



GREENVILLE YOUTH DIPLOMAT

This package provides information to help you become qualified as one of Greenville's GSCI Youth Diplomats. By completing this program, you will learn about yourself, where you live and improve your understanding about how our Greenville community connects with the world. Your Portfolio Presentation will show your family, teachers and neighbors that you have learned something important and that you wish to be more involved in your community.

To become a GSCI Youth Diplomat you first submit an *Intent to Participate* form including your Applicant Coach selection. Then, you complete various learning activities. Finally, you complete the application by submitting Portfolio Presentation and *Qualification Statement*. Greenville Sister Cities International (GSCI) reviews all completed applications and invites individuals, who have completed the application processes, to present their Portfolios for nomination.

To complete the application process, you must follow these steps.

1. Submit the Intent to Participate form identifying your Applicant Coach.
2. Complete the Portfolio activities and prepare a Portfolio
3. Submit the Qualification Statement and Portfolio Presentation
4. Make your Portfolio Presentation to the GSCI Selection Committee

Completed Applications received before April 15 will be evaluated by the GSCI Selection Team for Diplomat status for the same year. For information or to submit your portfolio application by mail or email, contact:

Greenville Sister Cities International
c/o Youth Diplomat Program
P.O. Box 2207
Greenville, SC 29602
864-244-5915
gsci.sc@gmail.com



GREENVILLE YOUTH DIPLOMAT

Intent to Participate

Participant qualifications: Participation is preferred for students in Grades 9-12. Participants are encouraged to begin activities in the early Fall by submitting the *Intent to Participate* form and to submit a completed portfolio by mid-April of the same school year. See the *Diplomat Portfolio* document for suggested application activities.

Student Name: _____

Parent Name: _____

Address: _____

School: _____

Phone Number: _____

E-Mail Contact: _____

All participants must have an Application Coach/Faculty Advisor prior to starting this program. Please complete this section with the appropriate information.

Applicant Coach or _____

Faculty Advisor

Name

email and phone contact information

School affiliation or relationship to applicant

Applicant signature: _____

Submission Date: _____

If you are unable to submit your completed portfolio application this school year, please let us know.



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Application Instructions

Congratulations on your interest. Now let's get you started.

- Locate an Applicant Coach or Faculty Advisor (preferably someone from your school) to assist you with this project. Your Coach will provide suggestions, review your work and sign your final Qualification statement.
- Then, submit the *Intent to Participate* form and begin to work on your application activities. A GSCI Board sponsor will work with your Coach to advise you about application activities and status.
- Use the *Diplomat Portfolio* instructions to make sure you have completed the necessary activities and review the *Presentation Evaluation Template* to understand how to prepare for your portfolio presentation.

Your portfolio presentation is a personal reflection of what you have done and learned while completing various activities listed in the *Diplomat Portfolio*. Your portfolio presentation can include any combination of your experience including, for example, art, pictures, photographs, mementos, recipes, or drawings. We encourage you to be creative and include audio recordings, old letters, clothing, hats, website references or anything else you used as research or shows what you have learned.

Use the *Presentation Evaluation Template* to make sure that your presentation will demonstrate what you have learned in the best way possible.

- Now you are ready to have your Coach review your work, complete the *Qualification Statement*, and send the portfolio presentation with the signed *Qualification Statement* to the Greenville Sister Cities address.

GOOD LUCK. We are delighted that you wish to learn more about yourself and your community and are interested becoming qualified to be a GSCI Youth Diplomat.



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Qualification Statement

APPLICANT STATEMENT

With my signature, I certify that my Portfolio Presentation represents my work and the activities that I completed as suggested in the Diplomat Portfolio application packet. I also certify that I am a resident of South Carolina.

Applicant name

Date

APPLICANT COACH/FACULTY ADVISOR STATEMENT

As this Applicant's Coach/Faculty Advisor, I certify that this applicant has demonstrated to me the completion of the activities listed in the Diplomat Portfolio and that the Portfolio Presentation is an accurate reflection of these experiences.

I also certify that, having reviewed the *Presentation Evaluation template* with the applicant, that the applicant is prepared to present these experiences and their Portfolio in a manner that adequately reflects the applicant's capability thereby allowing for their consideration as GSCI Youth Diplomat and to be recognized as an engaged youth leader of this community.

Applicant Coach/Faculty Advisor

Date



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Diplomat Portfolio

To make sure that you provide the necessary information, please review this Diplomat Portfolio and all application materials that are included in this package. Keep the following description in mind as you complete your activities.

WHAT IS A YOUTH DIPLOMAT?

A Youth Diplomat is a community member who demonstrates the knowledge, skill and attitude appropriate to engage in civil dialogue regarding community interests with neighbors, other community members and visitors. Through the Diplomat's personal interest and talents, they display an intentional desire to provide a favorable experience and meaningful dialogue with individuals unfamiliar with local community situations. This positive citizen behavior has been promoted by the United Nations, President Dwight D. Eisenhower, Sister Cities International and the U.S. Center for Citizen Diplomacy as a way to enhance world peace and understanding.

SECTION ONE -- Introduce yourself

- Include a short description of yourself – where do you attend school, what you like to do, and what are your special interests.
- Describe one of your family traditions. Is this a tradition your family shares with someone else?
- Have you lived in another neighborhood or city? Explain what you needed to do to become comfortable in your new home. If you haven't moved, describe how you would help someone else who is new.
- What makes you happy, sad or angry?

SECTION TWO -- Learn more about your neighborhood

- Describe three places in your neighborhood that you go every day.
 1. _____
 2. _____
 3. _____

- Provide a picture/drawing of your favorite neighborhood place

- Describe a new place in your community that you would like to visit

- Ask a neighbor to share a story about their life in this community

SECTION THREE -- Participate in school and community activities (list event and date)

- Attend local International Day or International Festival activities that include speakers, art, drama, food or dance
- _____
Complete a school program or class in an international topic

- List some community groups where you have participated in service or assumed leadership of a project.

SECTION FOUR -- Have new experiences

- Read three books about children in places other than in this country
 1. _____
 2. _____
 3. _____
- Listen to songs that are typical of another culture. _____ What makes them different from songs that you listen to everyday?
- Secure E-pen pals with schools/individual from another country

- Visit a community museum or gallery _____
- Eat a food from another culture. _____ Why do you think people in different places eat different type of foods?

SECTION FIVE -- Learn a new skill

- Learn some words and phrases in two different languages such as:
WELCOME HAVE A GREAT DAY THANK YOU
- Play a game or do a craft from another country

- Describe a public sign that provides an international instruction

SECTION SIX -- Meet new people to learn about the world around us

Interview someone who has lived or worked in another country

Meet a U.S. veteran and learn what they did during their service to build peace in the world _____

Visit a cultural garden or center representing another country or culture. Talk with someone there and learn something new.

SECTION SEVEN -- Become familiar with your community and its celebrations

Describe 2 quotations from the sidewalk on Main Street that you enjoy

1. _____

2. _____

Tell us about your favorite community statue

Attend a baseball game or local football game (date _____) Why do people call these activities the "great American past-time"

Visit a zoo, park, community center, Saturday Market or music event.

Describe what items from outside our community you saw and how this experience is important to our community.

Attend a theater performance or see a movie about a place different from where you have lived

SECTION EIGHT -- Understand our country

Find out who represents you in your community government, at your state government and federal government

City/County _____

State _____

Federal _____

Tell us something special to you about living in the United States

Visit your local City Hall and attend a public discussion event there.

SECTION NINE – Find out more about another country/culture



Choose one Sister City and provide the following information

- Flag
- Native language
- Popular foods
- National holidays



Describe a country you would like to visit and why.

SECTION TEN – Become a Youth Diplomat



Answer two of the following questions as an essay.

- What does being a Youth Diplomat mean to you?
- What does it mean to be a global citizen?
- How can our community help you to be a better global citizen?
- In what way does our community currently welcome guests and new residents and encourage international understanding?



Prepare a web-enabled Portfolio Presentation file that is suitable to be posted on the GSCI website and adequately addresses the activities and learning that you experienced in the completion of this program.



Obtain signatures and submit the completed *Qualification Statement* with your Portfolio Presentation to the GSCI Selection Committee.

Presentation Evaluation Template

	1	2	3	4	Total
Organization	There appears to be no prepared sequence of information	Presentation materials don't follow known format and topics appear to jump around.	Information is presented in logical sequence which audience can easily follow.	Information is presented in logical, interesting sequence that engages audience interest.	
Content Knowledge	Student does not appear prepared or familiar with information and has difficulty with simple questions about content.	Student is uncomfortable with information but is able to answer simple questions.	Student is comfortable and prepared for typical questions but has difficulty with some questions or explanations.	Student easily demonstrates content knowledge, handles questions well and provides explanations including examples.	
Presentation Quality Graphics Mechanics	Presentation does not include any visual illustrations or includes inappropriate or distracting ones. Presentation has four or more spelling and/or grammatical errors.	Student includes simple visual illustrations but some don't strongly relate to the content. Presentation has three misspellings and/or grammatical errors.	Student includes several types of appropriate visual illustrations that relate to message. Presentation has no more than two misspellings and/or grammatical errors.	Student's visual illustrations enhance, explain and reinforce the message. Presentation has no misspellings or grammatical errors.	
Audience Engagement	Student reads the report making no consistent eye contact with audience. No attempt is made to engage audience interest or student responds inappropriately to simple inquiry.	Student occasionally uses eye contact, but still reads most of report. Timid or incomplete interaction with audience members in response to simple inquiry.	Student maintains eye contact most of the time but continues to rely on scripted notes. Invites audience questions as a specific part of the presentation format and interacts comfortably.	Student maintains eye contact with audience without relying on notes. Invites audiences questions and answers them comfortably and spontaneously.	
Presentation /Presence	Student mumbles, mispronounces terms, and speaks so quietly or quickly that the audience cannot hear. Posture and fidgeting behavior are distracting.	Student's voice projection is uneven and shaky, speaking some words awkwardly. Posture and fidgeting occasionally is distracting.	Student's voice is clear with most words pronounced correctly. Audience members can hear and are not distracted by speaking behaviors	Student uses a clear voice with correct, precise pronunciation. Posture and behavior are consistently supportive and non-distracting.	
Leadership Potential	Predominately shy and awkward	Occasionally shy and awkward with typical situations	Comfortable and engaging in typical situations	Interested while handling unusual situations with ease	
TOTAL POINTS:					

CONGRATULATIONS

**We are now one step
closer to becoming a
better community.**



Dr. Dianne Clarke-Kudless
Greenville Sister Cities International

Craig Lundgren
President, Greenville Sister Cities International

Mayor Knox White
Greenville South Carolina

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