the speaker. This activity is designed to encourage active listening and multitasking.

12. ICEBREAKERS

Icebreakers are a fun way to get students up on their feet and interacting with each other. For some, this may be the first time traveling or meeting people from different areas of the country and world. Utilize icebreakers in between activities, or as need arises, to facilitate open communication and friendship building.



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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

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

Developing character traits of a successful leader

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

Participation in academic assignments

Optional pre-travel assignments	<input type="checkbox"/> Completed
Letter to service member	<input type="checkbox"/> Completed
Small group activities	<input type="checkbox"/> 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.			

This page includes a KWL chart for students to fill in at the beginning of the program, with the final “What did you learn” column open to being filled in on program or post program.

The idea of this chart is to let students explore their current knowledge base, evaluate what they’d like to know more about, and then provide them an area for reflection based on what they actually learned while on program.

Students may have completed the first two columns pre-travel. If so, please have them copy their answers into their program guide. If they have not yet completed the first two columns, please give them time to do so. Students may choose any subject that relates to the program for these columns.

Ask students to share what they wrote within your small group. Compare and contrast their answers.

Leadership is the cornerstone of this forum. As such, it is important for students to spend some time thinking about the role of leadership in their own lives and the world around them.

Think it Through questions are to be completed prior to travel as a pre-program activity. These questions are not meant to elicit essay-type answers, but rather, short, concise responses that are 3-5 sentences in length. Ask students to share what they wrote within your small group. Compare and contrast their answers.



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 _____

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)

CIVICS CHALLENGE

Where can citizens vote in your hometown?

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?

Since our delegates will be visiting our nation's capital during program, we want them to understand the role of the United States government at both the federal and local levels.

The civics worksheet provides fill-in-the-blank style questions about the United States government and is one of the pre-travel assignments.

Keep in mind that not all delegates on the World Leadership Forum are from the United States. International delegates are able to choose a state that they would like to know more about to complete their worksheet.

If the students have completed this worksheet as a part of their pre-travel assignment, please allow them to copy their answers into their program guide. (They may change their answers if they want to.)

If they did not complete the worksheet prior to program, give them the opportunity to answer the questions they know or to work in groups to complete.

Go through the federal government section together and review the answers. Allow students to share information about the states they come from or chose to research.

If they feel comfortable, ask international delegates how their federal and local governments are the same or different.

ICEBREAKER

ICEBREAKER 1

DESCRIPTION

In this exercise, students will get to know each other by responding to a series of prompts.

OBJECTIVES

- Develop collaborative and communication skills within the small and larger groups
- Identify commonalities among people in the group

PROCEDURES

1. Have delegates sit in a circle.
2. Ask each delegate to introduce him/herself to the group.
3. Pose some of the following prompts to the group and have each student respond. Instruct the delegates to notice commonalities they have with the others.
 - My favorite color is ...
 - My favorite number is ...
 - My favorite musician or movie is ...
 - If I were an animal or flower or car, I would be a _____ because ...
 - If there were a disaster and I could only save one thing, it would be ...
 - The job I would most like to have or least like to have is ...
 - One thing that makes me happy is ...
 - If I could have one wish come true, it would be ...
 - One thing I'm looking forward to at this summit is ...
4. Lead a whole group discussion using some or all of the questions that follow.
 - What similarities did you notice in the responses?
 - What differences did you notice?
 - What surprised you?
 - What is the value of doing an exercise like this?





ICEBREAKER 2

DESCRIPTION

In this activity participants will have the opportunity to explore similarities and differences within the group.

OBJECTIVES

- Identify similarities and differences in the group
- Consider the value of learning differences as well as commonalities

PROCEDURES

1. Tell students that this activity will allow them to get to know one another.
2. Explain to students that you will call out a series of statements. If they can answer "yes" to a statement, they should stand up. An alternative is to have everyone stand in a circle, and if they can answer "yes" to a statement, they should take a step into the circle and then back out.
3. Read as many statements as you like. At the end, students can also create their own statements, but the statements they suggest have to be one that they can answer "yes" to.
4. After the last statement, lead a discussion with the group about what they learned about each other from this exercise.

STATEMENTS

Stand if you...

- have ever climbed a mountain.
- have ever been to the ocean.
- have ever lived for more than one year in another country.
- can speak more than two languages, more than three.
- are an only child.
- are the youngest child.
- have more than two siblings, more than three, more than four.
- have ever traced your family heritage.
- consider yourself a leader.
- have ever been stereotyped.
- have ever had your last name mispronounced.

ABOUT YOU

As an introductory “assignment,” delegates are to fill in this About You page.

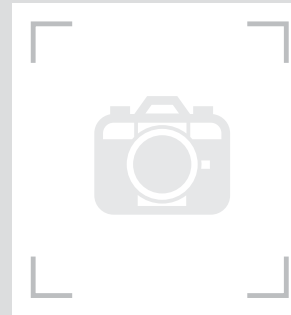
The purpose of this page is to allow delegates to share more about themselves with you and get them thinking about the trip.

Included on this page are quick questions about their “favorites,” some fast program-related questions about what they’re excited to be part of, and a few questions that will help them explore their interests as they prepare for the future. This page may be completed during their own time between orientation meetings.

Fill this information out about yourself as well. Your Primary Leader may ask a delegate from your group to introduce you during the first evening meeting. This way, you will be prepared to give it to your delegate to help him/her prepare your introduction.



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 to do you want learn next? Why? _____

ABOUT YOU

ABOUT YOU



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? _____

ABOUT YOU

AMBASSADOR EXCHANGE

Friendships and camaraderie are very important parts of a successful delegation. During their time on program, provide opportunities for students to participate in these Ambassador Exchanges. These exchanges allow students to mix, mingle, and meet new friends. There are a total of three Ambassador Exchanges. Guide students through the first exchange by reviewing the questions together and allowing time to get together. For the remaining exchanges, let delegates know that they are to complete them on their own during the program.

Ambassador Exchanges may happen during free time, during breakfast, or even on the motor coach. It is our hope that organic conversations will take place once they begin answering the questions about each other, sparking lifelong friendships.



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? _____

EXCHANGE

#2

Name _____

School _____

Grade _____ Where is he/she from? _____

Favorite food(s) _____

Favorite author _____ Favorite hobby _____

Why does he/she want to travel? _____

EXCHANGE

#3

Name _____

School _____

Grade _____ Where is he/she from? _____

Favorite food(s) _____

Favorite author _____ Favorite hobby _____

Why does he/she want to travel? _____

AMBASSADOR RESPONSE

We know that the character of an individual says a lot about that person. What is character, and what character traits do successful leaders have in common?

These activities are designed to help students understand the different character traits and apply them to the leadership skills they are developing.

WHAT IS CHARACTER?

In your small groups, have the students come up with a definition of character they can agree on as a group.

Here are some questions you can use to direct this discussion:

- What are morals and values?
- Where do people get their morals?
- What has the most influence on students your age: parents, peers, or popular culture?
- How does character help shape our behavior?
- Why is learning about character and how we behave in certain situations important?
- How does the character of a leader affect his/her ability to lead others?

The character traits activity calls upon each student's knowledge and vocabulary in relation to the specific words given. Using the traits in the numbered list, students are asked to come up with their own definition for each trait.

Given creative freedom to develop their own definitions, students will increase their overall comprehension and assess what it means to have character on more meaningful levels.

Each morning, your primary leader will introduce a character trait from the list on the previous page. The Around the Table activities are to be used to facilitate critical thinking and open up a conversation as a group. Each discussion includes an activity for students. Additional discussion questions have been provided for you to use if needed.



AMBASSADOR RESPONSE

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

AMBASSADOR RESPONSE



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.



AMBASSADOR RESPONSE

Trustworthiness requires you to live up to the expectations of others and refrain from competitive, self-serving behaviors that tarnish relationships. Trustworthiness concerns a variety of behavioral qualities like honesty, integrity, reliability, and loyalty.

Read the discussion question out loud and select delegates at random to answer or give their opinion.

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.

ADDITIONAL DISCUSSION QUESTIONS

- What behaviors help you become trustworthy? How can you rebuild trust in a relationship that has been damaged?
- How can you strengthen any weakness you may have in being trustworthy?

Give 5-10 minutes for students to complete the associated activity independently.

AMBASSADOR RESPONSE

Respect focuses on the moral obligation to honor the essential worth and dignity of the individual. Respect prohibits violence, humiliation, manipulation, and exploitation. It reflects notions such as civility, courtesy, dignity, autonomy, tolerance, and acceptance.

Read the discussion question out loud and select delegates at random to answer or give their opinion.

Why is respect important for people to have for their leader? And why is it equally important for leaders to respect others?

ADDITIONAL DISCUSSION QUESTIONS

- Where does respect come from? What does it mean to be disrespected?
- How can you deal with disrespect? How can you ensure that you are not being disrespectful to others?

Give 5-10 minutes for students to complete the associated activity independently.



AMBASSADOR RESPONSE

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.

AMBASSADOR RESPONSE

AMBASSADOR RESPONSE



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.

AMBASSADOR RESPONSE

Responsibility means being accountable for what we do and who we are as humans. It also means that no matter what we do or what we don't do, we are accountable for the consequences. Responsibility requires people to answer for their actions, pursue excellence, and exercise self-restraint.

Read the discussion question out loud and select delegates at random to answer or give their opinion.

What responsibilities do leaders have to their audience of supporters?

What are some consequences of irresponsibility?

ADDITIONAL DISCUSSION QUESTIONS

- How can you show responsibility during this week?
- How do you show responsibility to your parents?
- In what situations are you most likely to be irresponsible?
- How does irresponsibility affect your relationships with others?

Give 5-10 minutes for students to complete the associated activity independently.

YOU ARE HERE



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 pages have been designed to give you and your delegation fast facts about specific places you'll be visiting. Build upon delegates' existing knowledge by asking them to elaborate on some of the facts.

We have provided you with information for many of the sites you will visit to help you prepare the delegates and facilitate learning. This information includes:

- Discussion starters
- Critical thinking
- Connection to leadership and character

Remind students to think like historians to benefit most from the site visits. They can ask themselves, “What does this have to do with life today?” to determine the significance of the site. Asking this question will help students put their learning into perspective, giving the experience more personal meaning. By asking specific questions about how these sites affect us today, students will better understand how current events will determine the future.

QUESTIONS YOU CAN ASK

TO HELP STUDENTS THINK LIKE HISTORIANS

- Why do you think we are going to this site?
- What do you already know about this site?
- What questions do you have about it?
- Does visiting this site help you understand its significance?
- Is the site what you thought it would be like?
- Did visiting the site answer any questions you have?
- What are the main ideas of this site?
- Does this site tell us anything about life today?
- What do you think people in the past thought about this site?
- What did you find most interesting about this site? Why?
- Where could you go to learn more about this topic?
- If you could tell someone about this site and you could only use two sentences, what would you say?

YOU ARE HERE

Instruct your delegates to flip open the specified icon's page and read a few fast facts together.

DISCUSSION STARTERS

- Why did the founders choose a two-party system?
- What are the advantages of having three branches of government?
- Why do we have both parties in the same building?
- Why do we have more representatives than senators?
- How long is the term for a senator?

CRITICAL THINKING

- Can you imagine what the United States would be like if we had just one-party rule? Give some examples of things that might be different today.
- Are there disadvantages to having both the Senate and House in the same building?

CONNECTION TO LEADERSHIP AND CHARACTER

- What personality traits must a person have to be a good politician?
- How do you know if someone has those personality traits?
- Are all politicians good leaders?
- Do all leaders make good politicians?

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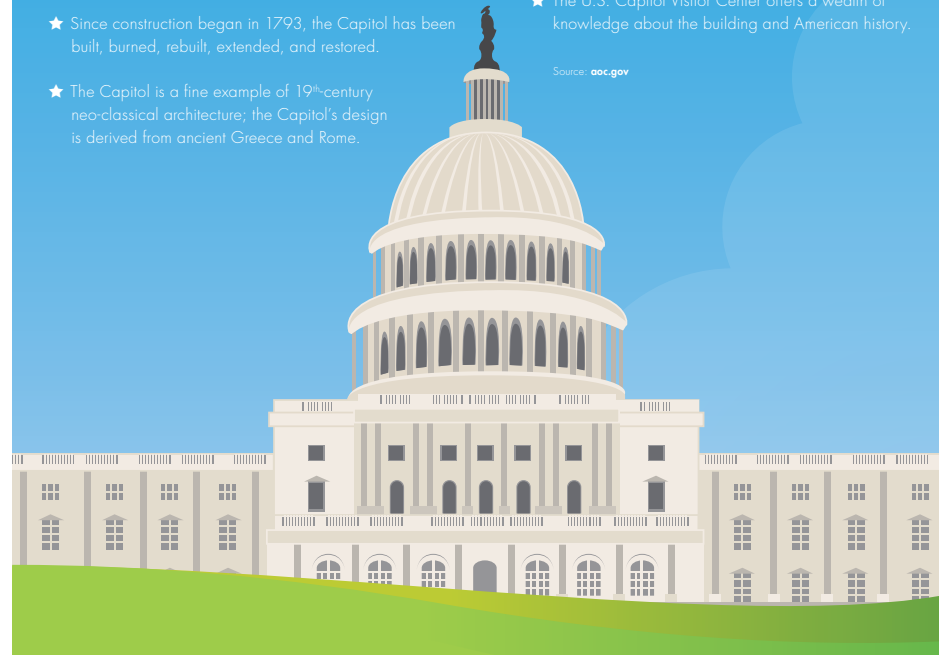


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UNITED STATES CAPITOL

- ★ 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."
- ★ 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.
- ★ 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.

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: visithethecapitol.gov



YOU ARE HERE

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
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



YOU ARE HERE

Instruct your delegates to flip open the specified icon's page and read a few fast facts together.

DISCUSSION STARTERS

- Why was the monument designed using this shape?
- How does the monument reflect George Washington as a leader?
- How did Washington keep his soldiers motivated to keep fighting when there was no money and no food? (He stayed with them and shared with them his passion and hope for what they were fighting for—their freedom.)

CRITICAL THINKING

- George Washington lost many more battles than he won (he won only three), but it was those three battles that led to winning the war. What can this tell us about strategic wins?
- What does this tell us about George Washington's persistence and belief in what he was fighting for?

CONNECTION TO LEADERSHIP AND CHARACTER

- Washington resigned as commanding general after the war and then later refused to run for a third term as president although some believe he could have easily won. Why did he do this?
- What might this say about his leadership?
- He also looked to others for help and guidance during the war and while president. Is this the sign of a strong leader or a weak leader?

YOU ARE HERE

Instruct your delegates to flip open the specified icon's page and read a few fast facts together.

DISCUSSION STARTERS

- Lincoln appointed a very different sort of Cabinet: his major rivals. Why did he do that? Would that work in today's political climate?
- The Kansas-Nebraska Act, passed in 1854 and allowing slavery to expand westward, is what convinced Lincoln to run for president. Before this act, slavery was not allowed to expand as territories entered the U.S. Ask the students to imagine life today if Lincoln had not run for president and the Kansas-Nebraska Act had been allowed to stand.
- If you could only say one thing about Lincoln, what would you say?

CRITICAL THINKING

- What does "malice towards none" and "charity towards all" mean?
- In one of his speeches, known as "The House Divided Speech," he said, "I believe this government cannot endure, permanently half slave and half free. I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided. It will become all one thing or all the other." Talk about what this might mean.

CONNECTION TO LEADERSHIP AND CHARACTER

Lincoln's leadership style is considered ideal today. Books are still written for leaders and managers analyzing his leadership traits. He understood other people's points of view and had the ability to gain other people's trust. He understood how to read people and how to communicate with a variety of populations. He was confident, humble, kind, honest, and decisive.



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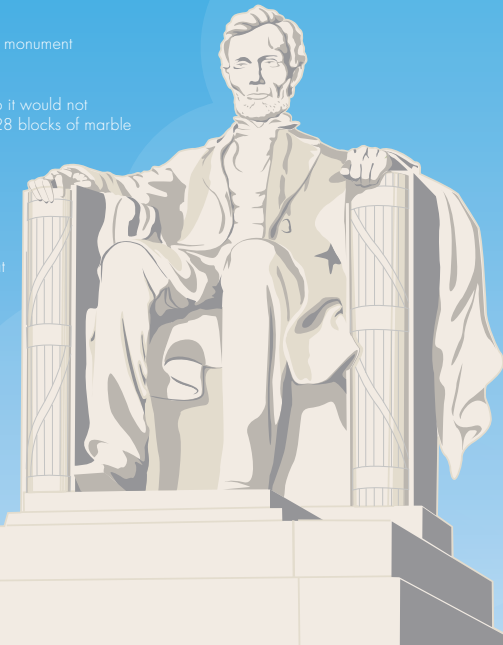
LINCOLN MEMORIAL

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



YOU ARE HERE



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)

YOU ARE HERE



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



YOU ARE HERE

Instruct your delegates to flip open the specified icon's page and read a few fast facts together.

DISCUSSION STARTERS

- More than 10 people keep the White House lawns. The lawns and gardens protect the president and others in the White House. How can lawns and gardens be used to protect the president? (Hint: How hard would it be to keep him safe if he lived in the middle of town in a house or in a high-rise apartment?)
- The grounds include everything a person could want: a tennis court, jogging track, swimming pool, putting green, horseshoe pit, basketball court, and more. The grounds have had a tree house (Carter), a trampoline (Kennedy), and a pony (Theodore Roosevelt). What would you add to the grounds if you lived here?
- What would it feel like to live here?
- Would you want your parent to become president?
- What would it be like to have all the staff working for you?

CRITICAL THINKING

- What does the White House symbolize for the United States? What does it symbolize for the rest of the world?
- Does respect for the White House depend on who lives there?

CONNECTION TO LEADERSHIP AND CHARACTER

- What traits make the perfect president?
- Which president exemplifies those traits?
- What traits should a first lady exhibit?
- Which first lady is the most famous? Why is she well known?

PHOTOSHARE

Photo shares are a fun way to remember specific parts of the program. By capturing photos, students will be able to discuss details of their experience through visual recollection.

Using the suggested list of photo ops, review this assignment with your delegates and challenge them to complete at least three of the items on the list!

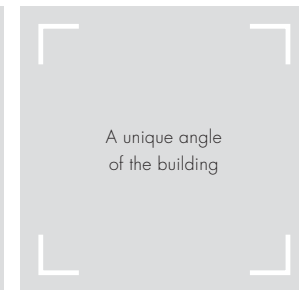
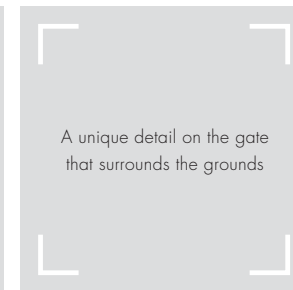
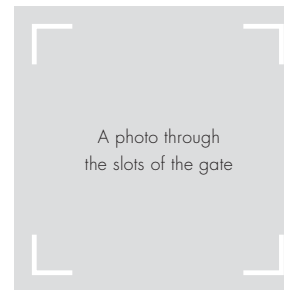
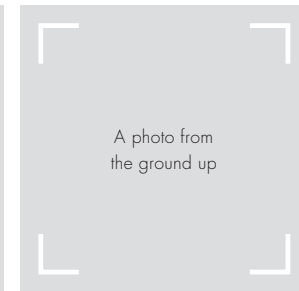
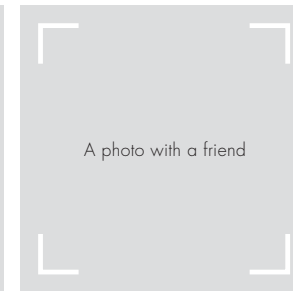
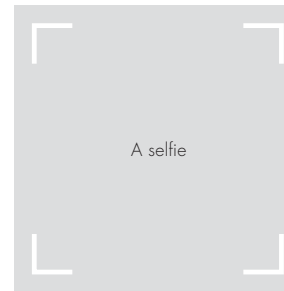
Don't forget to take some photos yourself—and upload them to People to People's Facebook, Twitter, or Instagram!



PHOTOSHARE

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!



PHOTOSHARE

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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

Instruct your delegates to flip open the specified icon's page and read a few fast facts together.

DISCUSSION STARTERS

- Arlington was officially designated as a military cemetery on June 15, 1864. More than 240,000 people are buried here. Soldiers from the American Revolution through the Iraq and Afghanistan wars are here. Tell students to be on the lookout for memorials to astronauts, historical women, explorers, justices, and Civil War-era slaves.
- Why would a family want their soldier buried here? Why would a family not want their soldier buried here?
- Ask the students to choose two memorials, one from 50 or more years ago, and one from the last 10 years, to compare the style and design. Is there a difference between these memorials?

CRITICAL THINKING

- When will the cemetery be full? Where will we bury soldiers when it is full?
- Do we need a national cemetery? Why or why not?
- Why is there so much ceremony around the Tomb of the Unknowns?

CONNECTION TO LEADERSHIP AND CHARACTER

- Name the great leaders buried here. Which great leader did not want to be buried here?
- How are the Kennedy memorials different from each other? How are they the same?
- What character traits does a hero possess? Why do we look up to heroes?

YOU ARE HERE

Instruct your delegates to flip open the specified icon's page and read a few fast facts together.

DISCUSSION STARTERS

- What do the gold stars symbolize, and why were they chosen for this memorial?
- Why do people build memorials?
- If you could say something to the soldiers who fought in this war, what would you say?
- What did we learn about the power of our military during this war?
- What did we learn about nuclear weapons when we bombed Japan?

CRITICAL THINKING

- Why were the Germans able to get so far before the United States got involved in the European fighting?
- Why did governments around the world ignore the plight of the Jews for so long?
- How was industry able to become so flexible and change the way ships were built and how other items needed for the war were manufactured?

CONNECTION TO LEADERSHIP AND CHARACTER

- This entire memorial is about leadership. Who were the people whose leadership skills were most vital during this war? (FDR, Truman, Churchill, Eisenhower, among others)



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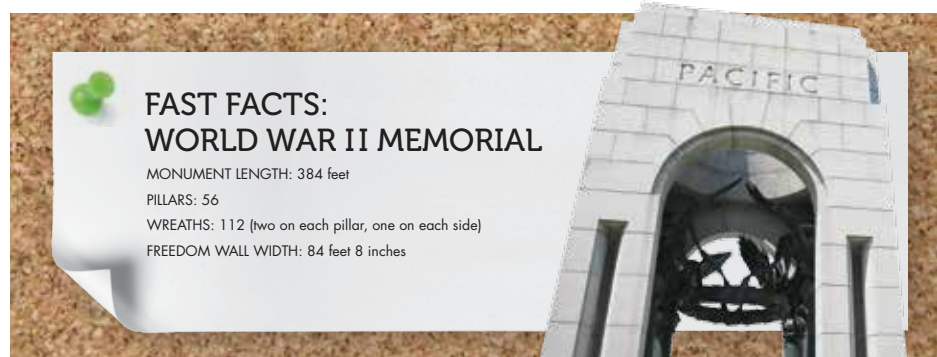
NATIONAL WORLD WAR II MEMORIAL

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

YOU ARE HERE



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



YOU ARE HERE

Instruct your delegates to flip open the specified icon's page and read a few fast facts together.

DISCUSSION STARTERS

Jefferson played many roles in history and held many titles: political philosopher, architect, musician, book collector, scientist, horticulturist, diplomat, inventor, and third president of the United States. Ask the students to name as many things as they can think of that Thomas Jefferson was involved in. Such as: drafting and signing the Declaration of Independence, fighting for religious freedom, creating the University of Virginia, and starting westward expansion by purchasing the Louisiana Territories and sending explorers West.

- Thomas Jefferson negotiated the Louisiana Purchase, which ensured the Westward expansion of the U.S. What would the United States be like if it stopped at the Mississippi River and you then entered a different country? Ask students to imagine the U.S. without California or the other Western states.

CRITICAL THINKING

- Did Jefferson understand the depth of his influence on this country?
- What would have happened to Jefferson and those who opposed the English if the Americans had lost to Britain?
- Would Jefferson have been tried for treason?
- Would he have been considered a genius or a fool?

CONNECTION TO LEADERSHIP AND CHARACTER

- Jefferson seemed to have a vision for this country. What leadership traits did he have that enabled him to share that vision and keep it alive?
- Can a person be taught to be a leader like Jefferson?

GIVING BACK

Service learning is an important piece of the People to People experience for our delegates. Service learning allows delegates to relate what they've learned or are currently learning, through action.

On this forum, delegates will participate in a letter-writing campaign to a soldier. Students may choose to write to a soldier who has served previously, or one that is currently serving. The objective of this activity is to help connect the traits of leadership and character to an individual who has served our country.

Please review the service project profile sheet given to you by your primary leader for details about the project and best practices to share with your delegates.

Read the instructions for each of the four options out loud to the delegates. Instruct delegates to select their prompt. Utilize time in the evening or during free time to construct the letters.

Students should craft a rough draft, in the space provided in their guide. They will turn it in to you for proofreading. Please ensure that the letters express gratitude, convey respect, and avoid negative references.

The delegates will be given time to revise their letters and then turn in final drafts. You will be given letterhead to distribute for their final drafts.



GIVING BACK

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.



GIVING BACK

GIVING BACK



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.

GIVING BACK

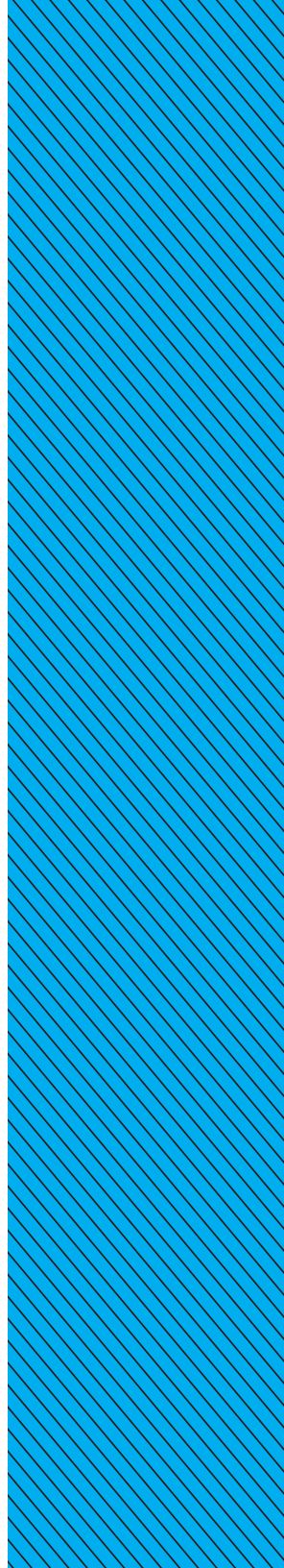
The Leadership Ambassadors on this World Leadership Forum will be assigned a day to present a wreath at a memorial in honor of the service personnel who have fought for this country. This involves several preparations beforehand.

Using the information gained from the character trait discussions, the delegates will choose specific character traits they want to honor. Utilizing those character traits, your coach will decide how to best present a brief 1-2 minute tribute to those who have served the United States. You and your group will select one student to represent the group and the coach (one student per group on each coach).

During group meetings or while on the coach, discuss the memorial and the wreath-laying ceremony to help your students understand the importance and seriousness of this event. At breakfast on the assigned day, the selected representatives from each coach will present their tributes to the entire group. Then, as the representatives carry the wreaths, they will lead the rest of the students in a silent march from the breakfast room at the hotel to the coaches for the day's journey into Washington, D.C.

When the coach arrives at the memorial, the representative students will carry the wreaths and lead the delegation to the designated location. This procession should be respectful, silent, and orderly. The students will place the wreaths at the memorial. During this time, if any student would like to remember a family member, he or she may speak up as instructed by the delegation manager.

A group representative will then ask everyone for a moment of silence in honor of service rendered to the country. The ceremony will conclude and you will continue visiting the memorial. You will receive more information about this from the site coordinators and your delegation manager.





**PEOPLE TO PEOPLE LEADERSHIP
AMBASSADOR PROGRAMS**

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